



**Southern Connecticut State University**

## **Graduate Student Handbook**

**Counseling and School Psychology  
2017-2018**



**NATIONAL  
ASSOCIATION OF  
SCHOOL  
PSYCHOLOGISTS**



*Last Revised: 8/29/17*

## **Counseling and School Psychology**

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# Introduction

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

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

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

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

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

# Checklist for New Students

√	Task
	Attend the Department and University New Graduate Student Orientation Meetings.
	Register for your classes as soon as possible.
	Read and understand the entire CSP Handbook.
	Download the appropriate ethical standards for your field.
	Identify if you have been given conditional acceptance into the program. If so, make a plan for how you will meet all of the conditions in a timely manner.
	Become familiar with the Student Retention and Continuation Policy.
	Meet with your advisor to complete your planned program and course sequence, if not already completed.
	Become familiar with your Course Sequence sheet and FOLLOW it when registering for classes.
	Ensure that all of your financial aid paperwork and/or fellowship applications are completed.
	Log into your Southernct.edu email to familiarize yourself with the system. Check your email often.
	Log onto BlackBoard Learn through the Technology page at SCSU's website using your university login and password to check on class materials.
	Find the Department Calendar on the CSP Website under About Us, Department Calendar, and check it frequently.
	Go to your program's website and look at the resources under Current Students.
	Join the "Official SCSU Counseling and School Psychology" Facebook Group and Twitter Page.
	Go to <a href="https://www.southernct.edu/student-life/safety/southernalert.html/">https://www.southernct.edu/student-life/safety/southernalert.html/</a> 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.
	Join the national and state organizations for your field.
	Become familiar with the CALL model and the standards appropriate for your program – CACREP for Clinical Mental Health/ School Counseling and NASP for School Psychology.

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



## **Part I: About the CSP Department**

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

### **Departmental Mission Statement**

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

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

### **Diversity Policy**

The Counseling and School Psychology Department embraces the position that promoting and supporting diversity among the student body is central to the academic mission of the University. Southern Connecticut State University values an educational and work environment in which individuals and cultures are celebrated and respected for the unique talents, insights, and perspectives that they contribute. A diverse mix of students promotes respect for, and opportunities to learn from, others with the broad range of backgrounds and experiences that constitute modern society. The Counseling and School Psychology Department are therefore committed to providing equal access to educational opportunities through recruitment, admission, and support programs that promote diversity, and foster successful academic experiences.

## Counseling Programs in CSP

### **Definition of the Counselor**

Clinical mental health counseling is a distinct profession with national standards for education, training and clinical practice. Clinical mental health counselors are highly-skilled professionals who provide flexible, consumer-oriented therapy. They combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution.

School counselors are certified professional educators who work in elementary, middle and high school settings. They address the academic, career and social/emotional development of all students through the implementation of a comprehensive school counseling program. School counselors provide individual and group counseling services, behavioral supports, career exploration, college readiness, and primary prevention through the implementation of a developmental classroom curriculum. School counselors plan, implement and evaluate prevention and intervention programs to support student success. Through leadership, collaboration and consultation, school counselors promote equity and access for all students.

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

The CSP department offers graduate level course work leading to the Master of Science (M.S.) and 6th Year degrees with specialties in School Counseling and School Psychology. The curriculum for the M.S. in CMHC, School Counseling, and School Psychology is designed to prepare students to be effective entry-level professionals in a variety of settings. The curriculum for the M.S. complies with the standards for state and national accrediting bodies.

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

### **Master of Science Degree in Counseling - School Counseling Track**

The School Counseling program is designed to meet the State of Connecticut Certification as a School Counselor. The School Counseling program (60 credit hours) prepares graduate students to work in a variety of school settings including elementary, intermediate, and high school levels. All school counseling students complete a practicum (100 hours) and an internship (900 hours) in at least two of these three school levels. Teachers with at least 36 months of experience teaching in a public school setting, need only to fulfill a 600-hour internship which may be completed over two semesters part time or one semester full time. All practicum and internship experiences must be completed under the supervision of a certified school counselor with a minimum of 2 years' experience. Students are trained to provide counseling services that meet the guidelines of the American School Counselor Association's (ASCA) National Model. The ASCA model prepares graduate students to focus their work on the academic, career and social/emotional domains of student development and to design, implement, coordinate, and evaluate school counseling programs for optimum overall student success.

### **Sixth Year Professional Diploma in Counseling – School Counseling**

The sixth year advanced graduate studies program in Counseling provides the opportunity for students holding a master's degree in Counseling or Counseling related areas to further their professional competence. Programs can be individually designed. A minimum of 30 credit hours beyond the masters is required for the sixth year.

### **Objectives of the Clinical Mental Health & School Counseling Programs**

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

Program Objective	CMHC	SC
Evidences understanding of the multiple professional roles and functions of counselors across specialty areas and the role of the professional counselor advocating on behalf of the profession	<ul style="list-style-type: none"> <li>• CSP 595</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>	<ul style="list-style-type: none"> <li>• CSP 567</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>
Demonstrates an understanding of ethical standards of professional counseling organizations and applications of ethical and legal considerations in professional counseling	<ul style="list-style-type: none"> <li>• CSP 595</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>	<ul style="list-style-type: none"> <li>• CSP 570</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>
Explains theories and models of counseling, as well as a systems approach to conceptualizing clients and theories, models and strategies for understanding and practicing consultation	<ul style="list-style-type: none"> <li>• CSP 569</li> <li>• Portfolio</li> <li>• CCE</li> </ul>	<ul style="list-style-type: none"> <li>• CSP 569</li> <li>• Portfolio</li> <li>• CCE</li> </ul>
Applies theories of individual and family development across the lifespan and the systemic and environmental factors that affect human development, functioning and behavior	<ul style="list-style-type: none"> <li>• CSP 568</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>	<ul style="list-style-type: none"> <li>• CSP 568</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>
Evidences familiarity with and sensitivity to multicultural and characteristics within and among diverse groups, nationally and internationally as well as theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<ul style="list-style-type: none"> <li>• Immersed in all courses</li> <li>• CSP 578</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>	<ul style="list-style-type: none"> <li>• Immersed in all courses</li> <li>• CSP 578</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>
Demonstrates an understanding of theoretical foundations of group counseling and group work, dynamics associated with group process and development as well as therapeutic factors and how they contribute to group effectiveness	<ul style="list-style-type: none"> <li>• CSP 656</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>	<ul style="list-style-type: none"> <li>• CSP 555</li> <li>• CSP 656</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>
Exhibits an understanding of theories and models of career development, counseling and decision making as well as strategies for career development program planning, organization, implementation administration and evaluation	<ul style="list-style-type: none"> <li>• CSP 572</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>	<ul style="list-style-type: none"> <li>• CSP 572</li> <li>• CSP 573</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>

Program Objective	CMHC	SC
Integrates the use of assessments for diagnostic and intervention planning purposes, as well as ethnical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	<ul style="list-style-type: none"> <li>• CSP 540</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>	<ul style="list-style-type: none"> <li>• CSP 540</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>
Evidences importance of research in advancing the counseling profession, including how to critique research to inform counseling practice and understanding qualitative, quantitative and mixed research methods	<ul style="list-style-type: none"> <li>• CSP 691</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>	<ul style="list-style-type: none"> <li>• CSP 691</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• CCE</li> </ul>
Demonstrates counselor characteristics and behaviors that influence the counseling process	<ul style="list-style-type: none"> <li>• CSP 569</li> <li>• CSP 595</li> <li>• Retention &amp; Continuation Policy Assessment</li> <li>• Field Work Evaluations</li> <li>• CCE</li> </ul>	<ul style="list-style-type: none"> <li>• CSP 569</li> <li>• CSP 567</li> <li>• Retention &amp; Continuation Policy Assessment</li> <li>• Field Work Evaluations</li> <li>• CCE</li> </ul>
Develops a process for aiding students in developing a personal model of counseling	<ul style="list-style-type: none"> <li>• CSP 550</li> <li>• CSP 569</li> <li>• CSP 595</li> <li>• Portfolio</li> <li>• Field Work Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• CSP 550</li> <li>• CSP 569</li> <li>• CSP 595</li> <li>• Portfolio</li> <li>• Field Work Evaluations</li> </ul>
CMHC ONLY: Evidences understanding of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	<ul style="list-style-type: none"> <li>• CSP 571</li> <li>• CSP 574</li> <li>• Field Work Evaluations</li> </ul>	NA
SC ONLY: Exhibits an understanding of the role of the School Counselor as a leader, advocate and systems change agent in P-12 schools	NA	<ul style="list-style-type: none"> <li>• CSP 553</li> <li>• CSP 567</li> <li>• Field Work Evaluations</li> </ul>
SC ONLY: Demonstrates an understanding of the School Counselor's role in consultation with families, P-12 and postsecondary personnel and community agencies	NA	<ul style="list-style-type: none"> <li>• CSP 674</li> <li>• Field Work Evaluations</li> </ul>
SC ONLY: Exhibits an understanding of the School Counselor's leadership role in relation to school leadership and multidisciplinary teams, and qualities and styles of effective leadership in schools	NA	<ul style="list-style-type: none"> <li>• CSP 567</li> <li>• CSP 676</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> </ul>

\*These objectives were adapted from the 2016 CACREP Standards

## School Psychology Programs in CSP

### **Definition of the School Psychologist**

A School Psychologist is a mental health professional, with broad and specialized training in both psychology and education, who provides psychological services using data-based problem-solving process. As stated by our professional organization, the National Association of School Psychologists (NASP):

School psychologists help children and youth succeed academically, socially, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments for all students that strengthen connections between home and school (NASP, 2005).

The school psychologist is licensed and/or certified to provide school psychological services. He or she brings skills in problem-solving, assessment, consultation, individualized academic and therapeutic interventions, primary prevention, and systems-level change to the schools and the larger community. The school psychologist is sensitive to and appreciative of diversity and maintains the highest standards of practice with a keen awareness of the legal and ethical implications of his or her work.

### **Master of Science & Sixth Year Certification in School Psychology**

The Counseling and School Psychology Department at Southern Connecticut State University offers two graduate programs. The Master of Science Degree in School Psychology is achieved after one full year of study (including full-time summer study). The Sixth Year Professional Diploma (a specialist level credential) follows the Master's Program and includes one year of full-time coursework followed by a year-long (10-month) internship. The programs are designed to meet both the requirement for state licensure and national certification (NCSP) Graduates of the two programs will be prepared for employment as school psychologists in public schools or other related organizations and agencies.

The Master's Program is designed to be accessible to working students and classes will generally be offered on nights and/or weekends. Some classes will also contain web-based components of training. The Sixth Year Program also includes of late afternoon, evening and weekend coursework. While enrolled in the Sixth Year Program, continuing outside employment is more difficult since students must complete their practicum fieldwork during the school day. Students must complete the program on a full-time basis.

### **Objectives of the School Psychology Program**

The objectives of the School Psychology Program are based upon the Domains of School Psychology Graduate Education and Practice as developed by the National Association of School Psychologists (NASP, 2010).

Graduates of the Master of Science & Sixth Year Certification in School Psychology Program at Southern Connecticut State University will:

1. demonstrate a foundation in the knowledge bases for both psychology and education.

2. demonstrate knowledge and skills in data-based decision-making as a means to effective problem-solving, evaluation and accountability. Demonstrate skills in research and program evaluation to allow them to help bring the latest in educational and psychological research to schools and to help schools determine the effectiveness of services.
3. demonstrate knowledge and skills in school consultation and collaboration and the ability to communicate and work with others in a team-based approach to meeting the needs of children, youth, families and systems.
4. demonstrate knowledge in varied aspects of effective teaching and instructional methods, school curriculum, factors influencing learning and cognitive development, and the skills to develop appropriate academic interventions based on this knowledge.
5. demonstrate knowledge in varied aspects of mental health, social and emotional development and behavior, and the skills to develop appropriate social, emotional and behavioral interventions based on this knowledge.
6. demonstrate knowledge of the varied systems within and outside of schools in which students operate and the skills to work with and within these systems to create and maintain effective and supportive learning environments. This includes an understanding of the key role of families and family systems as well as knowledge and appreciation for all aspects of diversity in students, their families and fellow educators and mental health professionals, and skills to work to ensure safe and affirming schools for all.
7. demonstrate knowledge of primary prevention, risk and resiliency factors and the skills to develop and provide effective prevention, treatment and crisis intervention services.
8. demonstrate knowledge of the field and history of school psychology and the legal, ethical and professional standards of the profession and the skills to implement these standards through the use of effective technology, communication and interpersonal skills.

### **School Psychology Dispositions, Values, Personal & Professional Characteristics**

The School Psychology Program has expanded upon the CALL constructs to develop a set of dispositions, values, professional and personal characteristics that are considered to be essential to the effective practice of School Psychology:

1. School Psychologists realize the essential worth of all people, and the energy and wealth of ideas and experience that can be gained through diversity. School psychologists work to increase tolerance and respect for all individuals regardless of gender, disability, racial or ethnic identity, social or economic status, religion, sexual orientation and other characteristics of cultures and individuals. They work to make schools safe and affirming places for all. School Psychologists demonstrate an appreciation of the unique, and often complimentary, contributions of members of other disciplines to their consultative and collaborative efforts when engaged in teamwork.
2. School Psychologists display strong interpersonal skills. They are warm, empathetic, and compassionate. They are able to relate to a broad variety of individuals and form productive professional relationships. School psychologists are team players who can respectfully disagree. They display ethical behavior and take responsibility for the consequences of their actions. School psychologists display flexibility and tolerance for ambiguity. They are able to negotiate the complex social system of schools with patience, humility and diplomacy. School

psychologists are reliable and trustworthy. They can be depended upon to meet their professional obligations in a timely manner. They display initiative and leadership on the job.

3. School psychologists are committed to meeting the needs of children, schools and families. They serve as advocates for children's needs. They work to promote system level change to better meet the needs of children and their schools and families.
4. School psychologists display excellent communication skills. They are good listeners who utilize active listening techniques. They can clearly communicate their ideas and complex information orally, and in writing, to diverse audiences such as children, youth, parents, guardians, teachers, fellow school psychologists, and other professionals of various backgrounds and experiences.
5. School Psychologists are lifelong learners who use the process of reflection to enhance their professional growth. They accept and respond professionally to constructive criticism. They seek out new information to enhance their research-based practice. They collect and employ data to make decisions. School psychologists are committed to their profession. They are aware of and meet the ethical and practice standards of their profession. They participate in professional organizations. Experienced school psychologists provide mentorship and guidance to those entering the profession. School psychologists are aware of their own professional strengths and weaknesses, personal and professional biases and other limitations and work to overcome these, making appropriate use of constructive criticism and supervision.



## CSP Department Faculty

For complete biographical statements see

<http://www.southernct.edu/academics/schools/education/departments/counseling/cspfaculty.html>

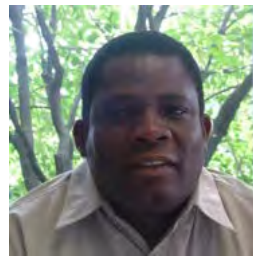


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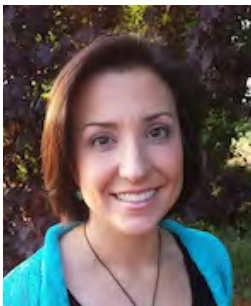
## School Psychology



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## 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 three distinct accreditations: Council for the Accreditation of Counseling and Related Programs (CACREP), Council for the Accreditation of Education Preparation (CAEP), 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.cacrep.org/about-cacrep/>.

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

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

Schools with programs accredited by CACREP have accepted their responsibility to provide quality-training programs. Accreditation is a powerful tool for self-evaluation and improvement. The Council

remains responsive to the changing needs of society and those persons serving as counselors. CACREP accredited programs are encouraged to make continual evaluations and revisions to remain current.

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

### **CACREP Core Areas**

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

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

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

## **Council for the Accreditation of Educator Preparation (CAEP)**

The School Counseling and School Psychology programs are currently accredited through CAEP. The following information comes directly from their website at <http://caepnet.org/>. CAEP stands on a strong foundation and rich history of accreditation in teacher and educator preparation. Formerly, NCATE, CAEP seeks to increase the value of accreditation and to increase participation, building on the decades of institutional knowledge of education's previous accreditors.

Educator accreditation is a seal of approval that assures quality in educator preparation. Accreditation makes sure that educator programs prepare new teachers to know their subjects, their students, and have the clinical training that allows them to enter the classroom ready to teach effectively.

Accreditation provides a framework that has pushed educator preparation programs to continually self-assess and conduct evidence-based analysis of their programs and their efficacy. These evidence-based shifts, rooted in continuous improvement, are helping to ensure that preparation programs are more likely to produce successful educators.

## **National Association of School Psychologists (NASP)**

The School Psychology program is currently a NASP approved program. 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.

## **Domains of School Psychology Training & Practice**

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

1. **Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. School psychologists use such models and methods as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery. School psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
2. **Consultation and Collaboration:** School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.
3. **Interventions and Instructional Support to Develop Academic Skills:** School Psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.
4. **Interventions and Mental Health Services to Develop Social and Life Skills:** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.
5. **School-Wide Practices to Promote Learning:** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.
6. **Preventive and Responsive Services:** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7. **Family–School Collaboration Services:** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.
8. **Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.
9. **Research and Program Evaluation:** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
10. **Legal, Ethical, and Professional Practice:** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

## School of Education Conceptual Framework: CALL



A conceptual framework is a set of guiding principles that are shared by the programs of the School of Education. While the School of Education has a diverse array of individual programs and goals, the Conceptual Framework gives structure and consistency to the ideals of all. The unit encompasses all programs within the School of Education and teacher education programs in the School of Arts and Sciences. **CALL**, the School of Education Conceptual Framework, reflects the work that our faculty, students, administrators, and staff do daily as they apply their professional capacities in service of promoting the learning and development of youth and adults as well as making the world – and the world of education, professional practice, and health care – a better place. Each letter of **CALL** represents a different construct of the Conceptual Framework. Together, they call all of us in the School of Education Unit to be mindful of the significance of what we do.

### **Collaborating within and across diverse contexts**

Our faculty, students, administrators and staff demonstrate the skills, experience, and mindsets (professional dispositions) to work within and across the multicultural and increasingly technological contexts of the 21st century global society. Our faculty, students, administrators, and staff work collaboratively within and across diverse communities at the university as well as locally, nationally, and internationally. As a matter of equity and social justice, they conduct their work in a professional, fair, and ethical manner to promote the learning, health, and development of all students and clients.

### **Applying Skills to Impact Learning and Development**

Our faculty, students, administrators and staff demonstrate well-developed content knowledge and skills specific to their individual professions. They draw on both their knowledge and skills to positively impact the learning and development of all children in schools, individuals within agencies and higher education, and/or clients and patients receiving health care or counseling. Faculty and students demonstrate the ability and willingness to: engage in effective planning; develop measurable outcomes; thoughtfully differentiate instruction/care; personalize professional practice; appropriately assess for understanding and growth; interpret data accurately and use findings in decision-making; reflect on practice; and, embrace and readily employ emerging technologies.



## **Leading for Excellence**

Our faculty, administrators, and staff model to students the values, attitudes, and skills necessary to act ethically and effectively as leaders in their professions. Our students exhibit and encourage communication excellence, professional dispositions, and positive pro-social behaviors. Our students demonstrate competency in evidence-based decision making. They can articulate how people work and interact together within an organization and identify the ways in which individual actions impact different systems. Faculty, administrators, staff, and students lead for excellence by advocating and engaging in actions that help guide children, clients, patients, other professionals, and the broader community. Students continually pursue excellence in foundational and more advanced skills so they, too, can become leaders for their profession.

## **Learning Through Inquiry, Experience, and Reflection**

Our faculty, students, administrators and staff are learners who value, and strive for, pedagogical, professional, and scholarly practice that is premised on research-based evidence, personal reflection, and authentic experience in their professions. They are fluent in their professional knowledge and skills, and they exhibit the characteristics of learners who are continually and constructively curious. Moreover, they are able to recognize and communicate connections that exist with other disciplines. Their behavior, habits, and speech are respectful and supportive of the knowledge, activities, circumstances, and experiences of those they work with and serve.

### CSP Diversity Committee

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

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

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

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

### Chi Sigma Iota International Honor Society of Professional Counseling:

Chi Sigma Iota is the international honor society for professional counselors. Established in 2014, Sigma Chi Sigma is SCSU's Chi Sigma Iota chapter. Membership in Sigma Chi Sigma is for CMHC and School Counseling students by invitation only. CMHC and School Counseling students must accrue 12 credit hours in the CSP department with a 3.5 grade point average in order to be considered by the counseling faculty for membership. More information about CSI can be found: <http://www.csi-net.org>.

### Graduate Student Association

The Counseling and School Psychology Graduate Student Association (CSP-GSA), 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. CSP-GSA brings students together for both professional and social activities. 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 CSP-GSA that student concerns are brought to the attention of the department.

The University also has a graduate student organization called the Graduate Student Affairs Committee (GSAC) which focuses on "advancing our agenda for excellence" set by Southern Connecticut State University's School of Graduate Studies. It supports activities that enhance the academic, social and cultural experience of SCSU's students through the distribution of the activity fees collected from full-time graduate students. The funds support a variety of graduate student activities including student research and conference attendance as well as university and departmental efforts such as guest lecturers, club events, and special events. GSAC also functions as an advocacy group, representing the needs of SCSU's graduate student body.

### **Conference & Research Funding**

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

## **Part II: Things Students Should Know In Their First Semester**

### **Academic Standards**

Our departmental policy is that graduate students must maintain a cumulative GPA average of 3.0. Students must not earn below a C in any class or they must retake it. All grades in each class must be passing in order to count for credit. Some classes, which are linked to key professional skills and/or ethical issues, may require the development of a remediation plan should the student receive a grade of less than a B. Please note that grades are not the only standard of success in the CSP department. As trainers of future professionals in the fields of counseling and school psychology, it is our professional and ethical responsibility to assess each student's professional, personal and ethical behavior relevant to current and future professional practice, and provide feedback/guidance/remediation when appropriate. See Student Retention and Continuation Policy for full details.

### **Address and Phone Number Changes**

For a variety of reasons, it is important that the department be able to reach students. In order to facilitate correspondence, it is necessary to report any change of address or phone number to the Registrar's office as soon as possible.

### **Advisement**

Upon acceptance into the program, each student will be assigned an advisor, who will help the student complete their course sequence. Advisors should be used for selection and sequencing of courses, field placements, other program concerns, and a support system. Students should meet with their advisor no less than once each semester. Please use the online scheduling system (<http://scsucsp.simplybook.me>) to sign up with faculty.

### **Course Availability**

The department does not offer all the courses listed in the catalog every semester. Many courses are offered only once each year; several elective courses are offered in alternate years, or less frequently. Courses which are scheduled to be offered are canceled if, just prior to the beginning of the semester, there is insufficient enrollment to justify them. Students should enroll early for classes they need; should the available sections for the class fill up, a waiting list will be started for a class for another section. If a section is not opened, it is up to the purview of the instructor to over-enroll if needed.

### **Departmental Permission for Classes**

Many courses require permission from your advisor and/or the instructor in order to enroll in that course. With the new student database, you no longer have to request permissions for classes. You will be given permission before registration day for the classes you are scheduled to take in the following semester according to your existing course sequence completed by your advisor. You are allowed to register for any section within the course (i.e. If CSP 569 has 4 sections, you can register for ANY of the

4 sections). Because of this new process, classes are first-come, first-serve and the cap for each class will remain.

On registration day, you will register as normal. Before contacting your advisor, please attempt to add the course using the CRN number under the add/drop section of banner. If you find that you cannot register for a course and you have already completed the online permissions process, then you should contact your program's Program Coordinator.

### **Registering for Classes**

Students typically register on-line. The university announces the date that registration for the semester will begin. These dates can be viewed on the University Calendar online at:

<http://www.southernct.edu/calendar/>. It has been our experience that most students enroll for their classes within the first day or two of the registration period -- thus, if you do not do so, there is a possibility that the courses you need are already filled.

### **Computer Labs**

To assist students, faculty, and staff with their education, Academic Computing at Southern CT State University provides a dozen public computer labs with the latest in software applications and hardware: Adanti Student Center 104, Buley 309, Buley 314, Jennings 130, as well as specialized labs such as the Center for Adaptive Technology in Engleman and the Student Technology Resource Center in Schwartz. Hours are posted at

<http://www.southernct.edu/residencelife/services/computerlabs.html>.

### **Counseling Services for Students**

We encourage students to seek counseling as part of their growth in the profession. University Counseling Services offers a wide variety of resources to help students adjust to life on campus through individual and group counseling, outreach and programming and consultative services. Their center is staffed by licensed counselors, clinical social workers, an advanced psychiatric registered nurse and senior level graduate interns who help students in many ways, like learning how to manage their depression or dealing with a family crisis. Students can apply what they learn in counseling and can begin to effectively deal with problems outside of the counseling setting.

It is important to note that if you do use SCSU counseling services, you cannot have your practicum or internship at that site. However, the SCSU counseling services can provide referrals to off-campus providers. For more information you can access the counseling services website at

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

## Course Attendance and Participation

Regular class attendance is expected and is defined as one's presence, in class and fieldwork, 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.* Misrepresenting the circumstances for an absence is considered unethical behavior, a violation of professional disposition standards and can result in initiation of disciplinary procedures. It is expected that, other than illness or an emergency, students will maintain perfect attendance. Note that serious repercussions, such as having to take the course over, can result from missing over two classes a semester in one course. Regular and punctual class attendance is not sufficient to satisfy the requirement of participation. It is expected that students will fulfill the following criteria for participation:

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

## Ethical Standards

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

### **American Counseling Association:**

<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

### **American School Counselor Association:**

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

### **National Association of School Psychologists:**

[https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/1\\_%20Ethical%20Principles.pdf](https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf)

## Electronic Device and Other Media Policy

Students are expected to use electronic devices (e.g., laptop, iPad, tablet, cell phone) for purposes related to classroom activities only. Students should turn their cell phone ringers 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/ text should speak to the instructor prior to the class or activity. Absolutely no texting or use of social media is allowed in class. Violation of this rule can be considered disruptive behavior (see Disruptive Behavior policy).

## Financial Aid

Students in need of financial aid must seek out all potential sources such as Pell Grants and Stafford Loans. The SCSU Office of Financial Aid and Scholarships website can be found at <http://www.southernct.edu/admissions/undergraduate/financial-aid/index.html/>. The Free Application for Federal Student Aid (FAFSA) can be completed online at <http://www.fafsa.ed.gov/>. There are currently three opportunities for fellowships through Southern and the CSP department: Graduate Assistantships, Graduate School Graduate Assistantships and the Graduate Research Fellowship. However, for those in need of financial aid it is necessary to seek alternate loan services such as Stafford Loans.

## **Graduate Assistants**

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

## **Graduate School Graduate Assistantship**

The GSGA is a non-need based award administered through the School of Graduate Studies and is contingent upon: (1) acceptance to a graduate degree or Sixth Year diploma program; (2) the achievement of a minimum 3.2 grade point average for all undergraduate coursework and 3.75 grade point average for all graduate coursework. Students must be enrolled full-time during the year of the award. Students cannot hold other University supported positions (such as Graduate Student Worker; Graduate Research Fellow; Graduate Teaching Assistant; Research Administrative Assistant; Resident Advisor; Graduate Intern, or Adjunct Faculty) while holding the GSGA award. Students should contact a faculty member in the CSP department if they are interested in this assistantship and read more at: <http://www.southernct.edu/academics/graduate/research/student-research/graduatefellowships.html>

## **Graduate Research Fellowship**

The GRF is a non-need based award administered through the School of Graduate Studies and is contingent upon: (1) acceptance to a graduate degree or Sixth Year diploma program; (2) a minimum 3.4 grade point average for their undergraduate work. In addition, applicants must have a minimum cumulative grade point average of 3.5 for all completed graduate work, if any. Students must be enrolled full-time during the year of the award. Students cannot hold other University supported positions (such as graduate student worker; graduate research fellow; graduate teaching assistant; research administrative assistant; resident advisor; graduate intern, or adjunct faculty) while holding the GRF award. Students should contact a faculty member in the CSP department if they are interested in this assistantship and read more at: <http://www.southernct.edu/academics/graduate/research/student-research/graduatefellowships.html>.

### **Graduate Affairs Graduate Intern**

This graduate internship provides students with hand-on experience in various areas within the Division of Student Affairs. Students must apply for specific positions. Graduate internships are 10-month positions working 35 hours per week. Student must maintain good academic standing. Tuition waiver for up to a total of 18 credits a semester. Employ begins in fall and ends in summer. See graduate catalog for further details.

<http://www.southernct.edu/student-life/office-of-student-affairs/graduate-intern.html>

### **Mandatory Meetings**

Occasionally, every program will require mandatory meetings for various purposes. Please check your SCSU email often so that you are aware of any important meetings.

### **New Student Orientation Meeting**

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

### **Parking Permits**

A common problem for many students at SCSU is access to parking. As a graduate student you will be issued a parking permit which allows you to park in additional graduate lots. This permit will be issued to you during your orientation meeting and must be displayed on the front left side of your car windshield. Please note that parking problems do not justify tardy arrivals to class.

### **Program of Study**

Upon acceptance into the program, each student will meet with his/her advisor to identify a Program of Study, which will indicate the courses the student must complete in order to satisfy degree and certification requirements. 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 file the appropriate paperwork. **PLEASE NOTE THAT ONLY GRADUATE LEVEL COURSES CAN BE COUNTED TOWARD GRADUATION.**

### **Transfer of Credits**

Students may transfer up to 9 credits into their planned program, provided that:

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



## **Course Sequence**

At the same time as the Program of Study is finalized, students will also plan, with their advisor, a sequence of classes for each semester. The department uses this information to create its schedule of courses offered. You **may not** deviate from this plan without the permission of your advisor. Failure to follow this sequence of study may result in a delay in your program of one semester, one year, or more. Because class permissions are also given based upon your course sequence, not following it for registration can cause a major delay in registration and could cause being unable to get into the section of your choice. If you need a change to your course sequence, please contact your advisor well in advance of registration.

## **Time Limit**

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

## **Request for Leave of Absence**

In extenuating circumstances, a student may petition for a leave of absence from the program. The student must make the request in writing 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. The leave of absence is counted as part of the time allowed for completion of degree requirements.

Every graduate student must enroll in a course every spring and fall semester from acceptance. Students completing a capstone register for IDS900. Please note that effective Friday, August 25, 2017 the University has instituted a "Graduate Leave of Absence" procedure that replaces IDS901. This policy is now consistent with the Undergraduate Leave of Absence (LOA) Policy. Students who need to take time off from their studies, with the intention of returning, must submit a [Leave of Absence form](#) to the Registrar's Office and are strongly encouraged to meet with their faculty advisor to discuss plans for degree completion.

<http://www.southernct.edu/academics/graduate/currentstudents/forms.html>

## **Portfolios**

As a student in the CSP department at SCSU, you are required to create a Portfolio documenting both your academic work and the extracurricular and professional activities completed during your time in the program. Your portfolio will be reviewed by your advisor (or a designated faculty member) prior to being approved for internship fieldwork. Please see your program's specific Portfolio Handbook on the CSP website for more information. **\*Note:** All students are required to purchase TK20, the University

online assessment system that allows you to organize and upload relevant professional documents. You can purchase a Tk20 account in one of two convenient locations: online at <https://southernct.tk20.com> or at the SCSU bookstore. **Please note that you may use your financial aid to purchase a Tk20 account at the SCSU bookstore.**

### 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](#)

[American Mental Health Counselors Association](#)

[Connecticut Counseling Association](#)

#### **School Counseling:**

[American Counseling Association](#)

[American School Counseling Association](#)

[Connecticut School Counseling Association](#)

[Connecticut Counseling Association](#)

#### **School Psychology:**

[National Association of School Psychologists](#)

[Connecticut Association of School Psychologists](#)

### Safety

Although our campus is continually striving to provide the safest environment for our students, students can also take personal responsibility that will decrease their chances of being victimized. In order to maintain safety at SCSU, students are encouraged to add the campus police non-emergency number to their cell phones (392-5375). Emergency calls from the campus phones are the standard 911. Students are also encouraged to read the safety instructions at: <http://www.southernct.edu/about/emergency-preparedness/>. Additionally, students are requested to sign up for the emergency alert system at: <https://www.southernct.edu/student-life/safety/southernalert.html/>. When attending late night classes, take special care when walking to

your cars; walk in a group and in well-lighted areas. Additionally, do not leave items in your car that could be easily stolen, e.g., navigation systems, iPods, laptops.

### **Sexual Harassment**

Southern Connecticut State University, the CSP Department and the School Psychology Program are committed to maintaining a workplace and educational environment free from sexual harassment. Sexual harassment is reprehensible and subverts the mission of the university and will not be tolerated. It threatens the careers of faculty and staff, and the educational experience of our students. The SCSU Policy and Procedures Governing Sexual Harassment can be found at <http://www.southernct.edu/offices/diversity/policy-procedures-governing-sexual-harassment.html>. If an individual feels they may have been the victim of sexual harassment, reporting procedures and advice can be found at <http://www.southernct.edu/offices/diversity/complaintprocedures/index.html>.

### **Student Ethics & Academic Honesty Policy**

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

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

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

Finally, student behavior while on practicum and internship sites is a reflection of our program and our University. All students are expected to follow the ethical and professional guidelines of their program and field.

### **Student Responsibilities: Retention & Continuation Policy**

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

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

### **Program Values, Expectations, and Student Responsibilities**

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, professional, and personal responsibilities.

### **Academic & Counseling/Psychology Skills & Competence**

#### **Academic Performance**

- **Course Attendance & Participation.** Regular class attendance is expected and is defined as one's presence, in class, for the entire scheduled period. The continuity of the course is diminished without a sincere commitment on the part of each student. Personal vacations, no matter how far in advance they have been planned, are not excusable absences. It is expected that, other than illness or an emergency, students will maintain perfect attendance. Note that serious repercussions, such as having to take the course over, can result from missing. Regular and punctual class attendance is not sufficient, however, to satisfy the requirement of participation. It is expected that students will fulfill the following criteria for participation:
  1. Completion of assigned readings prior to class;
  2. Consistent, active, positive verbal participation;
  3. Completion of assignments per format and by due date;
  4. Provision of a supportive environment conducive to the mastery of course material.
- **Academic Grades.** Students must maintain a cumulative GPA of 3.0 or better, a C or better in all classes.
  - Some classes, which are linked to key professional skills and/or ethical issues, may require the development of a remediation plan should the student receive a grade of less than a B. These are:
  - All Programs: CSP 578 Multicultural Counseling,
  - CMHC: 550 Counseling Procedures, 595 Professional Orientation and Ethics, 656 Group Counseling
  - C: CSP 550 Counseling Procedures, CSP 567 Professional Orientation, CSP 570 Ethical and Legal Issues, CSP 656 Group Counseling
  - SP: CSP 533 Assessment I, CSP 534 Assessment II, CSP 535 Assessment III, CSP 574 Behavior Modification, CSP 606 Counseling Procedures with Children, CSP 638 School Interventions, CSP 641 Ethics & Law and CSP 670 Psychology in the Schools.

- **Portfolio Submission (CMHC & SC only).** Students present evidence of progress toward academic goals through portfolio review at each gate, including all extracurricular academic requirements (including service hours) as delineated by the portfolio.
- **Comprehensive Exam.** Students successfully pass the comprehensive examination.
- **Fieldwork.** Students are able to successfully apply learning in field-site settings.

### Primary Counseling Skills

- Nonverbal Skills
- Use of Minimal Encouragers
- Appropriate and Effective Questions
- Reflecting Content and Feelings
- Advanced Reflection of Meaning & Values
- Skilled and Appropriate Confrontation
- Goal Setting
- Focus of Counseling
- Facilitate Therapeutic Environment through empathy, respect & unconditional positive regard

### Advanced Counseling/Psychology Skills

- Collaboration/ Consultation
- Assessment
- Diagnosis/Treatment/Intervention Skills

### Professional Dispositions

Professional dispositions include professional behaviors and personal behaviors/growth. These are evaluated by every instructor in each course and by program faculty annually.

### Professional Behaviors

- **Attendance.** Students must attend all classes and fieldwork practice activities with few to no absences. Attendance grades and allowed absences (typically one unexcused total) are within the discretion of each individual faculty member. However, three or more absences from a fall/spring class require a re-taking of the course.
- **Task Completion.** Student completes all assignments in a timely, ethical and effective fashion.
- **Professional Ethics.** Student adheres to the ethical guidelines of their profession: ACA, ASCA, NASP.
- **Professional Orientation.** Commitment to the profession and activities that demonstrate clear professional identity. Examples:
  - Becoming a state and national member of the appropriate national organization (CCA/ACA, CSCA/ASCA, CASP/NASP)
  - Students are committed to evidence-based and best practices in counseling and school psychology.
- **Professionalism.** Students must exhibit professional conduct, including demonstration of respect, in all settings. Examples:
  - Professional language

- Public presentation, behavior and persona (i.e., Facebook, Email, etc.)
- Professional dress within field site
- Students need to be on time to classes/fieldwork.
- Students should complete all assignments by the deadlines.
- Students should alert instructors/faculty in a timely manner to any difficulties they may be having in completing their responsibilities.
- Students need to be respectful and professional in all communications with peers, professors, site supervisors and administration.
- Students must follow all policies and procedures of the program, department and University.
- **Interpersonal Effectiveness in Professional Relationships.** Interpersonal effectiveness in professional interactions in the CSP program (students and faculty), fieldwork and in collaboration with community and outside entities.
- **Motivated to Learn & Grow.** Student is engaged in the learning and development of his/her counseling/psychology competencies.
- **Multicultural Competencies.** Respect for social and cultural diversity and recognition of its critical impact on the counseling and school psychology process.
- **Professional & Personal Boundaries.** Student recognizes the boundaries of her/his competence and maintains appropriate personal boundaries with supervisors, peers and clients/students.

### Personal Behaviors/ Personal Growth

Students demonstrate competence in the following areas:

- **Self-Awareness & Self Understanding.** Student demonstrates an awareness of his/her own belief systems, values, needs & limitations and the effect of self on others (including clients/students)
- **Emotional Stability and Self-Control.** 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 and/or school psychologist.
- **Openness to Feedback.** Openness to learning and willingness to incorporate corrective feedback.
- **Flexibility & Adaptivity.** Student demonstrates ability to flex to changing circumstances, unexpected events and new situations.
- **Congruence & Genuineness.** Student demonstrates self-acceptance and appropriate self-confidence.

### 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://www.southernct.edu/guides/handbook/SCSUStuHandbook2017R2withLinks.pdf> 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:

1. 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.
2. 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.
3. 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.

### **Evaluation Timeframes**

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

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

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

## Remediation

All students' progress will be reviewed each semester. If an area of concern is noted for a student, the student will be closely monitored to determine a) if the area of concern is no longer an issue or is manageable with no remediation or if b) the student requires faculty remediation. If at any point during the student's program, the student is deemed at risk in terms of failure due to academic-professional deficits or personal-professional deficits, including personal issues that prevent a student from performing the duties of a professional counselor or school psychologist, a remediation plan will be initiated and documented.

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

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

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

### A. For Academic Qualities Remediation:

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

### B. For Professional Qualities Remediation:

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

### C. For Personal Qualities Remediation:

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

The remediation plan will include, at a minimum:



- Specific activities to be completed;
- Target measures of accomplishment, which will be documented;
- A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan (if this person is different from the student's advisor)
- A timeframe for accomplishment; and
- Contact information for the faculty member responsible for monitoring the student's progress.

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

### **Retention**

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

### **Dismissal**

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

- Those determined by the University in terms of behavior,
- Those determined by the Graduate School in terms of academic standards, and
- Those determined by the School of Education in terms of CALL standards.

### **Determined by the University**

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

<https://www.southernct.edu/guides/handbook/SCSUHandbook-2015-2016.pdf>

1. Academic misconduct, including but not limited to: cheating and plagiarism, providing or receiving assistance from another, in a manner not authorized by the instructor.
2. Acts of dishonesty, including, but not limited to, forging, transferring, altering any document or identification card or knowingly furnishing false information to any University official.
3. Theft of property or services.
4. Actual or threatened physical assault or abuse, threatening, intimidation, coercion.
5. Sexual assault or sexual misconduct.

6. Sexual exploitation.
7. Violations of privacy.
8. Hazing for the purpose of initiation or admission into, affiliation with, or as a condition for continued membership in, a group or organization.
9. Stalking.
10. Harassment.
11. Conduct that is disorder, lewd or indecent.
12. Behavior that endangers health, safety or well-being of oneself or others.
13. Unauthorized possession, duplication or use of keys to any University Premises.
14. Starting fires or causing explosions.
15. Unauthorized or improper possession, use, removal, tampering or disabling of fire and/or safety equipment and warning devices.
16. Use, possession, purchase, sale or distribution of alcoholic beverages except as expressly permitted by law and University regulations.
17. Use, possession, purchase, sale, distribution or manufacturing of controlled substances and/or drugs, or drug paraphernalia, except as expressly permitted by law.
18. Use, possession or distribution of firearms, ammunition for firearms, other deadly weapons and dangerous instruments.
19. Gambling.
20. Disruption of any University function.
21. Intentional obstruction of University pedestrian or vehicular traffic.
22. Failure to comply with the direction of University officials.
23. Conduct that violates policies, rules and regulations.
24. Conduct contrary to federal, state or local law, regulation or ordinance.
25. Unauthorized use of University property.
26. Theft, unauthorized use or abuse of University computers.
27. Abuse of the University disciplinary 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**

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

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

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

## **Student Rights & Grievances**

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

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

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

In addition, an academic grievance may include alleged violations of the affirmative action plans of the University as related to academic policies and regulations, as well as disputes over grades, course

requirements, graduation/degree program requirements, thesis/dissertation/advisory committee composition, and/or advisor decisions. Please see the SCSU Graduate Catalog (p. 42-45) for graduate school policies on grade appeals and disciplinary action.

### **Grievance Procedures**

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

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

### **Grade Appeal Process**

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

### **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.

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

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

### Students Needing Accommodations

Students needing special accommodations based on a disability must go to the Disability Resource Office (DRO) in Engleman Hall – C-105A, telephone (203) 392-6828, or email [DRC@southernct.edu](mailto: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. Their website is available at: <http://www.southernct.edu/student-life/support/drc/index.html/>.

### Technology

Currently, Southern Technology contains several important features that all students are expected to use and regularly check:

#### **E-mail**

Every student is issued a Southern e-mail account through Owls. It is through this account that faculty will e-mail you, so you must check this account frequently. If you are having any problems with your account, you may contact the Help Desk by phone (392-5123). If you have a personal account, and want to have your SCSU e-mail messages forwarded there, there is an option in the E-mail section that

allows you to do so. This option has been problematic and we do not recommend that you use it. Rather, you should log directly into your Southern account for your messages.

### **BlackBoard Learn**

Most professors use Learn for teaching purposes. BlackBoard houses materials, assignments, course PowerPoints, etc. Become familiar with this technology and its functions.

## Part III: Things Students Should Know Before Fieldwork

### Career Services

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

### Comprehensive Examination

Students are required to pass a comprehensive examination in order to obtain the Master's Degree. Content and format are determined by each program. The exam dates are posted on the CSP Calendar at the beginning of each term. There is a mandatory meeting for counseling students taking the exam approximately one month prior to the exam date; counseling 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 may result in dismissal from the program.

### Field Experiences

#### **Criminal Record Check/ Fingerprinting**

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

Students within the School Counseling and School Psychology programs need to be aware that effective July 1, 2010, Connecticut law requires all students in teacher/educator certification programs to undergo state and national criminal history background checks before participating in school-based field experiences. The procedures for obtaining the background checks and the length of time they are valid will be established by the State Department of Education and cannot be altered. You will be responsible for the cost of the background check and will be provided with the necessary consent forms and other documents needed to conduct it. As part of the background check, you will need to be fingerprinted. If you fail to pass the background check, you may be unable to complete your chosen degree program at Southern Connecticut State University. The University will not be responsible for your inability to complete your chosen degree program.

To assist you in completing this requirement, the School of Education has contacted ACES – one of the Regional Educational Service Centers. ACES will also provide these services on site within the School of Education. ACES will be able to share your background check with other RESC's as well as send the information to the district(s) you request. If you are unsure of your placement – you can contact the ACES once you know and request your information be sent to the district of your placement. Please contact the Office of Clinical Field Experiences for more information regarding these services.

For more on this fingerprinting, see

<https://www.southernct.edu/academics/schools/education/student-services/background-checks/>  
and <http://www.sde.ct.gov/sde/cwp/view.asp?A=2613&Q=321326>

## **Liability Insurance**

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

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

## **Practicum**

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.

The practicum required of CSP students provides an opportunity to demonstrate professional skills under close supervision in a community or school setting. Practicum offers students the opportunity to develop, sharpen, and demonstrate professional skills related to their program. Students should also make a concerted effort to engage clients of various ethnic populations, both genders and different age groups. See your program's specific requirements regarding fieldwork.

## **Internship**

Following the practicum and pre-requisite courses, students will pursue an internship. The goal of the internship is to further develop and refine the skills established during practicum. Moreover, the internship should provide the student with the full range of counselor or school psychologist responsibilities appropriate to the setting. Careful consideration should be given to the type of internship site that you choose and you should discuss this closely with your advisor or the Field Site Coordinator. During internship, students assume increasing levels of responsibility for a range of counseling and assessment activities. As with the practicum, site supervisors serve as mentors, meeting



at least one hour per week for individual supervision. See your program's specific requirements regarding fieldwork.

### **Selection of Field Sites**

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

NOTE: The above descriptions are by no means a comprehensive guide to practicum and internship experiences. It is necessary for all students to thoroughly familiarize themselves with the procedures and expectations of their practicum and Internship by carefully reviewing their program's Practicum and Internship Handbook that is supplied to all students enrolled in either field experience. See your program's specific requirements regarding fieldwork on the CSP website.

## Part IV: Things Students Should Know Before Graduation

### Alumni Association

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

### Certification & Licensure

#### **Certification in School Counseling & School Psychology**

There are three levels of certification for school counselors and psychologists in Connecticut: Initial, Provisional, and Professional through the state Department of Education (<http://www.sde.ct.gov/sde>). 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.

#### **Certification and Licensure in Clinical Mental Health Counseling**

Completion of the master's program in CMHC does not provide a student with licensure or certification. Becoming a National Certified Counselor (NCC) and Licensed Professional Counselor (LPC) are processes that require various steps upon graduation from the CSP program. Among these steps are taking and passing the National Counselor Examination (NCE) for certification and completing 3000 hours of supervised postgraduate professional counseling experience. A thorough description of requirements for licensure can be found at the Connecticut Department of Public Health's website: [http://www.ct.gov/dph/cwp/view.asp?a=3121&q=396906&dphNav\\_GID=1821](http://www.ct.gov/dph/cwp/view.asp?a=3121&q=396906&dphNav_GID=1821). Please note that CMHC students may qualify for the National Certified Counselor credential upon graduation. More information can be found at: <http://www.nbcc.org/Certification>.

### Graduation

Application deadlines for May, August, and December 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 Registrar's Office. Note: applying for your degree is completely separate from applying to attend the Commencement Ceremony, which only happens in May.

### **Commencement (attending the graduation ceremony):**

Students must apply to attend the Commencement ceremony, which is held only in 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 Graduate School 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:

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

## **Conclusion**

We hope that your experiences within the CSP department are fulfilling and rewarding. We offer this handbook as an aid to your journey. Carefully reading and following the policies and procedures will help you successfully complete your education within the CSP department. Please let your advisor know if you need any additional guidance. Your feedback about the usefulness of this handbook would also be greatly appreciated. Please send all feedback to [generalim1@southernct.edu](mailto:generalim1@southernct.edu).