



Southern Connecticut State University

Counselor Education Department Student Handbook 2026-2027



[Department of Counselor Education | Southern Connecticut State University](#)

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COUNSELOR EDUCATION DEPARTMENT HANDBOOK

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OVERVIEW OF THE COUNSELOR EDUCATION DEPARTMENT

The Counselor Education Department includes graduate programs focused on preparing future school counselors, counselor educators and supervisors. Our master's and doctoral programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Our department is housed within the College of Education at Southern Connecticut State University; the College of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and Southern Connecticut State University is accredited by the New England Commission of Higher Education (NECHE). The Department of Counselor Education and the College of Education are committed to excellence in teaching and to an environment of caring, friendly student focus. In accordance with this belief, the department and its programs are driven by the mission statement below.

DEPARTMENT MISSION

The mission of the Counselor Education Department is to prepare School Counselors, Counselor Educators, and Counseling Supervisors who contribute significantly to the life-long development and well-being of children, youth, adults, and families in a multicultural society. We incorporate nationally accredited curriculum standards, best practices, a social justice advocacy framework, and active clinical and field practice in our programs. We are committed to providing high-quality, accessible, and inclusive programs to support socially and culturally diverse candidates that reflect the communities in which they will serve.

DEPARTMENT COMMITMENT TO DIVERSITY

The Counselor Education Department at SCSU is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person, which fosters sensitivity, understanding, and mutual respect among its members, and encourages all individuals to reach their full potential. In pursuit of its goal of in counselor training, the department seeks to recruit, retain, and nurture a diverse student body, believing that diverse representation stimulates creativity, promotes the exchange of ideas, enriches campus life, and strengthens programs as well as the profession. The Counselor Education Department prohibits discrimination against any person on the basis of race, religion, color, sex (including gender identity and sexual orientation), age, socioeconomic status, national origin or ancestry, ability status/disability, health, or veteran status.

DEPARTMENT STAFF & FACULTY

For faculty photos and complete biographical statements see:

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

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DEPARTMENT PROGRAMS & OBJECTIVES

Master's - School Counseling Program

The CACREP-Accredited MS program is designed to meet the State of Connecticut Certification (068) as a K-12 School Counselor. This program prepares graduate students to work in a variety of school settings including elementary, intermediate, middle, and high school levels. Students are trained to provide preventive and responsive counseling services that meet the guidelines of the American School Counselor Association's (ASCA) National Model, as well as the Connecticut Comprehensive School Counseling Framework (CCSCF). School counselors are employed primarily in PK-12 educational settings. They use their counseling knowledge, insight, and skills to promote human welfare and educational success, and to improve the institutions and programs in which they are involved.

School counselors:

- provide a program of services for students in the school to promote academic, social- emotional, and career development in a proactive and preventive manner;
- provide individual and group counseling for students identified in need;
- consult with teachers, parents, faculty, and administrators concerning student academic, social-emotional, and career success;

- provide a liaison with community agencies to garner services for students and families.
- implement a comprehensive program which focuses on the uniqueness of all students based on data-informed decision making, closing achievement and opportunity gaps, and results in improved student outcomes.

These areas are in alignment with the American School Counselor Association (ASCA) national standards and the Connecticut Comprehensive School Counseling Framework (CCSCF) state standards. The program components include delivery of service (i.e., school counseling curriculum, individual planning, responsive services), accountability, and program management. For more information about school counseling, see the [Connecticut School Counselor Association](#) (CSCA) and the [American School Counseling Association](#) (ASCA).

The MS school counseling program consists of 63 credits and is available in full or part-time study. The program includes two supervised field experiences, a practicum and an internship. Practicum offers students the opportunity to develop, sharpen, and demonstrate individual and group counseling skills. Students are required to spend a minimum of 100 hours over the course of one semester within a school setting. The internship is an intensive, diversified experience that exposes students to a full range of school counselor responsibilities appropriate to the setting. The internship consists of a 10-month long, 700-hour minimum, supervised counseling experience in a school setting. Both fieldwork experiences are completed under the supervision of a certified school counselor. A comprehensive exam is required.

Note: Because the MS-SC program is CACREP accredited, certified teachers with 30 months of teaching experience must complete no less than 600 hours over the course of one or two semesters.

Program Requirements can be found in the Graduate Catalog

<https://catalog.southernct.edu/graduate/programs-and-degrees/school-counseling-ms.html>

Sixth-Year Certificate* - School Counseling Program

This CAEP-Accredited advanced certificate provides course requirements and supervised fieldwork to prepare for State of Connecticut Certification (068) as a K-12 School Counselor. Candidates for this certificate program must hold a master's degree in helping professions or education-related areas. In addition, candidates must complete the program prerequisite course in special education required for Connecticut State Department of Education certification. The certificate includes 41 credits of required coursework and fieldwork experience.

Sixth-Year Certificate candidates are required to complete a 100-hour practicum, and a 700-hour, 10-month long supervised internship placement within a school setting. Candidates with 30 months certified public teaching experience may waive 50 percent of the internship. No comprehensive exam or thesis is required.

Program Requirements can be found in the Graduate Catalog

<https://catalog.southernct.edu/graduate/programs-and-degrees/school-counseling-syc.html>

Post-master's Certificate* - School Counseling Program

This CAEP-Accredited advanced certificate provides course requirements and supervised fieldwork to prepare for State of Connecticut Certification (068) as a K – 12 School Counselor. Candidates for this certificate program must hold a master's degree in counseling. The certificate includes 23 credits of required courses, 15-credits of course content, and eight-credits of fieldwork. Post-master's Certificate candidates are required to complete a 700-hour, 10-month long supervised internship placement within a school setting. No

comprehensive exam or thesis is required.

Program Requirements can be found in the Graduate Catalog

<https://catalog.southernct.edu/graduate/programs-and-degrees/school-counseling-post-masters-certificate.html>

***Note:** These programs are accredited by CAEP. CACREP does not accredit advanced certificate programs.

Program Objective

Graduates of the School Counseling Program will be prepared to design, implement, and evaluate comprehensive, data-informed school counseling programs that promote the academic, career, and social-emotional development of all P–12 students. They will demonstrate ethical practice, cultural responsiveness, leadership, advocacy, and collaboration to advance equity, access, and student success in diverse school communities. Through evidence-based decision-making and systemic engagement, graduates will work to remove barriers to learning and foster positive outcomes for all students.

The school counseling program has identified objectives based on the CACREP Standards. The chart below reflects the new objectives based on the 2024 CACREP standards (in effect as of fall 2026).

New Program Objectives (effective summer 2026) [based on CACREP 2024 Standards]

At the end of the school counseling program, graduates will:

Foundation A: Professional Counseling Orientation & Ethical Practice

1. Demonstrate ethical, collaborative, and advocacy-driven practices by accurately identifying professional roles, credentialing requirements, relevant legislation, and counseling supervision models, and by applying self-awareness, professional engagement, and informed leadership to promote access, equity, and excellence across diverse service delivery settings.

Foundation B: Social & Cultural Identities & Experiences

2. Apply multicultural, social justice, and advocacy frameworks by identifying systemic barriers, and analyzing the influence of cultural identities and intersectionality and the impact of historical trauma, discrimination, marginalization, and income disparities on the people they serve. They will implement inclusive strategies that promote empowerment, wellness, and equitable access to services.

Foundation C: Lifespan Development

3. Demonstrate the ability to apply culturally responsive, trauma-informed, and wellness-oriented strategies grounded in developmental, relational, and neurobiological theories to support individual and family development, foster resilience and adaptation, and promote holistic well-being across the lifespan.

Foundation D: Career Development

4. Apply ethical, culturally sustaining, and developmentally responsive career counseling strategies by conducting career assessments, interpreting labor market data, identifying systemic barriers, and developing individualized career and education plans that support diverse clients in achieving meaningful vocational and life-work goals.

Foundation E: Counseling Practice & Relationships

5. Demonstrate competence in culturally sustaining and evidence-based practices by effectively conceptualizing cases, developing and implementing prevention and intervention plans, responding to crises, building ethical counseling relationships, and engaging in collaborative decision-making to support diverse student needs across practice settings.

Foundation F: Group Counseling & Group Work

6. Demonstrate the ability to ethically design, facilitate, and evaluate group counseling sessions by applying evidence-based, culturally sustaining, and developmentally responsive strategies, and by analyzing group dynamics, leadership roles, and therapeutic factors across diverse settings and delivery modalities.

Foundation G: Assessment & Diagnostic Processes

7. Demonstrate the ability to ethically select, administer, and interpret a variety of assessments by applying knowledge of developmental, cultural, and legal considerations to accurately inform case conceptualization, goal setting, service planning, and referral decisions across academic, career, personal, and clinical contexts.

Foundation H: Research & Program Evaluation

8. Demonstrate competency in research and program evaluation by designing ethically sound studies, selecting appropriate methodologies, analyzing and interpreting data, and applying culturally responsive, evidence-based findings to inform counseling programming and the counseling profession, evaluate outcomes, and support professional advocacy efforts.

Section 5-H: School Counseling Specialized Practice

9. Demonstrate the ability to design and lead equitable, data-informed PK–12 programs that promote academic success, social-emotional development, and career readiness through advocacy, collaboration, culturally sustaining practices, trauma-informed care, and comprehensive school-based interventions and consultation.
10. Design, implement, and evaluate career development programming that expands access and helps close equity gaps across learner populations.

Doctorate – Counselor Education & Supervision Program

The Counselor Education and Supervision (CES) Program within the Department of Counselor Education Department offers the Education Doctorate (EdD) in Counselor Education and Supervision (CES). This 60-credit* program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Program Requirements can be found in the Graduate Catalog

<https://catalog.southernct.edu/graduate/programs-and-degrees/counselor-education-and-supervision-edd.html>

In addition to coursework, students in the EdD program must successfully complete the following:

- Internship
- Comprehensive exam
- Capstone dissertation

The Internship Handbook and Comprehensive Exam Study Guide are provided to help students prepare for and navigate these experiences. Faculty will also provide information sessions related to the internship and comprehensive examination. Support for dissertation development, including proposal, implementation, and defense are provided primarily by the dissertation chair.

The program objectives of the Counselor Education and Supervision Doctoral (CES Ed.D.) Program at Southern Connecticut State University includes elements related to overarching objectives and each of the five doctoral core areas:

Overarching Objectives

- Understand and implement counselor education and supervision practices that are legal and ethical.
- Implement inclusive andragogical and supervisory strategies (e.g., accessible design, affirming feedback, and equitable evaluation practices) that support the success of all.
- Provide culturally responsive counselor education and supervision services in the context of decolonization and liberation, integrated with an ecological, social justice framework.
- Demonstrate an understanding of the counselor educator and supervisor's role in the broader systemic context, including department and university, professional organizations and the community.
- Develop an identity as a professional counselor in various roles related to counselor education and supervision.

Counseling Objectives

- Conceptualize client and student concerns from multiple theoretical perspectives with attention to issues of social justice, equity, and inclusion.
- Provide counseling services to clients and students in a diverse and ever-changing society.

Supervision Objectives

- Evaluate the effectiveness of supervisees' counseling in a developmentally congruent manner and apply multiple theories of supervision.
- Demonstrate knowledge and skills related to evaluation, gatekeeping, and remediation practices in counselor education and supervision.

Teaching Objectives

- Understand and apply teaching andragogy; instructional and curriculum design for on-ground, hybrid, and online course instruction.
- Use effective methods of evaluating teaching that respond to learning needs of individuals with diverse intersectional statuses.

Research and Scholarship objectives

- Demonstrate knowledge and skills of quantitative and qualitative research by formulating researchable questions, selecting appropriate designs, collecting and managing data, applying analytic methods (e.g., descriptive and inferential statistics, thematic analysis), and interpreting findings with attention to rigor, ethics, and limitations.
- Understand and apply skills related to professional presentation and publication by communicating results clearly in APA-style writing and oral/visual formats, developing conference posters and presentations, preparing manuscripts for peer review, and responding to reviewer feedback.

Leadership and Advocacy objectives

- Understand and apply the role of agency and school leader.
- Engage in critical discourse on current issues in the counseling profession.
- Enact leadership and advocacy within communities, within the counseling profession and on behalf of the counseling profession.
- Apply leadership theory within counseling practice and counselor education.

Leadership and Advocacy objectives

1. Understand and apply the role of agency/district manager/leader.
2. Engage in critical discourse on current issues in the counseling profession.
3. Enact leadership and advocacy *within* communities, *within* the counseling profession and *on behalf of* the counseling profession.
4. Apply leadership theory within counseling practice and counselor education.

ADVISEMENT & PROGRAM COMPLETION

Academic Advisement: Upon matriculation into all programs within CED, student will be assigned an academic advisor who will help the student complete their course sequence. Advisors will guide selection and sequencing of courses, field placements, other program concerns, and be a source of support throughout student's program of study. Students have a responsibility to be active participants in the advisement process. They should meet with their academic advisor no less than once each semester. Students should email their advisor directly to schedule appointments. In addition, students have a responsibility to remain informed regarding program and department announcements and policies by regularly reading their SCSU Email and accessing their program (School Counseling or CES) Team under Microsoft Teams (where Handbooks are located and students may upload documents and forms).

Doctoral counselor education and supervision students note:

- An academic advisor is assigned at the beginning of their program. Later, a student will select a dissertation chair who will oversee the development, proposal, and defense of the dissertation. The academic advisor may also serve as dissertation chair. See the CES Capstone Dissertation Handbook for more information.

Program Sequence: Each matriculated student will meet with their advisor to identify their program sequence,

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 sequence (e.g., taking a course not specified on the planned program; wanting to substitute one course for another), the student must contact their advisor to discuss this and file the appropriate paperwork.

The department uses the planned program sequence information to create its schedule of courses offered. No changes can be made to this plan without the permission of their academic advisor. Failure to follow this sequence of study may result in a delay in your program of one semester, one year, or more. If you need a change to your course sequence, please contact your advisor in advance of registration.

Transfer of Credits: School of Graduate and Professional Studies Policy (May, 2023)

The amount of graduate work transferable to a graduate degree program is limited to up to 15 credits or 25% of a program, whichever is greater, not including prerequisites. Many graduate programs have more restrictive policies. In order to be transferred, the following criteria must be met:

- Graduate level from a regionally accredited institution authorized to grant graduate degrees
- Courses from institutions without Regional Accreditation, but that are licensed to operate in Connecticut, will be reviewed on a case-by-case basis by the Provost or designee
- Passed with a grade of "B" (3.0) or higher; (pass/fail courses may not be transferred)
- Within the six-year limit at the time of graduation
- Recorded on an official transcript from the granting institution
- Included on the planned program by the graduate program adviser
- Not used toward another degree

Students must submit an official transcript to School of Professional and Graduate Studies showing proof of completion of the course(s) to be transferred. Credit hours only, not grades, may be transferred. No transfer credit will be posted until the student has been accepted into a graduate program and has successfully completed at least one semester at Southern. The GPA is computed for grades earned at Southern only. Transferred courses cannot be revalidated if beyond the six-year limit for inclusion in a graduate program.

Time Limit: All course work and other requirements for a graduate degree must be completed within six years from the first class taken toward the program; seven years for doctoral programs. 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 School of Graduate & Professional Studies before continuing.

Leave of Absence: A graduate student may request a leave of absence from the University. Please see additional information regarding taking a leave of absence on the Registrar's page. A leave of absence is counted as part of the time allowed for completion of degree requirements.

<https://inside.southernct.edu/onestop/withdrawal>

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.

STUDENT EMPLOYMENT ON CAMPUS

Graduate Assistantships: A limited number of graduate assistantships are available to students in the CED Department. These positions are offered on a competitive basis. CED students may apply for a part-time (10 hours per week) or full-time (20 hours per week) graduate assistantship position.

Paid Teaching Positions: A limited number of part-time teaching positions are periodically available on a competitive basis dependent on departmental needs. Doctoral students are permitted to apply for these positions and are considered in the same manner as other part-time teaching applicants outside the program. In order to apply for available positions in the department, students are required to submit letters of interest and resume to the CED Department Chair, as is the requirement for any person seeking such a position.

Additional notes: Students may also consider employment opportunities available to graduate students in other departments on campus. Note: Graduate students are not permitted to hold both a graduate assistant position and other University employment within the same academic semester.

FINANCIAL AID AND FUNDING OPPORTUNITIES

Please note that graduate students must enroll in at least 4.5 credits per semester in order to access qualifying financial aid, including loans. All doctoral students are considered part time regardless of credits taken in a semester.

Students should be aware that courses outside of their program requirements are not eligible for financial aid. This does not include courses that are approved to replace required courses or elective credit. See your advisor for specific information.

Students may find more information about financial aid on the School of Graduate and Professional Studies website: <https://inside.southernct.edu/onestop/financial-aid>

Contact the SCSU Office of Financial Aid and Scholarship:

Location: Wintergreen Building, Room 117

Phone: (203) 392-5222, Fax: (203) 392-5229

Email: financialaid@southernct.edu

Hours: Monday - Friday 8:00 a.m. - 4:30 p.m.

Southern Foundation Scholarships: Through the generosity of alumni, parents, and friends of the University, the SCSU Foundation manages over 350 scholarships that are available to both undergraduate and graduate students.

<https://inside.southernct.edu/foundation-scholarship>

Graduate School Graduate Assistantship (GSGA): The GSGA is a non-need based teaching or research 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.

Please note: CES doctoral students are always considered part-time, therefore are not eligible for the fee waiver available to 20-hour student positions (GA or GSGA).

Faculty apply for GSGA awards and nominate students for the position. Read more at:
<https://catalog.southernct.edu/graduate/financial-aid/graduate-assistantships-and-internships.html>

Student Affairs Graduate Intern Opportunities: 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. Students must maintain good academic standing. Tuition waiver for up to a total of 18 credits a semester. Employment begins in fall and ends in summer. See graduate catalog for further details.

<https://inside.southernct.edu/dean-of-students/internships>

Conference, Research, and Student Organization Funding: The GSAC has some travel and research fellowships available for graduate students. Students may apply individually for funding for research projects and conference attendance. In addition, funds are available for student organization development. See application links below:

<https://inside.southernct.edu/sites/default/files/a/inside-southern/gsac/ResearchFundingForm4-10.pdf>

https://inside.southernct.edu/sites/default/files/a/inside-southern/gsac/Conference_Funding_Application.pdf

https://inside.southernct.edu/sites/default/files/a/inside-southern/gsac/Student_Organization_Application.pdf

Research and Scholarship Advisory Committee (RSAC): RSAC provides students with travel funding for students who are first authors at National and International Conferences. See link below for further information:
<https://southernct.kualibuild.com/build/my/drafts/66cf3ed21a3ef21a846c0>

Students may also seek financial support from professional counseling organizations outside of the university. Students may inquire with their Academic Advisor or other mentors about such opportunities.

DEPARTMENT VALUES, EXPECTATIONS & STUDENT RESPONSIBILITIES

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

Graduate students are strongly encouraged to join and actively participate in professional counseling and/or school counseling professional organizations (e.g., ACA, ASCA, CCA, ACES). Engagement in professional organizations fosters networking, access to current research, continuing education, and advocacy for the profession. Students are expected to demonstrate professional identity development by attending at least one organizational event (conference, webinar, or meeting) during their program of study and reflecting on its relevance to their academic and career goals.

1. **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 poor attendance. However, regular and punctual class attendance alone is not sufficient to satisfy the requirement of participation.
2. **Academic Standards.** 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:
 - CED 550: Counseling Skills & Techniques
 - CED 578 Social & Cultural Foundations of Counseling
 - CED 656: Group Counseling
 - CED 570: Ethical and Legal Issues in School Counseling

Please note, the University policy permits grade replacement for up to two courses; although both grades earned will appear on the student's transcript, only the higher of the two grades will be used in calculating GPA.

Please see the University Policies on Academic Standards for Graduate Students for further details <https://catalog.southernct.edu/graduate/grade-policies/index.html>

3. **Key Performance Indicators.** Key Performance Indicators (KPI) have been developed to reflect CACREP curricular standards for each of the eight foundation counseling areas, as well as specialty areas (i.e., school counseling, counselor education and supervision). Each of the program's identified KPI's are assessed at multiple points in the program, including course and fieldwork. Your course instructors will review the KPI associated with their particular course; this information is also explicitly stated in each related course syllabus. See below for detailed KPI related assessments.
4. **Portfolio*.** Students will complete a portfolio and multiple measures of assessment over the course of their program. The student-created portfolio will document both your academic work and the extracurricular and professional activities completed during your time in the program. Your portfolio will be reviewed by program faculty. Please see your program's specific "Portfolio Handbook" on the program TEAM for more information.
5. **Fieldwork*.** Students are able to successfully apply learning in field-site settings; program specific requirements are outlined in the Practicum/Internship Handbooks.
6. **Comprehensive Exam*.** Students successfully pass the comprehensive examination related to their program.
7. **Dissertation.** Doctoral students will successfully complete the dissertation defense.

***NOTE:** Program-specific handbooks and orientations to portfolio, fieldwork, and comprehensive exam will take place in advance of each stage.

<https://catalog.southernct.edu/graduate/programs-and-degrees/counselor-education-and-supervision-edd.html> **SCHOOL COUNSELING KEY PERFORMANCE INDICATORS**

Core Area	KPI	Measures
A: Professional Counseling Orientation & Ethical Practice Standards	SC students will be able to demonstrate ethical decision making knowledge and skills and apply leadership and advocacy in the school counselor role.	1. (Knowledge and Skills; Semester 1) CED 567 School Counselor Advocacy Project 2. (Knowledge and Skill, Semester 3) CED 570 Ethical Dilemma and Social Justice Paper
B: Social & Cultural Identities & Experiences	Students will be able to apply multicultural and advocacy frameworks to identify systemic barriers and implement inclusive strategies that promote empowerment, wellness, and equity for diverse populations.	1. (Knowledge; Semester 2) CED 578 Cultural Interview and Analysis Paper 3. (Knowledge and Skills; Semester 5) CED 773 Diversity Challenge
C: Lifespan Development Standards	Students will be able to understand the impact of lifespan development by applying theories of individual and family development.	1. (Knowledge; Semester 1) CED 568 Film/Memoir/Movie Analysis 2. (Knowledge and Skills; Semester 5) CED 706 Crisis and Lifespan Development Case Analysis and Skill Demonstration 3. (Knowledge and Skills; Semester 6) CED 542 Research Pamphlet and Presentation
Core D: Career Development Standards	Students will be able to conduct assessments, analyze labor data, address barriers, and develop career plans supporting diverse clients' vocational and life-work goals.	1. (Knowledge and Skills; Semester 3) CED 572 Career Autobiography & Analysis 4. (Knowledge and Skills; Semester 4) CED 773 Postsecondary Advocacy Project
E: Counseling Practice & Relationships	Students will be able to demonstrate knowledge and application of counseling theories by effectively utilizing core skills such as interviewing, case conceptualization, and building strong therapeutic relationships.	1. (Knowledge; Semester 1) CED 569 Theory Presentation & Role Play 2. Knowledge and Skill, Semester 2) CED 550 Final Counseling Video Practice and Narrative (Skills, Semester 5) CED 759 - Counseling Recording and Self- Reflection
F: Group Counseling & Group Work	Students will be able to design and facilitate group counseling sessions using evidence-based, culturally sustaining strategies, and will demonstrate leadership skills by evaluating group dynamics, guiding group processes, and assessing outcomes.	1. (Knowledge and skills; Semester 3) CED 656 Group Proposal Paper 2. (Knowledge and skills; Semester 4) CED 776 Counseling Group Action Plan and Demonstration
G: Assessment & Diagnostic Processes	Students will be able to ethically administer assessments, apply contextual knowledge, and interpret results to inform diagnosis, planning, and referrals across diverse settings.	1. Knowledge; Semester 2) CED 540 Case Study & Assessment Proposal 2. (Knowledge and Skills: Semester 4) CED 539 Professional Development Workshop
H: Research & Program Evaluation	Students will be able to design ethical studies, analyze data, and apply findings to improve practice and support advocacy.	1. (Knowledge and Skills; Semester 5) CED 776 DATA Project, phase 1 2. (Knowledge and Skills; Semester 6) CED 776 DATA Project, phase 2 3. (Knowledge and Skills; Semester 6) CED 691 Program Evaluation Proposal

5.H: School Counseling Specialization	Students will be able to demonstrate their ability to design and lead equitable, data-driven PK–12 programs supporting academic, social-emotional, and career development.	1. (Knowledge and Skills; Semester 3) CED 672 School Counseling Curriculum Unit Plan 2. (Knowledge and Skills) CED 776 Final Site Supervisor Evaluation 3. (Knowledge and Skills; Semester 6) CED 777 Final Site Supervisor Evaluation
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CES KEY PERFORMANCE INDICATORS

Key Performance Indicators (KPIs) measure student progress toward program learning objectives. KPI measures are embedded in courses that include breadth and depth to quantitatively assess components of the five doctoral areas of study required by CACREP. KPIs are defined below and measured at multiple points throughout the program of study:

Core Area	KPI	Measures
Counseling	CES students will be able to demonstrate counseling knowledge and skills from multiple theoretical perspectives with attention to cultural responsiveness.	1. (Knowledge and Skill; CES Year 2) CED 856 [Video Demonstration of Counseling Theory Application and Written Reflection] 2. (Skill). CED 870 [Final Site Supervisor Evaluation]
Supervision	CES students will be able to demonstrate clinical supervision knowledge and skills applying multiple theories and demonstrate knowledge and skills in remediation and gatekeeping in supervision.	1. (Knowledge and Skill; CES Year 1) CED 801 Purpose and Theory of Supervision paper 2. (Skill; Year 3) CED 808; Supervision of Supervision 3. (Skill; year 3) CED 808; Gate Keeping Case
Teaching	CES students will understand and apply curriculum design, employ effective methods for teaching, evaluating and responding to the individual needs of adult learners.	1. (Knowledge and Skills; SP Year 2) CED 805; Classroom Lesson and Teaching Demonstration 2. (Knowledge and Skills; SP Year 2) CED 805; Teaching Philosophy 3. (Skill, Year 3) CED 870/871; Internship I &/or II; Final Evaluation of Student Learning
Research and Scholarship	CES Students will understand quantitative and qualitative research design, apply skills through submission and presentation of scholarship.	1. (Knowledge and Skill; Year 1) CED 802; Research Proposal and Presentation 2. (Knowledge and Skill; Year 1) CED 815; Assignments 1-5 3. (Knowledge; Skill Year 1) CED 898; Proposal Hearing
Leadership and Advocacy	CES students will apply theories of leadership and advocacy within their professional communities, the counseling profession, and on behalf of the counseling profession.	1. (Knowledge) CED 861; Leadership Reflection and Professional Development Plan 2. (Knowledge) CED 861; Social Justice and Advocacy Proposal 3. (Skill) Internship- CED 871: Leadership Portfolio

PROFESSIONAL DISPOSITIONS ASSESSMENT

CES students must consistently demonstrate professional dispositions in accordance with professional, ethical,

and legal standards. CES faculty review each student's professional dispositions in the Fall semester using the Professional Dispositions Competency Assessment – Revised (PDCA-R), developed by Freeman and Garner (2017). The PDCA-R rubric is described below.

Documentation of dispositions reviews are retained as a component of each student's individual file. Students are provided the results of their dispositions review annually. Students may respond to the feedback provided in dispositions reviews in writing. Student written responses to disposition assessments are stored within the students' individual file.

Professional Dispositions Competency Assessment—Revised (PDCA-R) (Non-Admissions Form)

Directions: Please score the individual in relation to the behaviors described in the boxes by determining the rating description that best aligns with the current behavior of the individual. Place your score (1, 3, or 5) in the space provided. A rating of 2 may be used if necessary to denote partial agreement with the description of 1 and partial agreement with the description of 3. A rating of 4 may be used if necessary to denote partial agreement with the description of 3 and partial agreement with the description of 5. (Note: The research conducted on the PDCA-R used only 1, 3, and 5 ratings.) Adjust your rating for culture if deemed appropriate.

	Below Expectation SCORE: 1	Meets Expectation SCORE: 3	Above Expectation SCORE: 5	SCORE
Conscientiousness	A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	
Coping and Self-Care	Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional	Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments; displays behaviors indicative of effective time	Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time	

	behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	management. Not overextended.	management. Not overextended. Models excellent self-care and coping for others.	
Openness	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	
Cooperativeness	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and “easy to get along with;” highly sought after for service on teams, groups, and committees. Seeks “win-win” solutions to conflicts.	
Moral Reasoning	Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg’s blind egoism.)	No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. Reflects Kohlberg’s social system/social relationships perspective.)	No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine and transparent. (Reflects Kohlberg’s universal principle.)	
Interpersonal Skills	Limited capacity to accurately read and appropriately respond to social cues; lack of	Accurately reads and appropriately responds to social cues; energetically engages in relationships and	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and	

	engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.	with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.	social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.	
Cultural Sensitivity	Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a 'one size fits all' model of counseling; behavior reflecting racist or discriminatory attitudes.	Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.	Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; aware of one's own heritage and engages in ongoing self-discovery; creates opportunities to learn about and appropriately engage in the cultures of others.	
Self-Awareness	Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.	
Emotional Stability	Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying,	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive	Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling	

	inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.	contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.	emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.	
Ethical Behavior	Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.	
TOTAL SCORE:				
DISPOSITION QUOTIENT (TOTAL SCORE /50)				

Guidelines for Implementing the Scaffolding for Success Action Plan (SSAP) for College of Education Candidates

These guidelines apply to all Teacher and Educator preparation programs (initial and advanced), and Professional programs in the College of Education.

Overview

Throughout their program, candidates are continuously being assessed on their content knowledge, professional skills, and professional dispositions. As part of the continuous assessment of candidates, faculty discuss with either the program coordinator or the department chair the performance of their students in three categories: key course grades and GPA, performance on key assessments, and professional dispositions and attitudes on campus or during clinical experiences (including student teaching).

Issues related to course grades and low GPA are handled according to the established guidelines of the College of Education (for UG programs) or the Graduate School (for graduate programs) as applicable. For detailed guidance, please consult the UG student handbook, or the Grad school catalog, as applicable.

Addressing concerns

Low-level concerns: Low-level concerns refer to minor or isolated issues that do not significantly impact a candidate's academic progress or professional behavior. These may include situations such as a missed assignment, a single instance of tardiness, or a minor lapse in professionalism. Typically, such concerns are addressed directly between the instructor, advisor, or clinical supervisor and the candidate. The goal is to resolve the issue promptly, without the need for formal documentation or additional intervention. However, if the same concern recurs, it may warrant further review and escalation.

Recurring or Significant Concerns: Recurring or significant concerns refer to issues that arise in relation to a candidate's performance on key assessments, gate assessments, or professional dispositions. These concerns may persist over time or be of such seriousness that they could impede the candidate's ability to meet the expectations of the program. These concerns may be raised by the same faculty member or by different individuals across various settings, such as clinical supervisor, or cooperating teacher. Examples include repeated absences, persistent professionalism concerns, or failure to meet the code of ethics specific to the candidate's program of study or clinical competencies and standards.

When such concerns arise, they are referred to a Review Committee – either Level 1 or Level 2, depending on the severity of the concern. The committee then works collaboratively with the candidate to develop a Scaffolding for Success Action Plan (SSAP), which outlines specific strategies and supports.

ESTABLISHING A SCAFFOLDING for SUCCESS ACTION PLAN (SSAP)

Level 1- Designated Program Review Committee

When concerns about a candidate's performance or professional dispositions recur - either with the same faculty member or across different instructors, supervisors, or settings, and depending on the level of severity - the candidate may be referred to a designated Program Review Committee. This referral may be initiated by an instructor, advisor, supervisor, program coordinator, or department chair. The purpose of this referral is to collaboratively develop a Scaffolding for Success Action Plan (SSAP), a structured support plan designed to help the candidate address identified concerns and succeed in the program.

The designated program review committee (in many departments known as the Student Evaluation and Appeals Committee) will adhere to the following guidelines:

Notification & Attendance:

- The candidate is notified by the Department Chair via email about their referral to the Program Review Committee, including a summary of the concerns and an invitation to schedule a meeting with the committee.
- The email will also inform them of their right to bring a support person to the meeting and that the support person may not participate in the discussion.
- The email should include a copy of this document (Guidelines SSAP).
- The meeting must be held within ten (10) business days of the notification. If the candidate fails to schedule the meeting or attend the scheduled meeting without providing documentation of extenuating circumstances, a meeting will then be held in the candidate's absence.
- The program review meeting will include the program coordinator (or designee) and the department chairperson (or designee) and will be chaired by the department chairperson. The meeting may also include the referring faculty member (instructor, advisor, or supervisor). If the referring faculty member is the program coordinator or department chair, an additional faculty member who is familiar with the candidate or has taught them will be invited to participate in the meeting. The total number of faculty participants will not exceed three (3).
- Interviews may be conducted virtually, via Teams, provided that cameras must remain on for all attendees throughout the meeting, and all attendees are joining the meeting from private, professional setting free from distractions.

Meeting Procedure:

- The chair will begin by outlining the procedure of the meeting.
- If the candidate chooses to have a support person with them at this meeting, the support person is reminded that they are present to support the candidate and may not participate in the discussion.
- The chair will present the concerns raised with the candidate. The candidate will be given adequate time to respond to the concerns and share their perspective.
- Following the discussion, the committee will convene without the candidate, the support person (if any), or the referring faculty, to determine if an SSAP is required and if so to devise the plan.
- The committee will reconvene with the candidate and share the next steps.
- The department chair (or designee) will write the summary of the meeting, enumerating the concerns raised, the candidate's responses, and the devised SSAP (if any), following

the template format provided by the College of Education.

- Copies of the summary document are sent via email to the candidate, the committee members, and the Associate Dean of the College of Education, within three (3) business days of the meeting.

Appeal:

Candidates may request that the decision of the program committee be reviewed. A request for the review must be made in writing to the Associate Dean of the College of Education within three (3) business days of electronic receipt of the decision letter.

Candidate may request a review of the decision on the following grounds: 1) the procedures set forth in this document were not followed and as a result the decision was substantially affected; 2) the action plan devised was not appropriate for the concerns that are raised; or 3) new information that was not discussed at the original meeting because such information was not known is provided which is sufficient to alter the decision.

The appeal shall be limited to a review of the written records, and when applicable to seek clarification about newly presented information. A response to the appeal will be sent to the candidate within three (3) business days of the request of the appeal.

Follow up:

The department chair and/ or program coordinator will monitor the implementation of the SSAP. If new information arises that warrants a revision of the plan, a new Level 1 meeting shall be convened to modify the existing SSAP .

If the candidate does not fulfill the requirements of the SSAP within the established timeline, one of two actions may occur:

- A new Level 1 review may be conducted to revise or reinforce the plan, provided that the concerns remain of the same level of severity.
- If the concerns escalate in seriousness or persist despite prior interventions, the candidate may be referred to a Level 2 review by the College of Education Review Committee (CoERC).

Note: A Level 1 review can be repeated more than once, as long as it is intended to modify the plan and the concerns remain classified as Level 1.

Level 2: College of Education Review Committee (CoERC).

For cases where the severity and/or the recurrence of the concerns warrant broader support or consideration of dismissal from the program – particularly when there is failure to adhere to the code of ethics specific to the candidate's program of study (e.g., MCEE or CT Code of Professional Responsibility for initial teacher preparation) – the matter will be referred to the College of Education Review Committee (CoERC) for further review and action.

Notification & Attendance:

- The candidate will be notified by the Associate Dean of the College of Education or

designee about their referral to the College of Education Review Committee, with the list of concerns that were identified and a request to schedule a meeting.

- o For cases related to field/clinical placement or student teaching in teacher preparation programs, the Director of the Office of Educational Services needs to submit a written report about the concerns – inclusive of any documentation from the cooperating teacher or district liaison – to the Associate Dean.
- o For cases related to field/clinical placement/internships for educator preparation or professional programs, the program fieldwork coordinator needs to submit a written report about the concerns-inclusive of any documentation from the Site Supervisor to the Associate Dean
- The candidate will be notified that they can bring a support person to the meeting. If the candidate chooses to have a support person with them at this meeting, the support person cannot participate in the discussion.
- The CoERC meeting needs to be held within 10 business days of the date of the notification. If a candidate fails to schedule the meeting or does not attend the meeting without proof of any extenuating circumstances, the meeting will be held in the candidate's absence.
- The CoERC is chaired by the Associate Dean of the College of Education, or designee, and includes the Department chair (or Program Coordinator), and the Associate Dean of the College of Arts & Sciences or Associate Dean of Health and Human Services (when the candidate is enrolled in an Undergraduate program from the other Colleges).
- When the program coordinator or the chair is the referring faculty, an additional faculty member who knows the candidate or has taught them would need to be part of the meeting.
- The committee should not exceed four members.
- Interviews may be conducted virtually, via Teams, provided that cameras must remain on for all attendees throughout the meeting, and all attendees are joining the meeting from private, professional setting free from distractions.

Procedure of the meeting:

- The Associate Dean of the College of Education, or designee, will share with the candidate the concerns that are raised.
- The candidate will use this meeting time to respond to the concerns and share their viewpoint. When the candidate chooses to have a support person with them at this meeting, the support person cannot be part of the discussion. Their role at the meeting is to support the candidate during the meeting.
- The committee will then convene without the candidate, the support person (if any), or the referring faculty to determine if an SSAP is required and if so to devise the plan, or to determine if dismissal from the program is appropriate for cases where the code of ethics specific to the candidate's program of study are not met (e.g., MCEE or CT Code of Professional Responsibilities for initial teacher prep).
- The committee will reconvene with the candidate and share the next steps.
- The Associate Dean of the College of Education, or designee, will write the summary of the meeting including the decisions taken. A copy of the document is sent via email to the committee members and to the candidate within five (5) business days of the meeting.

Appeal:

Candidates may request that the decision of the program committee be reviewed. A request of the review must be made in writing to Dean of the College of Education within five (5) days of electronic receipt of the decision letter.

A candidate has the right to request the review of the decision on the grounds that: 1) the procedures set forth in this policy were not followed and as a result the decision was substantially affected; 2) the action plan imposed was not appropriate for the concerns that are raised; and/or 3) new information that was not discussed at the original meeting because such information was not known is provided which is sufficient to alter the decision.

The appeal shall be limited to a review of the written records, and when applicable to seek clarification about newly presented information.

A response to the appeal will be sent to the candidate within three (3) business days of the request of the appeal.

Any action plan made by the committee shall be in effect pending the outcome of the appeal.

Follow up:

The department chair will monitor the implementation of the SSAP.

If there is new information that warrants a revision of the SSAP, or if the candidate does not fulfill the requirements of the SSAP by the timeline, a new Level 2 review takes place.

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Dismissal

In addition to the Department, there are three other entities that have published policies that determine continued enrollment and dismissal at SCSU. The policies that determine continued enrollment are itemized here and discussed briefly below:

- Those determined by the University in terms of behavior
 - The complete policy and descriptions regarding student behavior can be found in the University Student Code of Conduct online within the student handbook: <https://inside.southernct.edu/handbook/student-code-of-conduct>
- Those determined by the School of Graduate and Professional Studies in terms of academic standards
 - Academic standards are addressed by the School of Graduate Studies. Academic standards in the School of Graduate and Professional Studies can be found in the following link: <https://catalog.southernct.edu/graduate/grades-standing.html>
- Those determined by the College of Education
 - <https://www.southernct.edu/education>

SCHOOL OF GRADUATE & PROFESSIONAL STUDIES POLICIES ON INCOMPLETES AND GRADE REPLACEMENT

Incomplete Policy: A temporary Incomplete (I) grade is recorded when an instructor grants a student's request for an extension prior to the end of the semester. An Incomplete grade may impact satisfactory academic progress for financial aid and future registration if the incomplete course is a prerequisite. A student must have participated in at least 60% of the term in order to have a temporary Incomplete 'I' grade assigned by the instructor.

The instructor and the student must complete and sign an Incomplete Grade Contract (see link below) to be submitted to the department chairperson for the course. The instructor will make all course materials available to the student for the duration of the incomplete period. https://inside.southernct.edu/sites/default/files/inline-files/Incomplete%20Grade%20Contract_0.pdf

NOTE: Students should be aware that a grade of incomplete may impact financial aid.

Grade Replacement Policy: Courses can be retaken to meet degree requirement for up to 2 courses only. See graduate catalog for details. Grade replacement will apply.
<https://catalog.southernct.edu/graduate/grades-standing.html>

STUDENT CONDUCT AND ETHICS

The SCSU Code of Conduct outlines students' duties as members of the University Community and is available on the Dean of Students webpage. Academic misconduct includes all forms of cheating and plagiarism, fabrication or falsification. CED students must understand and abide by the University's academic honesty requirements. Additional information is found here:

<https://inside.southernct.edu/dean-of-students/student-conduct-and-civic-responsibility>

Ethical standards of each profession guide and protect the client, the counselor, and the student. Ethical values and 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 associated with each CED program. However, all students are required to know and understand the appropriate ethical standards of their program and will directly adhere to the standards as part of the counseling training experience. Ethical standards are assessed within the professional disposition competency assessment (Freeman & Garner, 2017).

As such, CED students are expected to behave in a professional manner inside and outside of the classroom, as illustrated within the American Counseling Association Code of Ethics (2016) and other pertinent counseling-related codes of ethics as follows:

- The *American Counseling Association (ACA) Code of Ethics*
<http://www.counseling.org/knowledge-center/ethics>.
- Other binding ethics codes, pertinent to counseling specialty, are listed below:
 - Clinical mental health counseling:

- The 2023 National Board for Certified Counselors (NBCC) *Code of Ethics* <https://www.nbcc.org/assets/ethics/nbcccodeofethics.pdf>
- School counseling:
 - American School Counselors Association (ASCA) *Ethical Standards for School Counselors* <https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>
- Student affairs and higher education counseling:
 - National Association of Student Personnel Administration (NASPA) document on ethics: *CAS Shared Ethical Principles* <https://www.naspa.org/images/uploads/main/CASethicsstatement.pdf>

Evaluation of student performance and adherence to ethical and legal mandates are vital components of the CED programs. Students are expected to develop and demonstrate foundational academic, professional and interpersonal skills for the protection of future students and clients and for the integrity of the profession.

CED faculty are required by the *ACA Code of Ethics* to serve as gatekeepers of the profession. Therefore, in addition to offering developmental support and opportunities for growth, faculty must also monitor performance for problems or issues of concern related to professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. If significant problems of professional competence emerge, a student's progress in the program may be interrupted for failure to comply with academic and professional standards as dictated within the ACA Code and elsewhere in this Handbook and University documents.

STUDENT GRIEVANCES AND ACADEMIC COMPLAINTS

SCSU offers a *Student Bill of Rights* which outlines the University's commitment to providing students with information on what they can expect as a student. The Bill of Rights can be found at this link: <https://inside.southernct.edu/handbook/student-bill-of-rights>.

If a student believes that their needs are not being met at the University or their rights are being violated, The Office of the University Ombuds provides a confidential place for discussing problems and resources in the University community. For more information, <https://inside.southernct.edu/ombuds>

Discrimination complaints may be directed to the Office of Diversity and Equity at <https://inside.southernct.edu/diversity#:~:text=The%20following%20person%20has%20been,%2C%20ricep1%40southernct.edu>

SCSU POLICIES ON DEI AND SEXUAL HARASSMENT

Southern Connecticut State University is committed to providing all persons equal access to its programs, facilities, and employment without regard to racial or ethnic identities, religion, sex, affectional/sexual identity, gender identity, indigenous status, national origin, physical disability or mental disability (unless the disability interferes with the practice of counseling), and identification as a veteran. SCSU offers policy statements and resources on issues related to DEI. Find these resources on the DEI webpage: <https://inside.southernct.edu/diversity>

In the event that a member of the University reports having survived sexual harassment or sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking, the Title IX office is available to provide support. Students are not required to speak with the Title IX office, any communication with the office is voluntary. <https://inside.southernct.edu/sexual-misconduct>

UNIVERSITY POLICIES & RESOURCES

Accessibility Services Statement

The Center for Academic Success and Accessibility Services (CASAS) provides comprehensive support for Southern students. CASAS houses the University's tutoring, writing support services, and PALS as well as academic coaching and programming related to your success in the academic environment.

Additionally, Southern provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University's Accessibility Services can work with you to determine appropriate accommodations. Before you receive accommodations in this class, you will need to make an appointment with Accessibility Services, located in Buley Library, Rm 303. To discuss your approved accommodations or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet as soon as possible. Additional information is available at <https://inside.southernct.edu/casas>

Undocumented Student Support Statement

Southern Connecticut State University values diversity in all of its forms. We welcome and support students of all races, genders, linguistic backgrounds, abilities, sexual orientations, religions, nationalities and immigration status. In particular, we stand in support of the some 5,000 undocumented students currently studying at colleges and universities in Connecticut, many of whom arrived as minors and who call Connecticut their home. We consider them a valuable part of our

community and are committed to ensuring they continue to pursue their personal and professional goals in a supportive and welcoming environment. SCSU has an Undocumented Student Support Team which has compiled a variety of resources for members of our community.

For more information, please visit <https://www.southernct.edu/undocumented-students> Members of the team, listed on the website, are available to offer their support as well.

Ethical Behavior & Academic Honesty

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). 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. Please see the entire policy within the CSP Student Handbook.

Statement Concerning Sexual Misconduct

Southern Connecticut State University is highly committed to providing you with an educational experience that is academically and socially enriching. In line with this mission, we enforce Title IX of the Education Amendment of 1972 which prohibits acts of sexual misconduct (sexual harassment, sexual assault, dating violence, domestic violence and stalking) at educational institutions. To report sexual misconduct students should contact University Police at (203) 392-5375 or 911, and/or Pamela Lassiter, Office of Diversity and Equity, at (203) 392-5491 and/or Christopher Piscitelli, Office of Judicial Affairs, at (203) 392-6188. For advocacy and further information including your Title IX rights and reporting procedures visit the Sexual Assault Resource Team (S.A.R.T.) website at www.southernct.edu/SART/. Please contact Catherine Christy, Women's Center and S.A.R.T. Coordinator, at (203) 392-6946 for assistance or with any questions regarding support and advocacy.

Professional Dispositions

Professional dispositions include professional behaviors, professionalism, and personal behaviors/personal growth. These are evaluated by every instructor in each course and by program faculty annually and are submitted using the Blackboard Assessment system. See the department's Graduate Student Handbook for details.

Technology Policy

We may be using technology (smart phones, tablets, laptops) in class sessions. Please do not use your personal technology (phone, tablet, laptop) for anything other than class purposes – this includes cell phone texting. If you do, it is painfully obvious to me as the instructor, as well as your fellow

classmates. If I find that you are doing this, it can result in my asking you to stop using the technology in class, lowered participation grade, reporting of this behavior in your professional dispositions assessment and be considered disruptive behavior. I understand being connected to your technology, but it is a professional issue if you are on social media, checking email or working on anything else during class time.

Collection of Student Assignments Accreditation & Certification Purposes

Assignments completed for this course may be used as evidence of candidate learning in national, regional, or state accreditation reports of SCSU programs or for certification purposes of the instructor. Names and other identifying elements of all assignments will be removed before being included in any report or product. Students who do not wish their work to be used for these purposes must inform the instructor in writing by the end of the semester. Your participation and cooperation will enable the continued growth and development of SCSU programs and faculty.

AUDIO AND VIDEO RECORDING OF CLASS POLICY

To maintain an atmosphere of trust and respect in the learning environment, the CED department prohibits the recording or transcription of classes, supervision sessions, meetings, or other instructional activities without explicit, prior permission from the instructor or meeting facilitator. This includes audio and video recordings made with any device, including smartphones, tablets, laptops, or other recording equipment.

Guidelines

1. **Permission Requirement:** Students must obtain written permission from the instructor or facilitator before making any audio or video recordings. The permission must specify the scope and purpose of the recording.
2. **Privacy Considerations:** Recordings may not capture or disclose any content that involves personal, confidential, or sensitive information shared during classes or meetings without the consent of all parties involved.
3. **Use of Recordings/Transcripts:** Any approved recordings or transcripts are for academic use only and must not be distributed, shared, posted online, or used for purposes beyond the original intent without additional explicit authorization.

Violations: Any violation of this policy may result in disciplinary action.

ACADEMIC AND PERSONAL RESOURCES

CED DEPARTMENT RESOURCES

Chi Sigma Iota Counseling Professional and Academic Honor Society International

Chi Sigma Iota Counseling Professional and Academic Honor Society International: SCSU hosts the Sigma Chi Sigma chapter of Chi Sigma Iota Counseling Professional and Academic Honor Society International. The Sigma Chi Sigma Chapter offers service and leadership opportunities, and social activities designed to build a stronger student support network among SCSU counseling students and alumni. CSI International also offers a host of training, scholarship and national leadership opportunities valuable to doctoral students in CES. CSI eligibility is limited to matriculants or graduates of a CACREP-accredited counseling program, who also meet other requirements as outlined in the chapter Bylaws. CES students who are graduates of CACREP-accredited programs may be invited for membership in the Sigma Chi Sigma Chapter of CSI. For more information, see the Sigma Chi Sigma Chapter Faculty Advisors.

UNIVERSITY RESOURCES

Campus Wellbeing Statement: Your physical and mental health are critical to your learning and success. Southern has a comprehensive range of supports available to enhance your holistic wellbeing, including the Wellbeing Center, the Food Pantry and Closet, Counseling Services, Health Services, Recreation and Fitness, Alcohol and Drug Services and Recovery Services, and Violence Prevention, Victim Advocacy and Support (VPAS). For more information, please visit <https://inside.southernct.edu/wellbeing> or call [203-392-7330](tel:203-392-7330).

Center for Academic Success and Accessibility Services (CASAS): Disability Resource Center: The mission of CASAS is to ensure access to all qualified students, and to provide reasonable accommodation for students with documented disabilities. The University is committed to fostering an environment that is sensitive to the diverse needs of students with disabilities and will encourage students to develop their self-advocacy skills.
<https://inside.southernct.edu/casas><https://inside.southernct.edu/casas>

Computer Labs: To assist students, faculty, and staff with their education, Academic Computing at SCSU 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 <https://inside.southernct.edu/information-technology>

Counseling Services: Counseling Services at SCSU is a full service counseling center that provides a range of free and confidential brief, goal-directed, mental health treatment services to students, as well as a variety of training and outreach programs that promote holistic well-being for individuals and the larger campus community. Counseling Services is free to all matriculated students and provides a combination of telehealth and on-ground services. To learn more or schedule an appointment, call (203) 392-5475, or explore this website for more information on our services, including free and confidential [online screening](#), resources related to [mental health emergencies](#), and support finding [referrals](#) to local providers. The CES program encourages students to take advantage of these services, but note that those students who have received services at SCSU Counseling Services are not able to use Counseling

Services as a fieldwork site. <https://inside.southernct.edu/counseling>.

Division of Research and Innovation: The DRI develops and sustains a university-wide climate and infrastructure that nurtures research, scholarship, creativity and innovation. Its mission is to promote faculty, staff and student success by facilitating and celebrating innovative research, scholarship and creative activities. The division strives to expand research and economic development, integrate research with instruction and public service and foster cross-disciplinary collaboration. For more information (<https://www.southernct.edu/dri>)

GraduateStudentAffairsCommittee: The Graduate Student Affairs Committee (GSAC) is a student committee comprised of a variety of students from programs within the School of Graduate and Professional Studies. All students are welcome and encouraged to participate. For more information: <https://inside.southernct.edu/gsac> The GSAC makes dissertation and other research funds available for matriculated graduate students who are in good standing to conduct research and scholarship, including conference presentation travel. The guidelines set forth ensure that funding is allocated equally among graduate students, and in a manner consistent with the policies of the Graduate Student Affairs Committee.

Hilton C. Buley Library: Buley Library is a five-floor facility that serves the academic and research needs of the Southern community. At Buley, students will find quiet rooms available for individual or group study and more than a dozen Reference Librarians who specialize in one or more areas of study (they are available by appointment for class instruction or private consultations). [Visit the Buley Library Website](#) Visit the Buley Library Website

OfficeofSponsoredProgramsandResearch(SPAR): SCSU assists students/faculty seeking financial support for projects through the SPAR office. A sponsored project is defined as an activity that is supported by an external entity for research, outreach programs, training, workshops or services with one or more of the following attributes:

- The funding comes from a government source (federal, state, local or foreign), a foundation or a private business entity (for profit or not-for-profit) in the form of a contract or grant agreement.
- The sponsored project includes a scope of work or a set of specific aims to be completed during the period of performance, periodic and/or final technical or financial reports, funding restrictions or a requirement to return unspent funds to a sponsor, and/or deliverables as a condition of payment
- The funding agreement includes terms and conditions related to publication of results, audit requirements and retention of records, intellectual property, equipment ownership, insurance/indemnification or warranty
- The sponsored project includes the use of or may be subject to research compliance requirements in Human Subjects, Vertebrate Animals, Biohazards, or Export Controls
- For more information: <https://www.southernct.edu/dri/spar>

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.

As part of ongoing efforts to enhance campus safety, Southern has introduced a new mobile safety app called LiveSafe that allows you to report tips to University Police, call 911, virtually escort your friends in real-time on a map, place emergency calls, and access safety resources. For more information and to download the mobile app for free, visit: <https://inside.southernct.edu/apps/livesafe>

Students are also encouraged to read the safety instructions at:
<https://inside.southernct.edu/emergency-preparedness>

Technology Support: The IT Department, located in Buley Library (4th floor, #439), provides computer and software support, academic technology, networking, information systems, IT training and outreach, telephone services, and systems integration to the academic and administrative communities of SCSU. For a listing of services provided and answers to frequently asked questions (including all things “MySCSU” – email, Banner, Blackboard, Microsoft Teams, wireless network, etc.), see their website - <https://inside.southernct.edu/information-technology>

It is expected that graduate students demonstrate competence in the use of technology to support academic success. This includes the ability to navigate and utilize online learning platforms, engage effectively in virtual classrooms, and manage digital communication in a professional manner. Developing proficiency in the use of digital tools for scholarly research; locating, evaluating, and citing peer-reviewing sources through academic database and library systems. This may include citation management software and collaborative technologies to assist course work and research expectations.

Phone support is also available 24/7. <https://inside.southernct.edu/helpdesk>

Writing Center: One to one assistance and consultation in writing is available to Graduate Students from the Campus Writing Center (EN A-014). Schedule an appointment by calling 203.392.8967 or by visiting the center. Additional information is available at <https://inside.southernct.edu/writing-center/graduate>

REGISTRATION INFORMATION

Course Availability: The CED 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 the purview of the instructor to over-enroll if needed.

Departmental Permission for Classes: All CED courses require department permission to enroll in that course. You do not have to request permission for classes. You will be given permission by your program coordinator 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. At times, you may be allowed to register for any section within the course (ex: if CED 569 has 4 sections, you may register for ANY of the 4 sections). There are also times that only one section will fit into your schedule. In this case, it is important to

register early. Classes are first-come, first-served, and the cap for each class will remain.

Registering for Classes: Students typically register online. The university announces the date that registration for the semester will begin. These dates can be viewed on the University Calendar online at: <https://calendar.southernct.edu/academic/all>

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.

Troubleshooting registration problems: Before contacting your advisor or program coordinator, please attempt to add the course using the CRN number under the add/drop section of Banner. If you are still unable to register for a course as listed on your program sequence, please contact your program's Program Coordinator.

For more information regarding registration: adding or dropping courses, there is a video available on One Stop Announcements for Banner Registration.

<https://inside.southernct.edu/onestop>

Here are some quick links to registration videos:

- [Banner General Overview video \(1m58s\)](#)
- [Banner Student Records and Registration \(6m18s\)](#)

Waitlist for Classes on Banner: If you do not get a seat in a course on your course sequence, please add your name to the course waitlist on Banner. **If** there are sufficient names on the waitlist, another section will be opened. If you do not add your name, the Dean's office will not know there is a need to open additional sections.

Important: If a seat opens in the class, the first student on the waitlist will be sent an email notifying them of the opportunity to register within 24 hours, or the seat will be offered to the next student on the waitlist. It is important that you check your email regularly, so you do not miss this notification.

To accept this seat:

Go to MySCSU

Select Banner Student

Records and Registration

Registration and Schedule Planner

Current Schedule

Edit Schedule

Change Waitlist to Register

Save

CONSIDERATIONS AS
YOU APPROACH
GRADUATION

Criminal Record Check/ Fingerprinting: Students in the school counseling programs must be aware that, upon program completion, they must apply for certification from the State Department of Education. Part of that process involves a check to ensure that the person does not have a criminal record:

"Connecticut requires that any person (teachers, administrators, special service staff members, teacher aides, custodians, cafeteria employees, etc.) who is hired by a local or regional board of education submit to a state and national criminal history record check within the first 30 days of the date of employment. The process includes the checking of fingerprints by the State Police Bureau of Identification and the F.B.I. The results of the criminal history record checks (both state and federal) are reported to the employing school district. If the district receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the district shall notify the Bureau of Certification and Professional Development."

Students in the program can anticipate that they must be finger-printed at the time that they begin their practicum or internship in school counseling or school psychology. For additional questions regarding background checks, please

visit <https://www.southernct.edu/academics/schools/education/student-services/background-checks/>

Liability Insurance: During the Counseling Practicum and Internship 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, National Board of Certified Counselors, 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 CED department does not make recommendations as to how much coverage you should obtain.

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 CED 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 CED department sponsors each year.

Certification in School Counseling: There are three levels of certification for school counselors in Connecticut: Initial, Provisional, and Professional through the state Department of Education (<http://www.sde.ct.gov/sde>). Upon completion of the school counseling 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; this process will be reviewed during internship.

Licensure as a Professional Counselor in the State of CT:

To be eligible for licensure as a professional counselor in Connecticut, applicants must demonstrate completion of a graduate-level course of study in professional counseling that meets specific accreditation and curricular requirements.

Accreditation and Credit Hours The applicant's program must have been regionally accredited at the time of enrollment. In total, candidates must complete a minimum of 60 semester hours (90 quarter hours) of graduate coursework in counseling or closely related fields

Required Coursework Areas beyond your School Counseling Curriculum:

The program of study must cover the following content areas, ensuring comprehensive preparation across the professional counseling competencies:

- Professional Orientation to Mental Health Counseling
- Trauma and Crisis Counseling
- Diagnosis and Treatment of Mental and Emotional Disorders

Clinical Training Requirements Beyond SC Fieldwork:

Applicants must have an internship/supervised field experiences under the direction of licensed or certified counseling faculty (or their equivalents in another state):

Internship – A minimum of 600 hours in clinical mental health counseling, allowing for in-depth practice and skill development.

Verification of Completion: The educational institution must verify that the applicant has successfully completed the required coursework, practicum, and internship. This verification is submitted to the Department of Public Health as part of the licensure application process.

In Connecticut, applicants for Licensed Professional Counselor (LPC) licensure must pass one of two national examinations approved by the Department of Public Health:

The National Counselor Examination for Licensure and Certification (NCE)

or the National Clinical Mental Health Counseling Examination (NCMHCE)

These exams are administered by the National Board for Certified Counselors (NBCC)

Your exam score report should be sent directly from NBCC to the CT Department of Public Health.

Degree Evaluation in Banner Web: Students may view their degree evaluation (Banner Web/Degree Evaluation) as any time to review their progress toward their degree.

Commencement (attending the graduation ceremony): The graduate commencement ceremony is held in May, regardless of one's graduation date. Students earning a degree in the current academic year. Please visit the [Commencement](#) website for more information and details about the event.

RECOMMENDATIONS AND ENDORSEMENT

The faculty are committed to counselor education and supervision practice that is culturally responsive and ethically sound. We are dedicated to supporting the development of strong, creative leaders who are culturally responsive and skilled advocates in their communities and in the profession. It is not the practice of the CED Program faculty to automatically provide reference letters to graduates for employment

applications or for admission to further education, nor to supply evaluations of competencies for individual credentials.

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 including your date of matriculation; 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)

PROGRAM CONTACT INFORMATION

As a faculty, we intend to offer you as much support as you need to succeed. For help in navigating the program and its requirements, feel free to reach out to your Academic Advisor, Program Coordinator, or Department Chair. For additional information about the program contact:

Dr. Jennifer Parzych
Associate Professor & Program Coordinator, School Counseling
parzychj1@southernct.edu

Dr. Margaret Generali
CED Chairperson
Generalim1@southernct.edu

The Graduate Studies Catalog, including academic policies, is available at
<https://catalog.southernct.edu/graduate/>

CONCLUSION

We hope that your experiences within the CED 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 CED 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.