



Southern Connecticut State University

Counselor Education and Supervision Doctoral Program Student Handbook 2026-2027



Counselor Education Department
Davis Hall 126
501 Crescent St. New Haven, CT 06515

<https://www.southernct.edu/program/counselor-education-and-supervision-edd>

Revised 8-13-26

**CES PROGRAM HANDBOOK
TABLE OF CONTENTS**

Overview of the CES Doctoral Program	4
Mission and Objectives	4
CES Program Commitment to Diversity	5
CES Program Staff, Faculty and Affiliate Faculty	5
Advisement	6
Student Employment on Campus.....	6
Financial Aid and Student Employment	7
CES Program Completion Requirements	8
The CES Curriculum	8
Practicum and Internship	10
Leadership Portfolio.....	10
Comprehensive Examination	11
Dissertation.....	13
Doctoral Candidacy	13
Commencement.....	13
Academic Standards	13
Key Performance Indicators.....	13
Professional Dispositions Assessment	14
Student Support and Remediation	17
Student Conduct and Ethics	19
Student Grievances and Academic Complaints	20
SCSU Policies on DEI and Sexual Harassment	20

Audio and Video Recording Policy.....	21
Policy on Recommendation and Endorsement	21
Resources	21
Program Contact Information.....	23

OVERVIEW OF THE COUNSELOR EDUCATION Ed.D. PROGRAM

The Counselor Education and Supervision (CES) Program within the Department of Counselor Education offers the Doctor of Education in counselor education and supervision (CES Ed.D.). This program has been created in alignment with the standards for doctoral study in counselor education and supervision established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and has been approved by the Connecticut Board of Regents. The College of Education at Southern Connecticut State University 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).

MISSION AND PROGRAM OBJECTIVES

The mission of the Counselor Education and Supervision (CES) doctoral program at Southern Connecticut State University is to prepare counselor educators, clinical supervisors, and professional leaders who can effectively: conduct rigorous research and engage in scholarship and creative activities that will contribute positively to their communities and to the profession; provide culturally responsive counseling supervision; facilitate learning within a social justice framework; engage in leadership and advocacy at the local, regional, and national levels; and deliver clinical excellence in counseling services.

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:

Graduates will:

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.

CES PROGRAM COMMITMENT TO DIVERSITY

The Counselor Education and Supervision (CES Ed.D.) program at SCSU is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person, that fosters sensitivity, understanding, and mutual respect among its members, and encourages all individuals to reach their full potential. In pursuit of its goal of academic excellence, the program 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 the program as well as the profession, the CES Ed.D. program at SCSU prohibits discrimination against any person on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

CES PROGRAM STAFF & FACULTY

For faculty photos and complete biographical statements see:

<https://www.southernct.edu/academics/counselor-education/faculty>

Name	Title	Office	Email	Phone
Ms. Tanya Jones	Department Secretary	Davis 126	jonest2@southernct.edu	(203) 392-5910

Faculty

Name	Title	Office	Email	Phone
Dr. Laurie Bonjo	Associate Professor	Davis 115C	bonjol1@southernct.edu	(203) 392-9955
Dr. Qu Chen	Associate Professor	Davis 115F	chenq2@southernct.edu	(203) 392-8716

Dr. Louisa L. Foss-Kelly	Professor	Education Centers Building 101C	fossil1@southernct.edu	(203) 392-5154
Dr. Margaret Generali	Department Chairperson and Professor	Davis 126C	generalim1@southernct.edu	(203) 392-5175
Dr. Jennifer Parzych	Program Coordinator (CES and SC) and Associate Professor	Davis 126A	parzychj1@southernct.edu	(203) 392-7193
Dr. Kari Sassu	Professor	Education Centers Building 101B	sassuk1@southernct.edu	(203) 392-5912

ADVISEMENT

Academic Advisement:

Upon acceptance into the program, each student will be assigned an academic advisor, who will assist the student as they progress through the program. The academic advisor assists the student in the following areas:

- Development of course sequence
- Consultation regarding internship
- Leadership portfolio assistance
- Dissertation topic exploration and identification

- Comprehensive examination guidance and management
- Doctoral candidacy review
- General mentoring, guidance, and support

Students must be active participants in the advisement process. They should meet with their academic advisor no less than once each semester. Any time a student needs to change their course sequence, they must first consult with their academic advisor. The advisor will then approve the changes and formally edit the students' course sequence accordingly. Students may not deviate from their course sequence without prior approval from their academic advisor or the program coordinator.

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 the CES Team under Microsoft Teams (where Handbooks are located and students may upload documents and forms).

Dissertation Advisement:

The dissertation is a self-directed endeavor, with procedural support, guidance, and mentoring offered by the student's Dissertation Chair. After a student has developed a general idea or direction about their dissertation topic, the student may ask a faculty member to serve as their dissertation chair.

A dissertation committee is generally comprised of three members: a dissertation committee chair along with two readers. It is important that the student, chair, and committee members be clear on their roles and responsibilities at the start of the process. The dissertation process is more fully outlined in the Dissertation Handbook.

STUDENT EMPLOYMENT ON CAMPUS

Graduate Assistantships: A limited number of graduate assistantships are available to doctoral students in the CED Department. These positions are offered on a competitive basis. CES 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 depending on departmental needs. CES students are permitted to apply for these positions and are considered in the same manner as other part-time teaching applicants outside the program. To apply for available positions in the department, students are required to submit an email expressing interest in the position and their CV/resume to the CED Department Chair, as is the requirement for any person seeking such a position. Note: It is not required for students to secure paid teaching positions. Teaching experience expectations and requirements for fieldwork are noted in the Internship Handbook. Students' foremost responsibilities are to complete doctoral requirements.

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 another University position 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 qualify for financial aid including federal loans. All doctoral students are considered part time regardless of credits taken in a semester.

Students should be aware that courses outside of their course sequence may not be eligible for financial aid. This does not include courses that are approved to replace required courses. See your advisor for specific information.

Contact the SCSU Office of Financial Aid and Scholarship for more information.

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.

Students may find more information about financial aid on the School of Graduate Studies website:

<https://inside.southernct.edu/onestop/financial-aid>

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-scholarships>

Students who wish to pursue outside scholarship and/or grant funding are directed to the Sponsored Programs and Research (SPAR) Office.

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.

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/insidesouthern/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 presenters/authors at national and international conferences. See link below for further information:

<https://southernct.kualibuild.com/build/my/drafts/66cf3ed21a3ef21a846c0906>

CES PROGRAM COMPLETION REQUIREMENTS

Students in the CES program must successfully complete the following:

1. Satisfactory completion of all required coursework
2. Internship of 600 hours. Internship must include counseling and at least two of the following domains: clinical supervision, teaching, research and scholarship, and/or leadership and advocacy.
3. Satisfactory completion of the CES Leadership Portfolio
4. Passing score on the written CES Comprehensive Examination
5. Successful completion of the proposal hearing and dissertation defense

THE CES CURRICULUM

The CES curriculum is structured around the belief that doctoral level graduates should be well grounded in areas basic to the counseling profession, with an emphasis on ethical practice, multicultural responsiveness, social justice, leadership, professional counselor identity and advocacy. Concepts of social justice, liberation, and decolonization are foundational to competency in the following: advanced application of counseling theory, alignment with clear teaching/pedagogy, scholarly activity, clinical supervision, and a clear professional identity as counselor educators.

Program Requirements (60 credits)

<https://catalog.southernct.edu/graduate/courses.html> CED 800 – Counseling Research Design

CED 801 - Introduction to Counseling Supervision

CED 802- Applied Statistics and Quantitative Methods

CED 805 - Counselor Education Teaching and Practice

CED 808 - Advanced Counseling Supervision

CED 810 - Ethics & Orientation in Counselor Education & Supervision

CED 815 - Qualitative Methods

CED 816 - Program Evaluation in Counseling

CED 856 - Advanced Counseling Theory and Practice

CED 861 - Leadership and Advocacy in Counseling

CED 865 - Advanced Group Counseling

CED 870 - CES Internship I

CED 871 - CES Internship II

CED 875 - Multicultural and Social Justice in CES

CED 898 - Dissertation Proposal Advisement

CED 901 - Dissertation Research Advisement I (4.5)

CED 903 – Dissertation Research Advisement II (4.5)

Electives: 6 credits

Upon matriculation, students complete with the program coordinator or their academic advisor a CES program *Plan of Study*. Changes made to a student's plan of study must be facilitated by the student's academic advisor.

For students with a CACREP-accredited master's degree in counseling, the program may be completed within 3.5-7 years. Note that everyone's timeline is dependent on life circumstances and professional goals. As such, timeline planning is a fluid and flexible process tailored to each student's individual needs. Timeline planning must involve the student's Academic Advisor.

If it is determined that applicants from non-CACREP-accredited programs do not clearly meet the entry-level foundational curricular standards, entry-level professional practice standards, or entry-level specialty requirements, applicants are permitted to submit to the Program Coordinator a course description, syllabus and/or any other document requested by the coordinator for reconsideration. These documents become a part of the applicant's admissions file. If during a reconsideration of the file it is determined that an applicant's training has not met CACREP core and specialty standards, the applicant is presented with a remediation plan. At this time, the applicant can decide whether they wish to proceed in the program.

To remediate deficiencies, students are required to complete coursework to meet the standards designated as unmet. Coursework is completed either prior to initiating the CES course sequence, concurrently within the first 3 semesters or as early as possible in their course sequence. In some situations, fieldwork requirement deficiencies may be included as part of the CES student's CES 870/871 Internship in CES activities, taking into account the student's learning needs. While it is preferable that students complete the content and fieldwork coursework within one of the CACREP-accredited CMHC or SC programs at SCSU, faculty will accept coursework completed in other CACREP-accredited programs.

Prerequisite entry-level graduate coursework may include the following, as well as courses related to the student's specialization: (e.g., Clinical Mental Health Counseling or School Counseling)

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Assessment and Testing
- Research and Program Evaluation
- Additional coursework and fieldwork related to the entry-level specialization (e.g., CMHC or SC)

If a student enters the doctoral program already having taken a course at the doctoral level that is comparable to a required doctoral course in the CES program, they may consult with their advisor about

substituting a different course in place of the required course. That is, the credits associated with a required course may not be waived, but rather the content area can be substituted with an advisor-approved alternative course. All students are required to complete a total of 60 credits regardless of whether a content area was completed at another institution and permitted as an appropriate substitution by the CES faculty.

Methods of Instruction:

The CES doctoral program is offered in a hybrid format which includes a balance of on-ground and online (synchronous and asynchronous) coursework. Hybrid courses typically involve half of the class meetings occurring on campus and half of the class meetings online. Some of these online meetings will be asynchronous, meaning that students work independently at their own pace. CES courses typically include mini lectures, discussions, group work, video and multimedia, case analysis and presentation and student presentations.

Registering for Courses:

All CES courses require electronic permission from the program coordinator in order to enroll. Students will be given permission before registration day for their classes as they appear on their existing course sequence. Any changes to the students' sequence should be discussed with their academic advisor. If students experience any difficulty securing permission, they should contact the program coordinator.

Registration dates and instructions can be viewed on the University Registrar's website at: <https://inside.southernct.edu/onestop/registration>.

Course Sequence:

Four-Year Semester-By-Semester/Summer

Summer Year 1	Credits	Fall Year 1 -	Credits	Spring Year 1	Credits
		CED 810 Ethics & Orientation in CES	3.0	CED 856 Adv Counseling Theory & Practice	3.0
		CED 800 Counseling Research Design	3.0	CED 875 Multicultural & Social Justice in CES	3.0
Summer Year 2	Credits	Fall Year 2	Credits	Spring Year 2	Credits
CED 801 Intro to Counseling Supervision	3.0	CED 802 Applied Statistics & Quantitative Methods	3.0	815 Qualitative Research	3.0
CED 861 Leadership & Advocacy in CES	3.0	CED 805 College Education Teaching & Practice	3.0	ELECTIVE	3.0
Summer Year 3	Credits	Fall Year 3	Credits	Spring Year 3	Credits

CED 865 Advanced Group Counseling	3.0	808 Adv Counseling Supervision	3.0	CED 898 Diss Research: Proposal	3.0
CED 816 Program Evaluation in Counseling	3.0	CED870 CES Internship I	3.0	CED 871 CES Internship II	3.0
		COMPS EXAM - eligible		COMPS EXAM - eligible	
Summer Year 4	Credits	Fall Year 4	Credits	Spring Year 4	Credits
ELECTIVE	3.0	CED 903 Dissertation Advisement II	4.5	Continuous Enrollment (as needed)	1.0
CED 901 Dissertation Advisement I	4.5	COMPS EXAM - due			

INTERNSHIP

Students complete a 600-hour internship over the course of at least two semesters for a total of six credit hours as shown above. Internship hours include activities in at least three of the following domains: counseling services, counseling supervision, research and scholarship, or leadership and advocacy. More information can be found in the *CES Internship Handbook*.

LEADERSHIP PORTFOLIO

CES students are required to complete a Leadership Portfolio for graduation from the program. The student Leadership Portfolio will be submitted and evaluated as part of CED 871 CES Internship II. The Leadership Portfolio requires the following:

Requirement		Semester/s Completed	Student Activity/ Action	Low Mastery (1)	Medium Mastery (Target; 2)	High Mastery (3)
National Membership	Membership in at least one national professional counseling or counseling specialty-related organization.			No evidence of national membership provided	Active membership in at least one national counseling or specialty organization with documentation and brief reflection	Active membership in multiple national counseling or specialty organizations with documentation and brief reflection
Regional/state Membership	Membership in at least one regional or state level professional counseling or counseling specialty-related organization.			No evidence of regional or state-level membership provided	Active membership in at least one regional/state counseling or specialty organization with documentation and brief reflection	Active membership in multiple regional/state counseling or specialty organizations with documentation and brief reflection

Conference Attendance	Attendance in at least one national, regional or state level professional counseling or counseling specialty-related conference.			No evidence of conference attendance	Attended one or more national, regional, or state conferences with documentation and reflection on professional growth	Attended two or more national, regional, or state conferences with documentation and reflection on professional growth
Service to University or Professional Counseling Organization	Service on at least one University or professional counseling-related organization committee.			No evidence of service provided	Active, ongoing service on at least one university or professional counseling committee with documentation and reflection	Active, ongoing service on multiple university or professional counseling committees with documentation and reflection
Professional Counselor Advocacy	Participation in at least one professional counseling legislative initiative (e.g., writing to legislators or testifying on specific issues important to the profession) and/or participation in an organized professional counselor advocacy effort.			No evidence of advocacy activity	Meaningful participation in at least one legislative initiative or organized advocacy effort with documentation and reflection	Meaningful participation in multiple legislative initiative or organized advocacy effort with documentation and reflection
				Total:		

COMPREHENSIVE EXAMINATION

The Counselor Education and Supervision (CES) doctoral program requires students to complete a Comprehensive Examination as a culminating demonstration of the breadth and depth of knowledge acquired during the program. The purpose of the examination is to assess students' mastery of the CACREP CES core standards and their ability to integrate theoretical and practical knowledge across coursework. Students are not eligible to take the exam until they have finished all content-related coursework.

Format and Content

The examination consists of three essay questions. Students select and respond to at least three of five domain prompts, which represent the core areas of the CES curriculum:

1. Theory and Clinical Counseling Practice – Compare and contrast three major counseling theories.
2. Teaching – Address graduate-level teaching in counselor education, including philosophy of teaching and approaches to evaluation.

3. Supervision – Describe the purposes of clinical supervision and compare and contrast three models of supervision.
4. Leadership and Professional Identity – Respond to questions related to counselor identity, professional models, and leadership approaches.
5. Research and Scholarship – Address quantitative research or qualitative research, and/or program evaluation/research development.

Students are allowed a maximum of five hours to complete the exam. While the domains are communicated in advance, specific exam questions are not released prior to administration.

Evaluation

Responses are evaluated on both content (accuracy, depth, comprehensiveness) and form (clarity, grammar, adherence to APA 7th edition). Students should make reference to major theorists relevant to the content. Each exam is reviewed by the student's academic advisor and at least one additional CED faculty member, using a rubric with Likert-type ratings (1 = approaching mastery, 2 = mastery, 3 = advanced mastery). Beyond the quantitative ratings, individual faculty make recommendations for overall determination of pass/not pass. If there is discrepancy in faculty ratings, an additional (third) faculty will review the exam.

Outcomes

To pass, students must demonstrate mastery (average score range 2-3) across each domain. Those who do not achieve passing scores may petition to retake the exam in full or in part, with conditions determined in consultation with their academic advisor.

Each domain response is evaluated on content and form. Faculty rate performance on a 1–3 scale, with 2 *indicating mastery, target passing score*.

Criteria	1 – Approaching Mastery	2 – Mastery	3 – Advanced Mastery
Content Knowledge	Demonstrates limited or inaccurate understanding of the domain. Major gaps in knowledge; responses lack depth or accuracy.	Demonstrates general understanding of the domain. Accurate details included, but responses may lack depth, integration, or critical analysis.	Demonstrates comprehensive and accurate understanding of the domain. Responses are thorough, detailed, and reflect critical integration of theory, research, and practice.
Integration & Application	Fails to integrate knowledge across theory, research, and practice. No clear application to counselor education roles.	General integration of theory, research, and practice evident. Application is present but may be limited or underdeveloped.	Strong integration across theory, research, and practice. Application to counselor education, supervision, and leadership is clear, relevant, and well-developed.
Organization & Clarity	Writing lacks structure, clarity, or logical flow. Responses may be confusing or difficult to follow.	Organization is adequate but inconsistent. Some sections may lack clarity or strong transitions.	Writing is well-organized, clear, and logical. Arguments flow smoothly and support the overall response.

Scholarly Writing & APA	Frequent grammar, mechanics, or APA errors that interfere with readability.	Writing is adequate. Some grammar, mechanics, or APA errors that do not hinder readability.	Writing is polished, professional, and error-free, with correct grammar, mechanics, and APA 7th edition formatting.
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Scoring and Outcomes

- Each domain is rated independently by two faculty reviewers using the rubric above.
- Students must earn passing scores from both faculty reviewers.
- A score of 2 or higher across all criteria within a domain is required to pass each domain.
- Students who do not achieve passing scores on one or more domains may petition the department chairperson to retake the exam, in full or in part, as determined in consultation with their academic advisor.

DISSERTATION

The doctoral dissertation is “...a formal document that demonstrates your ability to conduct research that makes an original contribution to theory or practice” (Roberts, 2010, p. 18). The dissertation is the capstone for the CES doctoral degree. Doctoral students must successfully propose, execute, submit, orally defend, and complete a dissertation of high quality and importance under the supervision of a committee of three individuals, including at least one department faculty member and two readers. Students meet with their academic advisor to explore topics related to dissertation during their first two terms. With support from their academic advisor, students select a Dissertation Chair with relevant expertise in the topic under study. Please see the *CES Dissertation Handbook* for more detailed information.

DOCTORAL CANDIDACY

Transition from doctoral student status to doctoral candidate status occurs upon successful completion of both the written comprehensive exam and the proposal hearing of the dissertation. After the comprehensive exam and proposal hearing, the doctoral student may then assume the title “Doctoral Candidate.” Note that until achieving this milestone of candidacy, students must be clear on vitae, email signatures and the like that they are current doctoral students, not candidates.

COMMENCEMENT CEREMONY PARTICIPATION

Eligibility to participate in commencement:

By Dec 1, students intending to participate in the May commencement ceremony must have a dissertation defense scheduled with a date certain, to occur prior to the commencement ceremony. Students may not participate in commencement without having successfully completed their dissertation defense.

It is the responsibility of the student to inform the CES graduate coordinator of their intent to participate in commencement by Dec 1 of the prior year. The coordinator will then inform SGPS, which will provide the candidate information on participating in commencement. For additional information regarding deadlines for participation in the May commencement ceremony, please see the School of Graduate and Professional Studies website.

ACADEMIC STANDARDS

CES students must meet both CES program and University standards of performance. The School of Graduate and Professional Studies *Graduate Catalog* requires that graduate students maintain a cumulative GPA average of 3.0. Any matriculated student who attempts nine or more credits that results in an overall quality point ratio of less than 3.0 is automatically on academic probation. If, after attempting an additional nine credits, the GPA is still below 3.0, the student may be dismissed from the School of Graduate and Professional Studies. Students must retake any class in which they earn below a C. See link for further information on University standards, dismissal, and readmissions policies:

<https://catalog.southernct.edu/graduate/grades-standing.html>

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 responsivity.	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	1. (Knowledge) CED 861; Leadership Reflection and Professional Development Plan 2. (Knowledge) CED 861; Social Justice and Advocacy Proposal

	profession, and on behalf of the counseling profession.	3. (Skill) Internship- CED 871: Leadership Portfolio
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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 behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	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 management. Not overextended.	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 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	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	

	supervisors; and/or a lack of willingness to accept influence.		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 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.	Accurately reads and appropriately responds to social cues; energetically engages in relationships and 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.	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and 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	Behaviors that suggest tolerance for the culture and lifestyle differences of others;	Behaviors that suggest a high level	

	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.	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.	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, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive 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.	Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting	

	situations.		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.	

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.
Revised July 2026

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. CES 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>

The Counselor Education and Supervision (CES) program at Southern Connecticut State University prepares research-informed professionals to become counselor educators, clinical supervisors, and administrators in a variety of settings and to assume positions of leadership in the field. As such, CES 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>

Evaluation of student performance and adherence to ethical and legal mandates are vital components of the CES program. 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.

CES 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

Department Grievance Procedures

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

1. Individuals should attempt to resolve claimed grievances first with the person(s) involved, within the department, and wherever possible, without resorting to formal grievance procedures.

The graduate student should first discuss the matter with the faculty member involved, or with the faculty member's chairperson or program coordinator. The student's questions may be answered satisfactorily during this discussion. The student may also choose to contact the College of Education Dean or Graduate School Dean, if the grievance is with the departmental chairperson or program coordinator for a possible informal resolution of the matter.

2. If a graduate student chooses to pursue a formal grievance procedure, the student shall take the appeal in written form to the appropriate departmental chairperson/ program coordinator and forward a copy to the School of Education Dean and Graduate School Dean. In the case of a grievance against a departmental chairperson, or in the absence of the chairperson/coordinator, the student will go directly to College of Education Dean or the Graduate School Dean in which the alleged violation has occurred.
3. After discussion between the chairperson/coordinator/dean and all parties to the grievance, all parties involved may agree that the grievance can be resolved by a recommendation of the chairperson/coordinator/dean. In this case, the chairperson/coordinator/dean will forward a written recommendation to all parties involved in the grievance within 20 working days after receipt of the written grievance. The chairperson/ coordinator/dean is at liberty to use any appropriate method of investigation, including personal interviews, form an ad-hoc committee and/or referral to The Counseling and School Psychology Student Evaluation & Advisement Committee (SEAC) for recommendation of resolution. A written and confidential finding and resolution should be presented to the student and all parties to the grievance.
4. If a grievance is not satisfactorily resolved through step 3, an appeal in writing and with all relevant material may be submitted for consideration and a decision by the Provost. The Provost will then follow university procedures for a formal grievance.

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>

AUDIO AND VIDEO RECORDING POLICY

To maintain an atmosphere of trust and respect in the learning environment, the CES program 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.

POLICY ON RECOMMENDATIONS AND ENDORSEMENT

It is not the obligation of the CES Program faculty to provide reference letters to graduates for employment applications or for admission to further education, nor to supply evaluations of competencies for individual credentials.

ACADEMIC AND PERSONAL 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.

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>

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>)

Graduate Student Affairs Committee: 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

Office of Sponsored Programs and Research (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](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
MySC
SU
Select
Banner
Student
Records and
Registration
Registration and
Schedule Planner
Current Schedule
Edit Schedule
Change
Waitlist to
Register
Save

CONSIDER
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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.

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, Counselor Education and Supervision
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/>