

Student Handbook

Student Development in Higher Education

2024-2026

**DEPARTMENT OF
COUNSELOR EDUCATION AND FAMILY
THERAPY**

**CENTRAL CONNECTICUT STATE UNIVERSITY
NEW BRITAIN, CONNECTICUT**

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INTRODUCTION

This Student Handbook has been prepared to serve as a guide throughout the time students are enrolled in the Master's program in Student Development in Higher Education (SDHE) within the Department of Counselor Education & Family Therapy at Central Connecticut State University. The handbook provides detailed information regarding each stage in the process of completing the Master's degree. Students are encouraged to review this handbook prior to beginning the program and to refer to it whenever they have questions.

Each student in the program will be assigned an academic advisor. Students should contact their advisor regularly to discuss concerns related to academic progress and review their plans for practicum, academic internship, and post-graduation employment. Advisors are available during scheduled office hours or by appointment.

Students should establish a CCSU **student bluenet computer account** via the webpage: <http://pipeline.ccsu.edu>. This site can also be accessed via CCSU's home page at ccsu.edu. This account will give students the ability to search for available courses, register online, and view their grades, and will provide access to many other valuable resources. It would also be helpful if students have set up their TEAMs ability for video conferencing.

Comments and suggestions are welcome and should be directed to the Program Coordinator.

The Department of Counseling & Family Therapy and Central Connecticut State University reserves the right to revise, amend or change items set forth in this handbook from time to time. Accordingly readers of this handbook should inquire as to whether any such revisions, amendments or changes have been made since the date of publication. The University reserves the right to cancel course offerings, to set minimum and maximum size of classes, to change designated instructors in courses and to make decisions affecting the academic standing of anyone participating in a course or program offered by the University. This handbook is provided to students and applicants for their general information and guidance only. It does not constitute a contract, either express or implied, and is subject to revision at the University's discretion.

“GROW WITH US”

The department motto “grow with us” was selected from among a number of student submissions. The faculty selected this motto because it reflects the aspiration, vision and attitude of the Department of Counselor Education & Family Therapy. The mission of our department derives from the mission of the counseling and family therapy professions – i.e., to promote the dignity and welfare of all human beings and to help individuals and families to become healthy, happy, productive and self-sufficient citizens. By fostering healthy human beings, we are, by extension, making for a better human society, with stronger families, stronger schools, and stronger communities.

While all citizens bear responsibility for building a better world, counselors and family therapists willingly assume a large share of this responsibility because they have chosen helping others as their life’s work. As such, they are people of goodwill and compassion who have great respect for human dignity and diversity, are committed to promoting universal human rights and freedoms, and work to build a sustainable human community that provides for the wellbeing of all its citizens.

As your faculty and advisors, our greatest desire is to help you achieve your goals, not just by succeeding academically, but also by growing as self-aware and emotionally-centered persons. We recognize that to be effective, we must also continue to grow. So, to the best of our ability, we pledge to practice the values espoused by the counseling profession, to live and practice our profession with integrity and provide the kind of leadership that will help you become the best person and professional practitioner that you can become.

So, come along, and grow with us.

The Department of Counselor Education and Family Therapy stands with the CCSU Office of Equity and Inclusion in their aim to cultivate a campus environment that is equitable, inclusive, and responsible to enable students, faculty, and staff to achieve their full potential.

The Department of Counselor Education & Family Therapy at Central Connecticut State University (CCSU) prepares students for professional careers in Clinical Professional Counseling (Clinical Mental Health, Clinical Rehabilitation, Addictions Recovery, Gerontology), School Counseling, Student Development in Higher Education, and Marriage & Family Therapy.

Our mission is to develop self-aware professionals and equip them with the knowledge and skills necessary to empower diverse individuals, families, and communities to achieve their well-being, relationship, education, and career goals. We are committed to developing engaged mindful learners, who promote emotional growth and social and emotional competence over their life span. We develop professionals who value social justice and respect human dignity, and who have open and flexible minds.

Through coursework and clinical training, students can apply their skills in a field-based setting under close supervision. In addition, students in all counseling programs are encouraged in their ongoing efforts toward self-development, self-awareness, and scholarly achievement. They all share a common vision to become competent and caring professionals who adhere to the highest standards of their profession, promoting the dignity and welfare of their clients.

DESCRIPTION OF THE STUDENT DEVELOPMENT IN HIGHER EDUCATION (SDHE) PROGRAM

SDHE Program Philosophy

With learning at the heart of our professional work environment, our fundamental responsibility is to empower students to attain the highest standards of academic achievement, public service and personal development. We value quality, intellectual integrity, openness to dialogue, participation by all members of the community in governance, and respect for the dignity, rights and aspirations of each member of the community. Our counseling and student development orientation includes an integration of a mindfulness-informed theoretical orientation within the Counseling coursework. Preparing students for enlightened and productive participation in a global society is our obligation. The mission of the master's degree program in student development flows from this philosophical perspective and includes a social justice framework. Graduates are prepared to function effectively as student development educators in rapidly changing institutions of higher education. Students are trained to understand and to meet the developmental needs of college students taking into account worldviews and expectations which are influenced by age, faith or religion, ethnicity, national origin, gender, gender identity, sexual orientation, disability status and other life-shaping perspectives.

Objectives for all Specialty Areas with Counselor Education

Students will be able to:

1. Demonstrate core knowledge appropriate to the profession.
2. Demonstrate leadership skills.
3. Demonstrate advocacy skills.
4. Demonstrate appropriate knowledge and skills of counseling techniques and interventions.
5. Demonstrate knowledge and skills to address client trauma. (For SDHE students to make appropriate referrals)
6. Demonstrate application of knowledge of current ethical and legal codes.
7. Demonstrate a commitment to developing one's cultural competence.
8. Demonstrate the ability to collaborate with other professionals.
9. Demonstrate dispositions appropriate to the profession.
10. Demonstrate excellent communications skills.

SDHE Program Objectives - Students will be able to:

11. Demonstrate knowledge of theory, practice, and ethical standards relative to the practice of student development in higher education.
12. Demonstrate appropriate counseling, advising, and group facilitation techniques for use with students, staff, and faculty in higher education.
13. Demonstrate the ability to collaborate with colleagues throughout their institutions for the purpose of creating and assessing learning experiences for students.
14. Identify a wide range of world views based on culture of life experiences, including their own, and use this understanding to communicate effectively across cultural and personal differences.
15. Demonstrate knowledge of federal and state laws pertinent to roles and functions of student affairs and to the responsible management of colleges and universities.

Curriculum - The program requires 42 hours of study in counseling and student development and higher education, including 9 credits of field experience. The practicum (CNSL 503/511) occurs early in the student's program and involves 100 hours of work at a local college or university during one semester, individual supervision, and a regular seminar. The Academic Internship (CNSL 592) occurs at the end of the program and involves at least 300 hours over two semesters and a weekly seminar. The program combines counseling/contemplative, student development and social justice orientation. It is designed to integrate counseling, personal, cultural development, and program development skills into a professional approach to student affairs in higher education.

Program of Study

Core Counseling Courses

CNSL 500	Dynamics of Group Behavior	3 credits
CNSL 501	Theories and Techniques of Counseling	6 credits
CNSL 525	Multicultural Counseling	3 credits
CNSL 521	Career Counseling and Development	3 credits

Student Development in Higher Education Courses

CNSL 530	Student Development in Higher Education	3 credits
CNSL 531	Student Services in Higher Education	3 credits
CNSL 532	Program Design in Student Services	3 credits
CNSL 533	Legal, Policy and Financial Issues	3 credits

Research Methods

CNSL 598	Research in Counseling	3 credits
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(May be waived if a comparable course (undergraduate or graduate level) has been taken elsewhere and completed with a “B” or better. If this course is waived, a substitute course, approved by your advisor, must be completed.)

CNSL 599	Thesis (Plan A) or Capstone Project (Plan B)	3 credits 0 credits
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Supervised Practice

CNSL 503/511	Supervised Counseling Practicum (SDHE Only)	3 credits
CNSL 592	Internship in Student Development in Higher Education	6 credits

Students must apply in advance for the practicum and academic internship. Applications for summer practicum and fall/spring internship are due to the department on or before MARCH 15. Applications for spring practicum are due on or before October 15. Applications must be approved before the student registers for these courses.

Electives

3 or 6 credits

Elective credit varies, depending on whether or not a student is required to take CNSL 598 and whether or not a student writes a thesis or completes a capstone project. A description of these options follows. All Master’s degree Plans of Study must total 42 credit hours, including courses taken at CCSU and courses transferred from other colleges.

Program Sequence

Student development courses:

CNSL 530 Introduction to Student Development	<i>Spring</i>
CNSL 531 Introduction to Student Services	<i>Fall</i>
CNSL 532 Program Design	<i>Fall and Spring</i>
CNSL 533 Law, Policy and Finance	<i>Summer and Fall</i>
CNSL 592 Academic Internship in SDHE	<i>Fall - Spring</i>

Most counseling courses are offered at least three times a year:

CNSL 500 Dynamics of Group Behavior	<i>Fall, Spring, and Summer</i>
CNSL 501 Theories and Techniques of Counseling	<i>Fall, Spring, and Summer</i>
CNSL 503 Supervised Counseling Practicum SDHE	<i>Spring and (Summer)</i>
CNSL 521 Career Counseling	<i>Fall, Winter, Spring and Summer</i>
CNSL 525 Multicultural Counseling	<i>Fall and Spring</i>
CNSL 598 Research in Counseling	<i>Fall, Winter, Spring, Summer</i>

Students should plan to begin their academic work with CNSL 500, 501, and 530. CNSL 501 is a prerequisite for 521 and 525. CNSL 530 is a prerequisite for CNSL 532. CNSL 500, 501, and 530 are prerequisites for CNSL 503.

Potential Electives

CNSL 506 Counseling Children and Adolescents
CNSL 560 Intro to Rehabilitation Counseling
CNSL 568 Alcohol and Drug Counseling
CNSL 571 Mental Health Counseling (Mindfulness)
CNSL 580 Special Topics
EDL 552 Topics in Educational Leadership
SPED classes

Potential Electives for those considering going on for LPC (Licensed Professional Counselors) license (this should be in consultation with the SDHE Program Coordinator and Official Certificate Program Coordinator):

CNSL 504 Professional Studies in Counseling
CNSL 522 Appraisal
CNSL 572 Assessment Treatment and Recovery
CNSL 505 Lifespan Development

FROM APPLICATION TO GRADUATION THE STEP-BY-STEP PROCESS

(Contact the Admissions Department for a copy of the
Admissions Informational Packet for Counselor Education and Family Therapy)

The steps listed below provide a sequential guide from admission to matriculation through graduation. Following these steps in sequence should create a smooth path through the master's degree program.

Apply for admission through Graduate Admissions.

Complete Planned Program of Study

Apply for approval and complete practicum (form available on website)

Complete all required coursework in good academic standing.

Apply for and complete academic internship (form available on website)

Complete capstone project or thesis (complete paperwork)

Apply for graduation. (complete the paperwork and send to Registrar's Office
regstaff@ccsu.edu)

Each of these steps is discussed in more detail in the paragraphs that follow:

Apply for Admission through Graduate Admissions - Congratulations! This step has been completed.

Complete the Planned Program of Study: Once accepted into graduate school, all students should attend orientation to complete this form. If a student misses the orientation, the Planned Program of Study should be completed with the advisor. The admissions acceptance letter indicates the name and contact information of the student's advisor.

The Planned Program of Study (PPS) will identify those courses students must complete to satisfy requirements for the master's degree. The PPS is forwarded to Graduate Studies and constitutes a contract between the student and CCSU. It can only be changed by request of the student and advisor.

Apply for Approval to Begin Supervised Counseling Practicum (CNSL 503/511) - Students must seek departmental approval to enter the practicum by submitting the application form. After reviewing the student's transcript, as well as Counselor in Training Skills and Competencies Checklist (C3), the student's advisor will sign the approval form certifying that in their opinion, the student has completed all required elements and is prepared to begin the practicum experience. Ideally, the student must have completed CNSL 500, 501 and 530 and a pre-practicum meeting with their assigned advisor before beginning the practicum. If students are enrolled in any of these courses during the application process, their professors will be asked to verify that they are demonstrating an acceptable level of emotional maturity and academic achievement (3.0). Satisfactory approval of practicum involves assessment of student performance.

Complete all required coursework in good academic standing - Students must complete all courses identified on the Planned Program of Study. Substitution courses can only be taken with the prior approval of the faculty advisor and completion of a course substitution form. All graduate students must maintain a 3.00 cumulative grade point average to be in good academic standing. In addition to grade-point requirements for good academic standing, students should note that no more than two grades of C or lower are permitted for courses included on the Planned Program of Study. Students must maintain a B or better in every fieldwork course to continue in the program. Students may consult the graduate catalog for grade appeal process.

Complete the Student Development in Higher Education Academic Internship (CNSL 592) - The academic internship is the culminating experience in the student development program.

During academic internship, students have the chance to apply theory to practice and use the skills they developed through their classroom experience. Students must complete at least 300 hours at their academic internship site over two semesters. Academic internship placements must be discussed with the advisor during the spring semester before starting the academic internship. All academic internships must be taken from fall to spring. All students enrolled in CNSL 592 must take the academic internship seminar which is an academic course and meets approximately once a week. Additional information about the academic internships can be found on page 14 of this handbook.

Complete the Capstone Project - All candidates for a master's degree in Student Development in Higher Education, must complete a capstone experience. This can be either a thesis (Plan A) or a comprehensive exam/capstone project (Plan B). The thesis is an independent project worth 3 credits that serves as the elective. The capstone project is integrated into the academic internship seminar. It does not carry additional credit.

Plan A (CNSL 599 - Thesis)

The thesis is a major academic exercise demonstrating the student's capacity for critical thinking, expressing ideas in writing to a professional audience, and showing the ability to make an original contribution to the field. Such a project involves considerable time and effort. Students who choose to do a thesis must present a formal proposal to the Graduate Studies. Information on thesis application and processes is available through the Graduate Studies. Three credits are awarded for completion of the thesis. Students who choose the thesis option must have a departmental faculty member as Thesis Advisor, and a second reader (chosen in collaboration with Thesis Advisor) who also must be chosen prior to beginning the thesis. The student works closely with their advisor in the design, implementation, and writing of the thesis project. The second reader provides input and an "outsider's" critique of the thesis. On the advisor's and second reader's recommendation, the final product is sent to the Graduate Studies for final approval. A thesis is a major project and often takes more than a year to complete. It is wise to begin a thesis project early in one's program and to choose a topic of strong interest. It is also wise to keep a project focused and manageable, since most thesis students have limited resources with which to do the project. Some student research grants may be available; the student may wish to check with the Graduate Studies, the Graduate Student Assembly or private sources to learn how to obtain grant funding for thesis projects. Also, all projects involving the use of human subjects must be approved by the Human Subjects Committee of the University. Students are encouraged to write up their projects for submission to professional journals for publication or for presentation at the annual **Graduate Student Research** presentation in May or at other professional conferences. Theses must be completed by April 15 in order to receive credit in the spring semester. Plan B (Comprehensive Examination/Capstone Project)

Students who elect the Plan B option must complete a major project as their comprehensive examination. Projects are conducted at colleges or universities, those in which the students are also

completing any of the following: graduate internship, graduate assistantship, academic internship, UA or full-time work. Projects may involve program evaluation, needs assessment or other types of organizational work designed to improve and support the activities of the student affairs division on a specific campus. During the Fall semester, a capstone paper is completed to help set the final presentation framework. A final presentation (Poster Session) is given to the class during the spring semester and is considered the final piece of the capstone project. More details about the project's exact nature will be provided to students in class. **Students must apply in advance to take the Plan B-Comprehensive Examination.**

Apply for Graduation - In applying for graduation the student must have completed or be in the process of completing all the items listed on their Planned Program. "Application for Graduation" forms must be filed with the Registrar's Office (regstaff@ccsu.edu). March 1 is the filing deadline for May and August, and September 15 is the filing deadline for December conferral of the degree. It is the student's responsibility to ensure that the proper paperwork is filed by the appropriate deadline. The Registrar's Office will compare the student's application with the official Planned Program. If the student has fulfilled all the requirements of the program, permission to graduate will be granted.

PRACTICUM

Introduction - The Supervised Counseling Practicum (CNSL 503/511) provides the first opportunity for the student to perform professional counseling and advising under close supervision in a college or university setting. Practicum students perform at least 100 clock hours of field experience, of which 40 hours must be in direct service with students. This equates to 6-7 hours per week during a 15-week semester and 12-15 hours during an 8-week summer session. The site supervisor provides at least one hour of supervision each week. Students also participate in a weekly seminar with other students in practicum. Practicum is a chance to apply theory to practice and experience dynamic interactions within any organizational system. **The emphasis of the practicum is on counseling and advising through direct service to individual students and small groups.** Discomfort is common among new trainees and should be interpreted as a sign of strong motivation and high personal and professional expectations, not weakness. Because this is your first clinical experience you will receive two types of supervision: site supervision at the practicum site and group supervision from your seminar professor.

Practicum may be completed at any college provided proper supervision and work environment are available, but students must attend class on campus once a week. Students should contact their advisor for a listing of sites which previous students have found beneficial. Students may also locate sites independently, but sites must be approved in advance by the advisor. Students are encouraged to begin thinking about practicum sites early in their academic career. Sites for the practicum may be related to the student's area of professional interest and potential career direction. Students may not receive practicum credit for work completed before they enroll for the course or for work done as part of their regular employment. Recommended sites may include

career services, academic advising, study abroad, veteran's affairs, learning support services, and disability/access services.

Practicum Training Guidelines - The practicum experience is intended to enable the beginning student to develop and enhance basic counseling and advising skills and to integrate professional knowledge and skills appropriate for Student Services.

While differences will exist across sites, it is expected that all students will have an opportunity to practice **basic listening skills, interviewing and assessment skills, and individual and group counseling, and advising, training and presentation skills**. Students should expect to be introduced to the work of departments that collaborate with the department in which the student is working, to begin to understand the financial elements of departmental work and to have a general sense of the ways in which the practicum site fits into the total work of the college. Students are also expected to develop the ability to critique their own work, learn from the constructive feedback of others, and develop an increased level of awareness of individual reactions to different clients.

Student Commitment - The student spends at least one hundred hours on-site, including any orientation or training required. The practicum format depends on the college or university's nature, the department's needs, and the student's goals. **There is no prohibition on spending more than the 100 hours over the semester.** Many students decide to devote more time to capitalize on the excellent learning opportunities and to develop relationships that may lead to future employment opportunities. Students are expected to always behave professionally and adhere to the appropriate ethical standards for the profession. The department and/or site supervisor reserves the right to terminate the practicum of a student whose health or psychological status is being impaired by work at the site or whose behavior is detrimental to the services provided by the office in which the student is placed.

The Practicum Site Supervisor - The site supervisor must be a member of the student affairs profession with a Master's degree in counseling or student development (with an emphasis in counseling) and at least two years of experience. The site supervisor must agree to:

- Provide the student with opportunities to engage in a full variety of counseling and student affairs activities
- Provide the student with adequate workspace, telephone, office, supplies, and staff to conduct professional activities
- Provide a minimum of one hour of face-to-face supervisory contact each week which involves review of student work using live observation and discussion of salient issues (supervision may be in individual or group format, such as feedback during staff meetings)
- Provide a written evaluation of the student based on criteria established by the academic program

Evaluation Categories:

CAS Part 5b.1 - Student Learning & Identity/Psychosocial development theories (5.4): Demonstrates relevant knowledge of student development theories, interventions, and roles sufficient to be able to:

- a. structure interventions/programs appropriate to student developmental needs;
- b. apply appropriate skills; and
- c. acquire new knowledge, information, and skills when deficits exist.

CAS Part 5b.2 - Diversity-Student Characteristics (5.5): Promote optimal learning opportunities and environments for all individuals regardless of their language of origin, socio-economic status, age, physical or mental capabilities, gender or gender identity, sexual orientation, cultural, racial or ethnic background, and religious /spiritual beliefs. The Intern demonstrates emerging culturally competent practice to students with differing values/cultural beliefs than their own.

CAS Part 5b. 3 - Individual and group strategies (5.6): demonstrate methods of culturally appropriate advising, supporting, and helping, as well as skills for assessing, designing, implementing, and evaluating developmentally appropriate strategies with individuals and organizations.

CAS Part 5b.4 Organization, Governance & Administration (5.7): able to identify and apply culturally competent leadership, organizational, and management practices that assist institutions in accomplishing their mission.

CAS Part 5b. 5 Assessment (5.8): Ensure that evaluation and decision-making are data-driven, multi-faceted, collaborative and recursive, and align educational goals, practice, assessments, and standards.

CAS Part (5) Technology 5.3: The intern integrates a variety of technological methods and programs to enhance student learning and student services practitioner effectiveness, facilitates acquisition of technological skills, and their dispositions to use them.

CAS Part (5.a2) 5.2 Professionalism: Develop and demonstrate personal and professional values that

foster:

- a. The highest ethical standards of the profession.
- b. Intellectual curiosity and open-mindedness.
- c. Understanding responsiveness to multiple social and global perspectives; and
- d. Collegiality and collaboration among partners in the higher education setting.

Professional Dispositions: Self-Awareness, Self-Management, Social Awareness, Relationship skills,

Responsible decision making

Practicum Search Process -

- Step 1:** Submit your application for practicum to the department on or before **October 15** for the *Spring Semester* or **March 15** for the *Summer Session*. When you submit the application, confirm that you have completed or are completing all pre-requisites for CNSL 503/511.
- Step 2:** Arrange an interview with your advisor to discuss your readiness for practicum and to review your academic progress. In collaboration with your advisor, develop a list of potential sites for your practicum and create a strategy for approaching the sites in which you are interested.
- Step 3:** Reflect on your personal and professional goals and develop a set of questions about the site and about the specific duties. Contact the site to schedule an informal interview.
- Step 4:** If the site has never been used before, discuss new site approval procedures with your advisor. All site supervisors must have a Master's degree in counseling or student development (with an emphasis in counseling) and at least two years of experience to receive approval. You may not work at a site where this level of supervision is not available. If the site has been used in the past, consult with your advisor about appropriate next steps.
- Step 5:** Once an informal agreement regarding the practicum site has been reached by you, the site supervisor, and the Program Coordinator, review the Site Agreement Form with your site supervisor and submit the signed Site Agreement Form to your advisor.
- Step 6:** Submit a professional liability insurance certificate to your Seminar Faculty Member at the time of the first-class meeting. Minimum recommended limits are \$1,000,000/\$1,000,000. Higher limits (\$1,000,000/\$3,000,000) are usually only a few dollars more and are strongly recommended. Most students obtain liability insurance from either the American College Personnel Association or the National Association of Student Personnel Administrators. Both associations use the same insurance provider.

Insurance and membership forms are available through association websites (www.naspa.org or www.myacpa.org)

ACADEMIC INTERNSHIP

Introduction - The Academic Internship (CNSL592) is an integral element of our graduate program. The purpose is to introduce students to new dimensions of professional practice and to new professional colleagues. The Academic Internship is at least 300 hours of field experience. Students will work at their academic internship site for 10-12 hours per week for two semesters (Fall & Spring). The site supervisor provides at least one hour of supervision each week. Students also participate in a seminar with other students as part of the academic internship course both semesters. Students should contact their advisor for a listing of sites which previous students have found beneficial. Students may also locate sites independently, but all sites must be approved in advance by the student's advisor.

Students should think carefully about what type of institution they select for the academic internship site (public/private; large/small; community college, four-year college, or university) and the type of training and supervision that the site will offer. It is important that the site provides students with opportunities to learn new skills, work across departmental lines, participate in staff meetings, attend professional conferences, and become familiar with the entire institution.

Students cannot receive academic credit for a job they already hold unless the student and the supervisor *agree upon a set of responsibilities beyond the current job*, which the student will document in the Site paper in 592. Upon graduation, students discover employability is related to the range and scope of their previous experience and the quality of their graduate program. Therefore, it is to the student's advantage to complete the academic internship and the practicum at two different sites.

Student Commitment: The student spends at least three hundred hours on-site (150 hours each semester), including any orientation or training required. The Academic Internship format depends on the college or university's nature, the department's needs, and the student's goals. Students are expected to always behave professionally and adhere to the appropriate ethical standards for the profession. The department faculty and the site supervisor reserve the right to terminate the Academic Internship of a student whose health or psychological status is being impaired by work at the site or whose behavior is detrimental to the services provided by the office in which the student is placed.

The Academic Internship Site Supervisor - The site supervisor must be a member of the student affairs profession with at least a Master's degree in student affairs or student development (or Doctorate Counselor Education with emphasis in Student Affairs or Higher Education Administration or Doctorate in Higher Education) and at least two years of experience. The site supervisor must agree to:

- Provide the student with opportunities to engage in a full variety of student affairs, student services and student development activities.
- Provide the student with adequate workspace, telephone, office, supplies, and staff to conduct professional activities.
- Provide a minimum of one hour of face-to-face supervisory contact each week which involves review of student work using live observation and discussion of salient issues, including the application of topics from master's degree program (supervision may be in individual or group format, such as feedback during staff meetings)
- Provide a written evaluation of the student based on criteria established by the academic program.

Evaluation Categories

CAS Part 5b.1 - Student Learning & Identity/Psychosocial development theories (5.4): Demonstrates relevant knowledge of student development theories, interventions, and roles sufficient to be able to:

- a. structure interventions/programs appropriate to student developmental needs;
- b. apply appropriate skills; and
- c. acquire new knowledge, information, and skills when deficits exist.

CAS Part 5b.2 - Diversity-Student Characteristics (5.5): Promote optimal learning opportunities and environments for all individuals regardless of their language of origin, socio-economic status, age, physical or mental capabilities, gender or gender identity, sexual orientation, cultural, racial or ethnic background, and religious /spiritual beliefs. The Intern demonstrates emerging culturally competent practice to students with differing values/cultural beliefs than their own.

CAS Part 5b. 3 - Individual and group strategies (5.6): demonstrate methods of culturally appropriate advising, supporting, and helping, as well as skills for assessing, designing, implementing, and evaluating developmentally appropriate strategies with individuals and organizations.

CAS Part 5b.4 Organization, Governance & Administration (5.7): able to identify and apply culturally competent leadership, organizational, and management practices that assist institutions in accomplishing their mission.

CAS Part 5b. 5 Assessment (5.8): Ensure that evaluation and decision-making are data-driven, multi-faceted, collaborative and recursive, and align educational goals, practice,

assessments, and standards.

CAS Part (5) Technology 5.3: The intern integrates a variety of technological methods and programs to enhance student learning and student services practitioner effectiveness, facilitates acquisition of technological skills, and their dispositions to use them.

CAS Part (5.a1) 5.2 Foundational (philosophy and values):

CAS Part (5.a2) 5.2 Professionalism: Develop and demonstrate personal and professional values that foster:

- a. The highest ethical standards of the profession.
- b. Intellectual curiosity and open-mindedness.
- c. Understanding responsiveness to multiple social and global perspectives; and
- d. Collegiality and collaboration among partners in the higher education setting.

Professional Dispositions: Self-Awareness, Self-Management, Social Awareness, Relationship skills, Responsible decision making

Academic Internship Search Process -

- Step 1:** Submit your application for academic internship to the department on or before **March 15** for Fall Semester. When you submit the application, confirm that you have completed all pre-requisites for CNSL 592.
- Step 2:** Arrange an interview with your advisor to discuss your readiness for academic internship and to review your academic progress. In collaboration with your advisor, develop a list of potential sites for your academic internship and create a strategy for approaching the sites in which you are interested.
- Step 3:** Reflect on your personal and professional goals and develop a set of questions about the site and about the specific duties. Contact the site to schedule an informational interview.
- Step 4:** If the site has never been used before, discuss new site approval procedures with your advisor. All site supervisors must have at least Master's degree in student affairs or student development to receive approval or have available a co-supervisor with the required Master's. You may not work at a site where this level of supervision is not available. If the site has been used in the past, consult with your advisor about appropriate next steps.
- Step 5:** Once an informal agreement regarding the academic internship site has been reached by you, the site supervisor, and the Program Coordinator, review the Site Agreement Form with your site supervisor and submit the signed Site Agreement Form to your advisor.

Step 6: Submit your professional liability insurance certificate to your Seminar Faculty Member at the time of the first-class meeting. Minimum recommended limits are \$1,000,000/\$1,000,000. Higher limits (\$1,000,000/\$3,000,000) are usually only a few dollars more and are strongly recommended. Most students obtain liability insurance from either the American College Personnel Association or the National Association of Student Personnel Administrators. Both associations use the same insurance provider. Insurance and membership forms are available through association websites (www.naspa.org or www.myacpa.org).

Building Relationships - The ultimate success of the experience as an intern will be strongly influenced by the quality of the personal and professional relationships that students have developed during their tenure as an intern. It will be through cooperative efforts with faculty and administrators that students can assist others in achieving their academic, career, and personal goals. The ability to function in helpful and caring ways, to treat everyone with respect, and to maintain close communication and cooperation with all members of the college community will be critical to the success of the experience.

Professional and Ethical Considerations - Professional conduct during coursework and the Academic Internship influence a student's reputation, acceptability, and employability after graduation. Trainees are expected to be socialized into the important dimensions of their new professional identity as student development educators. Appropriate dress, decorum, respect for confidentiality and performance standards must be maintained. Students should become familiar with the institutional policies related to ethics, procedure, and administration. Issues of potential concern include transporting students in your personal vehicle, lending money to students and developing dual role relationships such as dating a student you supervise or hiring a relative. The intern should seek supervision whenever there is any doubt or confusion regarding ethical or legal requirements. Once a student makes a commitment to a site, the student is expected to honor that commitment precluding a drastic change in circumstances. All changes must be approved by the student's advisor.

Maintaining Confidentiality - Confidentiality protects everyone and is an essential element of professional behavior. Interns do not discuss confidential situations with anyone but the appropriate supervisor from either the institution or the faculty. Interns do not speak to authorized persons in inappropriate contexts, such as in hallways or in cafeterias or restaurants. Interns will ensure that there is privacy when discussing situations on the phone. Interns will consult supervisors before discussing any situation with people not directly involved. Interns will check with the college regarding policies on releases. The intern will ensure that documentation is protected and handled in compliance with institutional procedures. Conversations about confidential situations will be conducted on a need-to-know basis, in private. No confidential material about a student will be shared without the student's consent.

Academic Internship Competencies: During the internship, students are expected to demonstrate the competencies listed below. The final evaluation will be based on how and degree students can demonstrate the knowledge, skills and abilities associated with each competency. The eight competencies also serve as excellent topical areas to discuss during weekly supervision sessions.

1. Provides relevant types of counseling and advising (academic, career, personal or interpersonal) to students.
2. Demonstrates knowledge of relevant student development theory and applies theory to practice, including discussion of theory with supervisor.
3. Demonstrates knowledge of multicultural issues, including effects of culture, race stereotyping, family, socio-economic status, gender and sexual identity, language, and values on student development.
4. Demonstrates knowledge of methods for working in task groups acting as either a leader or a member.
5. Demonstrates ability to use appropriate technologies in the internship setting including computer programs for scheduling and record keeping, PowerPoint and other technological presentation skills.
6. Demonstrates knowledge and skill in the consultation process, effectively consulting with faculty, administrators, parents, community groups, and agencies as appropriate.
7. Demonstrates knowledge of ways to coordinate and develop programs and services that enhance college climate for effective learning.
8. Demonstrates knowledge of the ethical standards and practices of the student affairs profession, and skill in applying these ethical standards to specific situations.

POLICY ON GATEKEEPING AND ASSESSMENT OF PROFESSIONAL FUNCTIONING AND BEHAVIOR

Because of the special nature of a therapeutic counseling relationship, it is critically important that students are able to manage emotional distress, interpersonal challenges, or any psychological problems that may impair their effectiveness as a counselor or therapist.

The American Counseling Association (ACA), American School Counseling Association (ASCA), American College Personnel Association (ACPA), and American Association for Marriage and Family Therapy (AAMFT) indicate the need for students and supervisees to monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or

others. Students/supervisees are encouraged to notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work (ACA, 2014).

As gatekeepers of the profession, department faculty and site supervisors have an ethical responsibility to monitor and intervene (when necessary) when there are signs of impairment in professional functioning and behavior. Through initial and ongoing evaluation, faculty and supervisors are aware of student/supervisee limitations that might impede performance. Faculty and supervisors assist students/supervisees in securing remedial assistance when needed. They can recommend dismissal from training programs, practicum or internship, counseling settings, and state or voluntary professional credentialing processes when those students or supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Faculty and supervisors can seek consultation and document their decisions to dismiss or refer students/supervisees for assistance. They also can ensure that student/supervisees are aware of options available to them to address such decisions (this may include personal counseling or treatment) (ACA, 2014).

As referenced by Wolf, Green, Nochajski, and Kost (2014), a definition of impairment in counselor professional functioning in Lamb, Presser, Pfof, Baum, Jackson, and Jarvis (1987), and then amended by Bemak et al. (1999) to include students is:

An interference in professional functioning that is reflected in one or more of the following ways: (a) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior, (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning. (p.598)

Wolf, M. R., Green, S. A., Nochajski, T. H., & Kost, K. A. (2014). Graduate student impairment: The impact on counselor training programs. *Journal for International Counselor Education*, 6, 61-74.

POLICY AND PROCEDURE FOR GRADE OF INCOMPLETE

1. A grade of Incomplete (hereafter referred to as INC) may be recorded at the discretion of the instructor when a student, for extenuating circumstances which cannot be controlled, is unable to complete the requirements of a course. Examples of extenuating circumstances that are beyond the immediate control of the student include but are not limited to the death of a close family member, a serious accident, and an unexpected hospitalization.

2. The course instructor is required to review the situation with the graduate student's assigned faculty advisor to verify the terms of the INC grade policy are being accurately interpreted as well as implemented.
3. If needed, the course instructor and faculty advisor may also consult with the applicable Program Coordinator and/or Department Chair to obtain additional guidance, recommendations, and confirmation of their plan.
4. The course instructor agreeing to an INC grade should examine if the incomplete course is a pre-requisite for a future course. If yes, the INC grade must be successfully and fully resolved so the student can meet the pre-requisite requirements before registering for a future course.
5. Students who have more than one grade of INC in the same academic semester will not be allowed to register for any course during future academic terms/semesters until all INC grades are successfully resolved—this may require the Department Chair to place a hold on the student's academic record to prevent course enrollment as well as an Individual Remediation Plan to be developed by the student's advisor in partnership with the Program Coordinator.
6. If the student's circumstance aligns with the terms of the INC grade policy, the course instructor should clearly identify the remaining assignment(s)/requirement(s) in writing so the student can fully understand what it is needed to successfully resolve the INC.
 - a. Details of the remaining course assignment(s)/requirement(s) should include a specific due date/time as well as the dated signature of the instructor.
 - b. The student should acknowledgement agreement and understanding of the terms by signing/dating the agreement, and then returning the document to the course instructor.
 - c. The student who is granted a grade of INC by the course professor must specifically work within the written parameters provided by the instructor, including being individually responsible for completing all outstanding course assignment(s)/requirement(s) within the timeframe identified by the instructor.
7. Unless there is an extenuating circumstance that warrants otherwise (such as a specific event directly related to a documented disability accommodation), the student who is granted a grade of INC cannot earn a grade higher than a B upon completion of all outstanding course assignment(s)/requirement(s).
8. Although a grade of INC that has not been changed by the instructor will automatically convert to a grade of F by the Office of the Registrar within one year, the course instructor identifies the specific deadline for successful completion of all outstanding items (which should be completed as soon as possible to avoid unnecessary and prolonged delays).
9. No individual full- or part-time faculty member may deviate from this policy without the formal approval of the Department Chair.

10. Academic accommodations issued by CCSU's Student Disability Services, when applicable, should be taken into consideration when agreeing to an INC grade, including the terms required to successfully resolve the INC.

11. CCSU's "Grade of Incomplete" graduate policy is different for students engaged in Thesis, Plan A, or Special Project, Plan C/E.

Reference: CCSU School of Graduate Studies Student Handbook, 2022, pp. 30-31.

<https://www.ccsu.edu/grad/resources/files/GradStudentHandbookREVISEDJanuary2022.pdf>

POLICY & PROCEDURE REVIEW / PROGRAM FACULTY APPROVAL

The "Policy and Procedure for Grade of Incomplete" was reviewed and approved by a majority vote of core faculty members of the Department of Counselor Education and Family Therapy faculty members on October 4, 2022. It was subsequently forwarded to Jillian Holt, Associate Registrar of Graduate Studies, who vetted the policy for implementation per the report provided by Dr. Cherie King to CEFT faculty members during the CEFT department meeting held on November 29, 2022.

ASSESSMENT OF PROFESSIONAL FUNCTIONING AND BEHAVIOR

In addition to meeting acceptable academic standards, the faculty evaluates all students on the basis of certain personal characteristics and professional behavior that have been deemed essential to becoming effective counseling and therapy professionals. Students are expected to be mature, motivated for graduate studies, and invested in the welfare of others.

Research has shown that effective counselors and therapists possess characteristics that include: openness, flexibility, cooperation, a positive attitude, willingness to use and accept feedback, awareness on one's impact on other, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. Additionally, the student must adhere to standards of ethical conduct and recognize and appreciate the worth of all people regardless of individual differences.

Counselor-in-Training Skills and Competencies Checklist: Faculty will complete an assessment instrument known as the "Counselor-in-Training Skills and Competencies Checklist" (C3). Because CNSL 501 (Theories and Techniques in Counseling) and CNSL 500 (Dynamics of Group Behavior) are two courses that typically involve a good deal of self-exploration and afford opportunities for student self-disclosure, the C3 will be completed on all enrolled students. Because the C3 evaluates attitudes, attributes, professional functioning and behavior, and competencies, it is used to help ensure that no student has personal or professional functioning

problems significant enough to limit their effectiveness as a counselor-in-training training and as a future professional counselor. In addition to these academic courses, Section II and Section III of the evaluation form will be completed by instructors of CNSL 525 (Multicultural Counseling), and as needed by any instructor in any course while enrolled in the program (including field placement courses).

It is important that students are aware that they are being evaluated and that it is both their right and responsibility to monitor and set appropriate limits on the degree of self-disclosure. Students have the right to see their assessment instrument and discuss the results with their professor and/or advisor. (See Appendix I for a copy of the C3).

In addition to evaluation of attitudes, attributes, professional functioning and behavior, and competencies for counseling or marriage and family therapy, the Department faculty reserve the right to assess its students as it pertains to academic and clinical performance and ethical professional behavior. Faculty also are permitted to complete the assessment instrument on a student at any point in their program of study. If problems are identified that call into question the suitability of counseling as a career option for a student, the recommendation for continuation in program may be deferred.

Additionally, students are held to the ethical codes of ACA, ASCA, ACPA, or AAMFT. If, after having been given an opportunity to be heard concerning allegations of ethical violations, it is found a student has violated any code of ethics for counselors or therapists, the Department will recommend to the Dean of Graduate Studies that the student be dismissed from the Graduate School. In such an instance, the student would be advised of their appellate rights.

Probationary Process: As needed, the counselor education faculty will identify student concerns and review student progress during their Department meetings. If and when adequate mastery of attitudes, attributes, professional functioning and behavior, and/or competencies are not demonstrated (including during practicum and internship), it may be necessary to initiate a probationary process resulting from a majority vote of the Department faculty. The faculty members reserve the right to place a student on probationary status if it is clear that student is not progressing in a manner expected at that particular time or has exhibited impairment in professional functioning and/or behavior and competencies. The student will be notified, in writing, that the probation has been initiated.

Individual Remediation Plan: The process of probation may include an individual remediation plan (IRP) to enhance student self-awareness and address how their behaviors may impair academics, interpersonal relationships, and clinical progress while in the program. An individual remediation plan that is initiated means that a student, with their professor, advisor, or program coordinator, and the Department Chair (as necessary), will meet to review specific feedback related to the performance criteria required and expected of a student at that particular point in time. In addition, an action plan with a timeline will be developed to address identified deficits.

This information is specific and documented for clarity. All parties sign the remediation plan and a copy is placed in the student's file that is stored within the Department. It is the responsibility of the student, their advisor, and program coordinator to monitor student status in meeting plan recommendations (this can include providing documentation of personal counseling).

The possible outcomes of the IRP are as follows: (a) If the academic and/or professional issues are resolved within the designated remediation or probationary period, the student will be removed from probation; (b) If a student initially resolves issues identified in remediation, and then displays further problematic issues at a later point in the program, the faculty can decide if further remediation is necessary or decide to recommend to the **Dean of Graduate Studies** that the student be dismissed from the graduate school; (c) If a student is unable to successfully resolve the conditions of their remediation probationary status within the designated probationary period, the department will recommend to the **Dean of Graduate Studies** that the student be dismissed from the graduate school. In such an instance, the student would be advised of their appellate rights.

Temporary Suspension from Program and/or Experiential Learning-SEPS

This process is to be used when a student has been alleged of a serious behavior, or action, or a significant failure to demonstrate professional behaviors/meet learning outcomes associated with the program/experiential learning, typically defined/described in the program handbook that may impact a student's status or progression in a course/the program.

Experiential Learning includes but is not limited to: Clinical Rotations, Practicums, Student Teaching, and Internships. It is imperative that this policy is followed to ensure a student is given due process before any final decision or action is taken.

Process:

1. Student is notified about the precipitating incident and the potential outcome(s) if the allegations hold true. This may include but is not limited to: suspension or termination of experience, probation with performance improvement plan/remediation, course failure, or program dismissal. This must be communicated to a student in writing (email or hardcopy). It is recommended that the Notice of Temporary Suspension form is used. A copy of this policy should also be included with the notice to student.
2. An in-person meeting is scheduled as soon as possible with the student, the course faculty, the department chair, and other individuals deemed appropriate such as clinical/practicum faculty or supervisor, coordinators, advisor, etc. In the event an in-person meeting is not possible, then a virtual meeting with recording capabilities such as TEAMS or WebEx should be used. A recording of the meeting should be archived. Any written documents for/from the meeting should be archived.

3. During the meeting the following must occur:
 - a. Student is informed of the allegation along with any additional information that may have been gathered since the original notification was sent to student.
 - b. Student is informed/reminded of the potential outcomes as stated in the initial communication to the student (Step 1 above).
 - c. Student is allowed the opportunity to share their side of the story. It is recommended that a written narrative is also provided by the student or transcribed during the meeting.
 - d. Student is allowed to present reasons why the proposed potential outcomes should not be taken.
4. A second meeting with the appropriate faculty/staff is held to discuss and consider all the facts of the incident including the student's statements made during Step 2. After consideration of all facts and statements, a decision of the final outcome is reached.
5. Student is informed, in writing, of the outcome with appropriate supporting statements. Student is advised of their opportunity to meet with the appropriate Dean to discuss final outcome.
6. If necessary, documentation is sent to appropriate offices on campus (Dean, registrar, etc).

NOTES

- This process is to be used when an incident of serious concern is raised that has the potential for a serious impact on a student's status or progression in an academic program.
- This process does not replace the CCSU Academic Misconduct, or Student Misconduct policies. Depending on the allegation, a student may also be subject to one of those processes.
- Only CCSU can terminate an experiential learning experience. In the event that a partnering site wants to terminate an experiential learning experience, it should be considered as a request for CCSU to terminate the experience.

THESIS GUIDELINES AND POLICY

CNSL/MFT 599 (PLAN A) Thesis

The thesis is a major scholastic exercise demonstrating the student's capacity for critical thinking, expressing ideas in writing to a professional audience, and showing the ability to make an original contribution to the field. Such a project involves considerable time and effort. Students who choose to do a thesis must present a formal proposal to the Graduate Studies. In addition to the

CCSU Graduate School Thesis guidelines, <http://www.ccsu.edu/grad/resources/thesis.html>, a student who choose the thesis option, must follow the Counselor Education and Family Therapy Department guidelines and timelines required for successful completion:

- The first step in the thesis process is identifying a Primary Thesis Advisor. The Department requires a core department faculty member in your major specialization as your Primary Thesis Advisor. The student works closely with his or her advisor in the design, implementation, and writing of the thesis project.
- A thesis is a major project and **the Department requires that a student begin the thesis project at least one year prior to graduation.** Deadline for completion of a Thesis is April 15. With your advisor, early complete registration and proposal paperwork for the Thesis (Plan A) - CNSL/MFT 599 is recommended.
- The Department also **requires that if a student chooses to complete a thesis, they must have successfully completed CNSL 598 or MFT 598 (Research Methods course) and at least 18 credits in their program of study prior to starting a thesis.**
- No student is permitted the Thesis option if they have an Incomplete in any course.
- At least one second thesis reader who also must be chosen prior to beginning the thesis. A reader can be another faculty member in the department, adjunct faculty member, or subject matter expert in your thesis topic. The second reader provides input and an "outsider's" critique of the thesis. It important to discuss your options for reader(s) with your Primary Thesis Advisor prior to inviting the reader to serve on your committee.
- If the student chooses to complete a quantitative research project for the thesis, the Department suggests that the student also take a Statistical Methods course outside the department. Please discuss with your advisor what course options you may pursue.
- It is also wise to keep a project simple and manageable, since most thesis students have limited resources with which to do the project. Some student research grants may be available; the student may wish to check with the Graduate Studies or private sources to learn how to obtain grant funding for thesis projects.
- The Human Subjects Committee of the University must approve all projects involving the use of human subjects.
- Three credits are awarded for completion of the thesis

For detailed timelines, required paperwork, and processes required for a thesis, please refer to the Graduate Studies Thesis Handbook at:

http://www.ccsu.edu/grad/resources/files/thesis/THESIS_HANDBOOK_AUGUST2017_REVISIONSv2.pdf

MISCELLANEOUS ISSUES AND CONCERNS

Full-time or Part-time Status - Central Connecticut State University prides itself on its diversity and its emphasis on serving the "non-traditional student". The Student Development in Higher Education program has been designed to accommodate both full-time and part-time students. Most of the courses in the program are offered in the evenings; some are offered during winter intersession and summer. The program is designed to allow both full-time and part-time students to stay together as a "cohort" through critical stages in their training, thus creating an atmosphere of cohesiveness and connection to each other and the program. Students value this atmosphere, finding that it generates support, reinforcement, collegiality, and a sense of "ownership" in the program.

Since counselor training requires intensive study, practice, and supervision in a systematic fashion, both full-time and part-time students are expected to follow the sequence of course determined by the student and the advisor and recorded in the student's Planned Program of Study. Full-time students carry a minimum of 9 credit hours per semester. Part-time students carry less than 9 credit hours per semester. Part-time students are expected to follow the program's sequential pattern over a longer time. Full-time students can complete the program in two years; all students must finish the program within six years from the time they begin. A change from full- to part-time status or vice versa requires a change of status form to be filed with the registrar's office.

Policy and Procedure for Graduate Degree Program Transfer

ACADEMIC PROGRAMS

The Department of Counselor Education and Family offers four academic master's degree programs:

- a. Clinical Professional Counseling
- b. School Counseling
- c. Marriage and Family Therapy
- d. Student Development in Higher Education

PROCEDURE

A matriculated graduate student who is admitted to one of the four academic programs within the department and is currently taking courses according to their planned program plan of study may desire to transfer to one of the other programs offered within the department. As indicated on the School of Graduate Studies *Change of Degree/Program/Advisor or Add Certificate* form, declaring a new graduate program, major, or specialization is NOT automatic. The following steps outlines the required procedure that must be followed by the graduate student as well as all applicable faculty involved in the process.

1. The graduate student must be in good academic standing as well as have demonstrated exemplary professional behavior and ethical judgment while in their current program.
2. The graduate student should review the student handbook of the desired program to increase their understanding and familiarity with the program's mission, objectives, coursework, etc.
3. The graduate student must schedule a formal advising meeting with their assigned faculty advisor and discuss their reasons for seeking a program change.
4. If the graduate student and faculty advisor agrees that the student's academic and professional goals more closely align with the specialized training offered by the program in which they seek entry, the student must complete the "*Change of Degree/Program/ Advisor or Add Certificate*" form located on the School of Graduate Studies "Forms" webpage:

<https://www.ccsu.edu/grad/resources/forms.html>

5. The graduate student must write a two to three page, double-spaced typewritten essay describing the following topics:
 - a. Reasons for requesting transfer from (*insert current program*) to the (*insert desired program*).
 - b. Personal and/or professional experiences that influenced their pursuit of the profession associated with the (*insert desired program*).
 - c. Personal and professional attitudes, attributes, characteristics, and behaviors they believe will contribute to their success as a graduate student in the (*insert desired program*).
 - d. Expectations of how they will positively contribute to the (*insert desired program*) should the transfer request be approved.
 - e. Short- and/or long-term goals regarding their future profession should they obtain a master's degree from the (*insert desired program*).
6. The graduate student must send the completed "*Change of Degree/Program/ Advisor or Add Certificate*" form and the written essay (Word or PDF format) to the following people in the same (one) e-mail:
 - a. Secretary of the Department of Counselor Education and Family
 - b. Program coordinator (current program)
 - c. Program coordinator (desired program)
 - d. Current faculty advisor (if different than the program coordinator of their current program)
 - e. Chair of the Department of Counselor Education and Family

APPLICATION DEADLINES

Depending on the semester or term that the graduate student desires to begin coursework affiliated with the new program, the graduate student must complete steps 2 through 6 by the following dates:

- Summer term or fall semester: **February 1** (same year)
- Spring semester: **November 1** (preceding year)

INTERVIEW

Once all documents have been submitted and reviewed, the program coordinator of the desired program will schedule a formal interview where the graduate student will meet with the program coordinator and any applicable program faculty member.

FINAL STEPS

Once a decision is made by the program faculty (i.e., approved, not approved, or approved with conditions), the program coordinator will inform the department secretary so the “*Change of Degree/Program/Advisor or Add Certificate*” form can be forwarded to the department chair for review and signature.

Once finalized and signed by the department chair, the department secretary will forward the completed form to the School of Graduate Studies.

NEW ADVISOR AND PLAN OF STUDY

The graduate student will be assigned a new advisor if their program transfer request is approved. The new advisor will schedule a meeting with the graduate student to complete a revised “*Planned Program of Graduate Study*” form as well as design their initial course sequencing plan.

Once the “*Planned Program of Graduate Study*” form is completed and signed by all applicable parties, the advisor will send the form to the department secretary, who will forward it to the Graduate Studies as well as place a copy in the graduate student’s file that is maintained by the department.

POLICY & PROCEDURE REVIEW / DEPARTMENT APPROVAL

The “Policy and Procedure for Graduate Degree Program Transfer” was reviewed and approved for immediate implementation by faculty members of the Department of Counselor Education and Family faculty members on _____ (date).

NOTE: All program coordinators within the Department of Counselor Education and Family are responsible for integrating this information into their respective student handbooks (a current copy should always be maintained in departmental files as well as uploaded on each program’s webpage).

Student Volunteer Experiences - All students are strongly encouraged to participate in volunteer experiences in college settings. Volunteer work can be a valuable developmental experience for the potential student development educator. It can help to confirm the student’s choice of career early in their educational program and prepare the student for practicum and internship experiences.

Membership in Professional Organizations - The American College Personnel Association (ACPA) and the National Association for Student Personnel Administrators (NASPA) are the two major umbrella organizations in student affairs. In addition, there are a variety of specialty organizations with a deeper focus on a particular area of practice (i.e. career development, housing, student activities, advising, financial aid, study abroad, etc.). All organizations can be accessed through StudentAffairs.com, a comprehensive website. All students are encouraged to join at least one professional association and become involved in its activities. Both ACPA and NASPA have regional and state chapters.

Attendance at Conferences and Professional Meetings - Students are encouraged to attend professional conferences and meetings. Such activities provide broad exposure to the field and an opportunity to meet others at various levels of professional development in the field of Student Services. The Graduate Student Assembly has some funds to help subsidize a limited number of workshops and conferences. Contact the president of the Counseling Graduate Student Association for details.

Chi Sigma Alpha – Honor Society (Alpha Delta Chapter) - Students will have the opportunity to join during their second semester of the program.

“Chi Sigma Alpha Student Affairs Honor Society International comprised of graduate students, alumni, faculty, and student affairs professionals. In the fall of 2001 at Virginia Polytechnic Institute and State University in Blacksburg, Virginia, Chi Sigma Alpha was founded to promote and recognize excellence in academics, research, and service to the profession of student affairs. Chi Sigma Alpha has now expanded to include over 200 individuals and more than 30 chapters to membership since its formation.” <http://chisigmaalphahq.wixsite.com/chisigmaalpha>

Graduate Student Assembly - The Graduate Student Assembly of Central Connecticut State University includes as members all full-time graduate students and, as associate members, any part-time student who pays a nominal membership fee. (Full-time student dues are included in the fees paid by full-time students.) The Graduate Student Assembly (GSA) sponsors orientation activities for new graduate students, lectures, the GSA Scholarship, and Leadership Development Grants. The latter assists graduate students to attend conferences and workshops or to complete research associated with the preparation of a thesis. The GSA also funds the activities of graduate student societies in the academic departments. In addition to sponsoring graduate student programs and activities, the GSA serves as a representative organization promoting graduate student interests on the Central Connecticut State University campus. The GSA president serves as a member of the President's Cabinet which includes the University's administrative officers and the presidents of the Faculty Senate and the Student Government Association. In addition, full-time and part-time students are represented on the University Planning Committee, the University Budget Committee and the Graduate Studies Committee.

Central Counseling Society -The Central Counseling Society is organized and run by graduate students who are in the professional counseling, school counseling, and student development in higher education programs. CCS provides excellent opportunities for student interaction and collegiality, training and development, financial support for student research and attendance at professional conferences, and social events. Joining and participating in the CCS is an excellent way to make friends, broaden one's professional identity, and advocate for students, the department and the profession. Officers are elected each year.

Tuition and Refund Policies - Policies regarding registration for courses, tuition, fees, and refunds are listed in the Graduate Catalog. Please refer to the catalog for detailed information.

Scholarships and Grants - The Graduate Catalog describes various opportunities for financial assistance, including Graduate Assistantships, scholarship opportunities, and loans. Graduate merit scholarships are periodically offered by the Graduate Studies and are announced through the Department of Health and Human Service Professions. The library is also an excellent source of information regarding the availability of scholarships and other sources of funding for education.

Non-Discrimination Policy - The University has a clear policy statement on discrimination. The policy states:

Central Connecticut State University is committed to a policy of non-discrimination and equal opportunities for all persons regardless of race, color, religion, sex, sexual orientation, age, national origin, ancestry, marital status, veteran status, or the presence of any sensory, physical, or mental disability. This policy is applicable to employment practices, admission of students, and services to students, staff, faculty, and the community. The University's affirmative action program seeks to include minorities, women, veterans and people with disabilities in the educational programs of the University and in all areas of the work force..."

Grievance Policy - Complaints or disputes concerning the behavior of a professor or supervisor, including concerns with advising, should first be addressed directly with the party involved. If a satisfactory outcome cannot be worked out, concerns can be discussed with the Program Director. Every attempt will be made to explore the issue thoroughly and to work out an informal remedy. If no satisfactory solution can be achieved, the Department Chair can mediate the concern or settle the matter. If further appeal is warranted, the Dean of the School of Education and Professional Studies should be contacted. Disputes regarding grades are resolved through the Grade Appeals process which can be found in the Graduate Catalog.

IMPORTANT POINTS TO REMEMBER

- ✓ Students must complete a planned program of study before completing 15 credits of graduate work.
- ✓ Up to nine credits of equivalent graduate courses may be transferred in with permission of the advisor. The courses must carry a grade of B or better. Courses taken on a pass-fail basis will not transfer. All courses on the planned program of study, including courses transferred in, must be finished within a six-year period. Students may request an extension through the Dean of the Graduate School.
- ✓ Students must maintain a 3.0 grade point average to be in good academic standing.
- ✓ Students must apply for departmental approval prior to beginning the supervised counseling practicum and internship.
- ✓ If a student withdraws from class without officially notifying the Registrar's Office, he/she/they will automatically receive an "F" for the course.
- ✓ If a student takes an incomplete in a course and does not complete the required work within one year, the incomplete grade will automatically convert to an "F."
- ✓ All field experience courses require the student to have professional liability insurance.
- ✓ Students must apply in advance for their comprehensive examination and for graduation.
- ✓ All students are strongly encouraged to join local and national professional organizations appropriate to their discipline.

Appendix – 1 C3

Department of Counselor Education and Family Therapy

◆ Student/Counselor-in-Training: _____

◆ Student's Academic Program (circle): PC SC MFT SDHE

◆ Professor/Instructor: _____

◆ Course: _____

◆ Date: _____

FOUNDATIONAL COUNSELING SKILLS SCALE		
SCORE	IDENTIFIER	DESCRIPTION
*4	Exemplary	The student consistently demonstrates an advanced ability to meet this standard, skill and/or disposition expected of a counselor-in-training.
*3	Proficient	The student consistently demonstrates a competent ability to meet this standard, skill and/or disposition expected of a counselor-in-training.
2	Developing	The student demonstrates a restricted but emerging ability to meet this standard, skill and/or disposition expected of a counselor-in-training.
1	Unsatisfactory	The student demonstrates an inadequate ability (and possibly harmful) to meet this standard, skill and/or disposition expected of a counselor-in-training.
N/A	Not Applicable	Does not apply /unable to evaluate/not observed

*The student's *Foundational Counseling Skills and Competency and Effectiveness Global Rating* should be (3) or (4) in order to successfully pass the course.

<p align="center">SECTION 1</p> <p align="center">COUNSELOR-IN-TRAINING FOUNDATIONAL COUNSELING SKILLS</p> <p align="center">(CACREP 2.F.5.g.; Obj. 4)</p> <p align="center">To be completed by instructors of CNSL 500, and CNSL 501 and as needed by any instructor in any course</p>						
SKILL	DESCRIPTI ON	4	3	2	1	N/A
Essential Interviewing Skills	Nonverbal attending skills; minimal encouragers; basic questioning skills; closing and termination. (2.F.5.g.; Obj. 4)					
Essential Counseling Skills	Therapeutic relationship; interactive /facilitative skills; deepening behaviors. (2.F.5.g.; Obj. 4); problem solving skills, (2.F.3.i.; Obj.6); advocacy skills, (2.F.1.e.; Obj. 3).					

<p>SECTION 2</p> <p>COUNSELOR-IN-TRAINING DISPOSITIONS (CACREP 2.F.5.f.; Obj. 7, 9, & 10)</p>

To be completed by instructors of CNSL 500, CNSL 501, CNSL 525, and as needed by any instructor in any course						
Adapted from CASEL TOOL: Personal Assessment and Reflection—SEL Competencies for School Leaders, Staff, and Adults: www.akschoolpsych.org>default>files>SEL_Adult_self-assessment						
DISPOSITION	DESCRIPTION	4	3	2	1	N/A
SELF AWARENESS 2.F.2.d.; Obj. 7 Obj. 5	The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”					
SELF MANAGEMENT 2.F.1.1.; Obj. 5 2.F.3.i.; Obj. 6	The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself, recognizing the risk					

	factors and signs associated with trauma as well as strategies for reducing its risk in self and client. The ability to set and work toward personal and academic goals.					
SOCIAL AWARENESS 2.F.6.b.; Obj. 2 2.F.4.b.; Obj. 4 2.F.2.d.; Obj. 7	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports. Recognizes how marginalized groups are at risk for adverse childhood experiences and trauma.					
RELATIONSHIP SKILLS	The ability to establish and maintain healthy and					

<p>2.F.2.d; Obj. 7 2.F.3.i.; Obj. 6 2.F.6.b.; Obj. 2 Obj. 8 & 10</p>	<p>rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p>					
<p>RESPONSIBLE DECISION MAKING 2.F.3.i.; Obj. 6 2.F.2.h.; Obj. 5 2.F.6.b.; Obj. 2 2.F.7.e.; Obj. 4 2.F.7.i.; Obj. 4 Obj. 10</p>	<p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p>					

SECTION 3

COUNSELOR-IN-TRAINING COMPETENCY & EFFECTIVENESS GLOBAL RATING To be completed by instructors of CNSL 500, CNSL 501, CNSL 525, and as needed by any instructor in any course			
4.0 Exceptionally Demonstrates Competency	3.0 Demonstrates Competency	2.0 Approaching Competency	1.0 Insufficient Competency

NOTE: Identify to the nearest level

SECTION 4 CONCLUDING FEEDBACK FROM INSTRUCTOR To be completed by instructors of CNSL 500, CNSL 501, CNSL 525, and as needed by any instructor in any course. <i>Please enter in the boxes below, any strengths or areas of improvement observed in the student, based on Section 1 and Section 2 above, including any additional comments as applicable.</i>	
STRENGTHS observed in the counselor-in-training	
AREAS OF IMPROVEMENT observed in the counselor-in-training	

FOR STUDENTS IN CNSL 500, 501 & 525 <i>By uploading this form in the appropriate location on Taskstream, I, the student, acknowledge reviewing the completed Counselor-in-Training Skills & Competencies Checklist, and was given the opportunity to discuss the content as well as any applicable developmental needs.</i>	
_____ Instructor's Name (please print) Date	_____ Instructor's Signature

FOR STUDENTS IN COURSES OTHER THAN CNSL 500, 501 & 525

By signing below, I, the student, acknowledge reviewing the completed Counselor-in-Training Skills & Competencies Checklist and was given the opportunity to discuss the content as well as any applicable developmental needs.

* Please note: Date not required for electronic copy. Document is automatically date stamped when signed.

Student's Name *(please print)*
Date

Student's Signature

Instructor's Name *(please print)*
Date

Instructor's Signature