

# CENTRAL CONNECTICUT STATE UNIVERSITY

## GRADUATE PROGRAMS

### COUNSELOR EDUCATION WITH SPECIALIZATION IN SCHOOL COUNSELING: MASTER OF SCIENCE

#### Course and Capstone Requirements (63 credits):

Graduates are prepared for positions as counselors in public and private schools. The program is designed to meet the certification requirements of the State of Connecticut and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

#### Core Courses (15 credits):

CNSL 500 The Dynamics of Group Behavior 3  
CNSL 501 Theories and Techniques in Counseling 6  
CNSL 505/MFT 505 Counseling and Human Development Across the Lifespan 3  
CNSL 598 Research Methods in Counseling 3

#### Specialized Courses (45 credits):

SPED 501 Education of the Exceptional Learner 3  
CNSL 503 Supervised Counseling Practicum 3  
CNSL 504 Professional Studies in Counseling 3  
CNSL 506 Counseling Children & Adolescents 3  
CNSL 520 Professional School Counseling I 3  
CNSL 521 Career Counseling and Development 3  
CNSL 522 Appraisal Procedures in Counseling 3  
CNSL 524 Collaborative Consultation 3  
CNSL 525 Multicultural Counseling 3  
CNSL 526 Professional School Counseling II 3  
CNSL 568 Alcohol and Drug Counseling 3  
CNSL 571 Mental Health Counseling 3  
CNSL 572 Assessment, Treatment and Recovery in Counseling 3  
CNSL 591 Supervised School Counseling Internship (three credits for two semesters) 6

CNSL 599 Thesis 3 (optional)

ELECTIVE 3

#### Capstone

**Plan B:** Comprehensive Exam (Comprehensive Counselor Education Exam - CPCE) in November of internship year.

We share the latest information about our faculty and programs on our Department's Instagram page. Please follow us at [ccsu-ceft](#). Note: it is our policy not to follow students back.

#### **Program Rationale:**

The School Counseling Program prepares students for professional careers as ethical, multi-culturally competent counselors in elementary, middle, and high schools. Emphasis is on designing, implementing, and evaluating a comprehensive model of school counseling that is described in the American School Counseling Association (ASCA) within an effective multi-tiered system of support (MTSS). The curriculum follows the certification requirements of the Connecticut State Department of Education and the program is CACREP accredited.

#### **Program Learning Outcomes:**

Students in this program will be expected to:

- demonstrate knowledge of theory, practice, and ethical standards relative to the practice of school counseling;
- demonstrate appropriate counseling techniques and interventions for use within the academic, career, and social and emotional domains;
- demonstrate the ability to consult and collaborate with teachers, staff, administrators, and community-based organizations in understanding and meeting the needs of all students;
- promote understanding and appreciation for diverse populations and cultures as well as issues of equity confronting Connecticut Educators; and
- demonstrate knowledge of federal and state laws pertinent to the role, function, and services of the school counselor.

#### **Admission Requirements for School Counseling**

Applicants must hold a bachelor's degree from a regionally accredited institution of higher education.

Admissions to the School Counseling, Professional and Rehabilitation Counseling, and Student Development in Higher Education programs are made on a competitive basis only one time per year. All applications must be completed and received by February 1 for fall admission. Candidates for admission will be considered on the basis of the following criteria:

1. Grade point average: Minimum 2.70 grade point average (GPA) for all undergraduate courses and a 3.00 for all graduate courses, based on a 4.00 point scale where A is 4.00
2. Three recommendations from individuals able to testify to the student's suitability as a prospective counselor
3. A 2–3 page typewritten (double spaced) essay describing the following:
  - a. Reasons for entering the counseling profession.
  - b. Personal and professional experiences that influenced you to pursue the counseling profession.
  - c. Personal characteristics you believe will contribute to your success as a counselor.
4. A group interview by the program's faculty admissions committee. The committee will assess the student's personal attributes and life experiences that might contribute to the student's potential for success as a professional counselor.

The admissions application, application fee, and official transcripts from each college/university (except CCSU) where any course has been taken must be sent directly to the Graduate Recruitment and Admissions Office.

**Recommendation letters and the essay can be uploaded to the Graduate Admissions Department during the Application process.**

**Background Check:** Connecticut law requires all students in educator certification programs to undergo state and national criminal history background checks before participating in school-based field experiences in year 2 and 3. The procedures for obtaining the background checks and the length of time they are valid is established by the State Department of Education and the local RESC and cannot be changed. Students are responsible for the cost of the background check and will be provided with the necessary consent forms and other documents needed to conduct it. As part of the background check, students need to be fingerprinted. **Students who fail to pass the background check may be unable to complete their chosen degree program at Central Connecticut State University.** The University is not responsible for a student's inability to complete their chosen degree or certification program.

Graduate students who are not currently employed in the Public School will need to complete the background check before being placed in field experiences or doing research in the schools. Current school employees with background checks in place but who are placed in field experiences or do research outside of the district where they are employed may also be required to complete a new background check.

#### **Fieldwork Requirements:**

##### **Practicum CNSL 503**

Students complete one semester of unpaid practicum of 100 hours (1 day a week). Students complete a minimum of 40 hours of direct service to students.

##### **Internship CNSL 591**

Students complete 2 semesters of unpaid internship a minimum of 700 hours (2-3 days a week) over the span of the 10-month school year. Students who have 3 years of successful teaching as a credentialed educator, can complete a 600-hour internship in one semester.

##### **Licensed Professional Counselor, LPC**

Students who choose to also become an LPC must complete an additional 600-hour internship (CNSL 594) in a mental health agency. A special section of CNSL 594 for school counseling students who also wish to obtain their LPCs will be offered each summer. At the conclusion of all coursework and the 600-hour clinical internship students are eligible for their associate license (LPCA). Before becoming fully licensed, students will also complete 3,000 supervised postgraduate hours and take the National Counselor Examination.

**2021-22 Internship site placements:** Hartford Public High School, Middletown High School, New Britain High School, Fitch High School, Newton High School, Farmington High School, RHAM Middle School, Beman Middle School, Iling Middle School, Edison Middle School, Barrows STEM Academy Middle School, Chippens Hill Middle School, and Doolittle Elementary School

**Class of 2022 graduates are employed at:** Ellington High School, Middletown High School, Manchester High School, Old Saybrook High School, East Haddam High School, Iling Middle School, West Side Middle School in Waterbury, Vernon Elementary School, Uncasville Elementary School, and St. Pius X High School in Atlanta.

**Contact: 860-832-2154**

**[www.ccsu.edu/grad](http://www.ccsu.edu/grad)**

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