

School of Health &
Rehabilitation Sciences

Student & Fieldwork Handbook



SCHOOL COUNSELING

2026-27

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 training process for students enrolled in the master's degree program in School Counseling at Central Connecticut State University's Department of Counselor Education & Family Therapy. The handbook provides detailed information about each stage of the process toward completing the master's degree and informs students about the unique characteristics of the program and the practice of School Counseling.

Each student is also assigned an academic advisor. The advisor will serve as a guide while the student is in the School Counseling program. It is recommended that students contact their advisor periodically and utilize the faculty member's services. Students may meet with their advisor during regularly scheduled office hours or by appointment.

We encourage all students to establish a CCSU **student computer account** via the webpage: <http://pipeline.ccsu.edu>. It can also be accessed via CCSU's home page at ccsu.edu. Your student account will give you access to valuable resources including the ability to search for available courses, register online, access your CCSU email, and view your grades. Be sure to update the department if you change your e-mail address, home address, and/or phone number. We hope that you find your experience at Central Connecticut State University an enlightening and fulfilling one.

Suggestions on the part of all who use this handbook are encouraged. Please send your comments directly to Dr. Sarah Evans Zalewski, Program Coordinator, at slzalewski@ccsu.edu

This Student 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.

Revised: May 2026

“GROW WITH US”



The department motto “grow with us” was selected as the result of a student contest. It was chosen by the faculty from several other entries because it best reflects the vision and attitude that we want to aspire to in 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, 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 larger 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 profound respect for human dignity and diversity and are committed to promoting universal human rights and freedoms while working to foster 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 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,

Dr. Peg Donohue & Dr. Sarah Evans Zalewski

Three Critical Lenses on School Counseling at CCSU

Self-Care

Self-care is the practice of caring for oneself to maintain one's level of functioning. This practice may include healthy eating, exercise, personal counseling, gaming, mindfulness, yoga, religious/spiritual activities, or anything else that helps you maintain your sense of well-being and increases your resilience. As a school counselor, it is your ethical responsibility to be healthy and able to support your students. Therefore, we will be discussing self-care in many of your classes, and you will be expected to develop a self-care plan that you will utilize during both graduate

school and professional life. Each fall the department offers an optional self-care retreat for all CEFT students.

Your graduate school experience is both a journey to becoming a master's level clinician and certified school counselor and a journey inward to foster your self-awareness and unique path to living your best life.



Source: Brene Brown illustrated by Andrea Pippins

Social Justice and Racial Equity

Here at CCSU, we are preparing school counselors-in-training to be agents of change and advocates for themselves, the profession, and the students they serve. Students are trained to provide quality services to all students they serve regardless of race, sex, religion, social economic status, or sexual orientation. Students learn how to provide quality services to all students they serve by exploring frameworks such as Multi-Tiered Systems of Support (MTSS), designing, implementing, and evaluating a Comprehensive School Counseling Program (CSCP), serving students from different backgrounds through multicultural counseling, and through various courses in the program including practicum and internship fieldwork. Students are encouraged to complete their field work in diverse, urban settings to ensure they are prepared to work with all students they encounter in the profession.

Employing Prevention Science: Multi-Tiered Systems of Support (MTSS)

Research indicates that school counselors are uniquely positioned to play a leadership role in developing equitable and culturally sustaining systems in schools which support the academic, social-emotional and career development of all students. Prevention science dictates that multidisciplinary teams can work collaboratively to create effective and efficient systems to support all students and elevate capacity for all practitioners. The three tiers of Multi-Tiered Systems of Support involved designing and implementing prevention and intervention that is focused on all students in Tier 1 (universal); small group intervention in Tier 2 (targeted); and one on one intervention in Tier 3 (intensive). Students with Tier 2 and Tier 3 are identified by reviewing data and their progress is monitored to assess if students are making gains in identified areas. MTSS factors into our new Connecticut Comprehensive K-2 School Counseling Framework (CCSCF) (2020). To meet the growing demands to effectively implement comprehensive school counseling programs that are aligned with MTSS, we have framed our specialty courses around the three Tiers of intervention:

Tier 1 – Supporting ALL Students

CNSL 520 - Professional School Counseling I – The Role of the School Counselor

CNSL 526 – Professional School Counseling II – School Counseling Program

CNSL 501 – Theories and Techniques of Counseling

Tier 2 – Supporting Students with Targeted Needs

CNSL 524 – Collaborative Consultation in Schools

CNSL 506 – Counseling Children and Adolescents

CNSL 500 – Dynamics of Group Counseling

Tier 3 – Supporting Students with Intensive Needs

CNSL 501 – Theories and Techniques of Counseling

CNSL 571 - Mental Health Counseling

GENERAL INFORMATION: The College of Health and Rehabilitation Sciences

The Department of Counselor Education & Family Therapy is part of the College of Health and Rehabilitation Sciences (CHRS). The college offers both undergraduate and graduate programs that include nursing, physical education and human performance, social work, and counseling. Students are provided a comprehensive inter-professional education, equipping them with the essential skills and experiences needed for careers in various health and human service fields. Collaborative programs emphasize holistic, patient-centered approaches including prevention, assessments, diagnoses,

treatment plans, and chronic illness management. These programs and practical experiences foster cultural competency and advocacy in healthcare, empowering students to become transformative leaders in health and rehabilitation services.

The Department

The Department of Counselor Education & Family Therapy prepares students for professional careers in Professional and Rehabilitation Counseling, School Counseling, Marriage and Family Therapy, and Student Development in Higher Education. Courses are designed to develop student competence in the application of theory-based counseling models, to understand the concerns of diverse client populations and to enhance students' personal and professional development. All programs have practicum and clinical internships that provide students with valuable opportunities to apply their skills in a field-based setting under close supervision.

Mission Statement: The mission of the Department of Counselor Education and Family Therapy at Central Connecticut State University 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.

DESCRIPTION OF THE PROGRAM

The School Counseling program at Central Connecticut State University (CCSU) prepares students for professional careers as counselors in elementary, middle, and high schools. Emphasis is on a comprehensive and developmental model of school counseling that is described in the American School Counselor Association's *ASCA National Model: A Framework for School Counseling Programs* (2025).

The curriculum follows the standards of the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and the certification requirements of the Connecticut State Department of Education (SDE).

The Conceptual Framework - The College of Health & Rehabilitation Sciences (CHRS) is dedicated to preparing the next generation of healthcare professionals through experiential learning and a community-focused approach that goes beyond traditional healthcare education. The college will develop highly skilled healthcare professionals who are equipped to meet the evolving needs of society

and to contribute to the well-being of individuals and communities. Students will not only be prepared to excel in their careers but also to become compassionate and effective advocates for health equity. Within this conceptual framework, each student in the school counseling program is regarded as an aspiring educational professional who seeks to become an **active learner**, a **facilitator of learning**, and a **reflective and collaborative practitioner**. Within each of these domains the student graduating from the school counseling program will be expected to have the following competencies:

As an Active Learner, will be able to

- Possess strong content knowledge in arts and sciences
- Communicate in multiple forms to diverse audiences
- Possess pedagogical knowledge of content to be taught
- Engage in habits of critical thinking and problem solving

As a Facilitator of Learning, will be able to

- Apply knowledge of human growth and development across the lifespan
- Respect and value all learners
- Address the diversity of learning environments

Understand the learning process and apply appropriate strategies to facilitate student learning

As a Reflective and Collaborative Practitioner, will be able to

- Make informed and ethical decisions
- Accept responsibility for student learning
- Work toward equity and social justice as a school counselor
- Advocate for all students and families
- Engage in opportunities for professional growth
- Collaborate with colleagues, parents, and local and professional communities.

School Counselors as Counseling Professionals - School Counselors are professional counselors who play a key role in preparing students to become productive and contributing members of society. School Counselors seek to help all learners to reach their full educational, social, and vocational potential by providing counseling, prevention, and remediation activities. Working cooperatively with teachers, parents, and administrators, School Counselors strive to provide the learning environments that enable children to achieve their full developmental capacities. They help each child experience a sense of belonging, the ability to cope with life stresses, to enjoy meaningful relationships, to be sensitive to the feelings of others, to practice self-control, to develop good habits of physical and mental health, and to be motivated for continued growth. They understand that exemplary practice means pioneering new ways of helping learners to believe in themselves, to develop important academic and social skills, and to have a positive outlook for the future.

To be effective school counselors, our graduates must be caring, innovative, lifelong learners who become leaders in helping children to learn and become healthy, contributing citizens in our rapidly changing society. Graduates of the school counseling program will engage in ongoing efforts for self-development and self-awareness. They will adhere to the highest standards of the profession. They will constantly engage in self-evaluation to monitor the effects that their choices and actions have on students and the school community. Their primary role will be to promote the dignity and welfare of all of the children with whom they work. They will advocate for children's rights, participate in their respective professional organizations, and contribute to their communities.

See *ASCA School Counselor Professional Standards and Competencies* (2025)

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

Professional communication - Effective communication is a cornerstone skill for all counselors and educators. We begin working on discrete communication skills from the very first day of class to our final capstone presentation. To that end, it is essential that all school counseling students exercise the level of professional communication they will be utilizing with future colleagues and employers with their classmates and professors. From time to time, a student may have a question or a concern about some aspect of their graduate preparation program. It is important that all such concerns are communicated in a calm manner with a focus on shared problem solving. Students must strive to be professional in all communication (verbal, written and emailed) with peers, CCSU staff and faculty, and colleagues and community members at their fieldwork sites.

Mission – The mission of the School Counseling program is to prepare professional school counselors to assist school-age children, primarily in Connecticut, to reach their full educational, social, and vocational potential by providing appropriate counseling prevention and intervention activities. School counselors accomplish this mission by working cooperatively with teachers, parents, and administrators. School counselors provide the contextual learning environments that enable children to achieve their full developmental capacities. To be effective school counselors, our graduates must be caring, innovative, lifelong learners who will become leaders in helping children to learn and to become healthy, contributing citizens in our rapidly changing society. They will adhere to the highest standards of the profession.

Program Objectives - The scientist/practitioner approach in which theory, practice and field research and evaluation are integrated forms the basis of the entire program. Students are strongly encouraged

to volunteer in schools or youth service agencies prior to their formal practicum and internships to obtain valuable experience and to validate their chosen career path. They will also create, implement and evaluate developmental counseling experiences and complete a capstone project. All counseling courses contain numerous opportunities for discussion of case applications. Practicum and Internship seminars involve theoretical analyses of particular issues that students are addressing in their field placements.

Key Performance Indicators: These are student learning outcomes connected to the required curriculum that program faculty have chosen to represent student knowledge and skills related to program objectives.

Counselor Education KPIs

KPI	Full KPI Description	Department Objectives	Checkpoint 1 Signature Assignment 1	Checkpoint 2 Signature Assignment 2
KPI 1: Professional Identity, Leadership, & Advocacy	Students will demonstrate professional counseling identity through ethical decision-making, advocacy, leadership, collaboration, and engagement in culturally responsive and socially just counseling practice.	Draws from Objectives 1, 3, 6, 7, 8	CNSL 504 ACA Legal Assignment	CNSL 591 Supervision Map Reflection (SC); CNSL 594 Case Conceptualization (CPC)
KPI 2: Equity, Culture, &	Students will demonstrate culturally	Draws from Objectives 2 and 5	CNSL 525 Final	CNSL 503 (CPC)/508 (SC)

<p>Contextual Practice</p>	<p>sustaining, anti-oppressive, and trauma-informed counseling practices that address systemic inequities and promote the wellbeing of individuals, families, schools, and communities.</p>		<p>Integration Reflection</p>	<p>Orientation Questionnaire</p>
<p>KPI 3: Development Across the Lifespan</p>	<p>Students will conceptualize developmental experiences and contextual factors across the lifespan using ecological, systemic, and trauma-informed frameworks to support counseling practice.</p>	<p>Draws from Objectives 1 and 5</p>	<p>CNSL 505 Lifeline Paper</p>	<p>CNSL 591 (SC)/594 (CPC) Case Study</p>
<p>KPI 4: Career, Educational, & Life Planning</p>	<p>Students will apply career development theories, assessments, and interventions using culturally responsive approaches that support educational,</p>	<p>Draws from Objectives 1, 2, and 9</p>	<p>CNSL 521 Reflection</p>	<p>CNSL 594 Case Study (CPC); CNSL 526 Presentation (SC)</p>

	career, and life development goals.			
KPI 5: Relational Counseling Practice	Students will demonstrate effective counseling relationships, communication, consultation, and evidence-informed intervention skills that attend to developmental, relational, cultural, and systemic influences on wellbeing.	Draws from Objectives 4 and 9	CNSL 501 Case Study	CNSL 591 (SC)/CNSL 594 (CPC) Internship Supervisor Evaluation
KPI 6: Group Facilitation & Leadership	Students will demonstrate knowledge and facilitation skills in group counseling, including group development, leadership, interpersonal process, and evaluation of group effectiveness across counseling settings.	Draws from Objectives 4, 7, and 9	CNSL 500 Co-Leadership Reflection	CNSL 591 (SC)/CNSL 594 (CPC) Internship Supervisor Evaluation

<p>KPI 7: Assessment, Conceptualization, & Decision-Making</p>	<p>Students will demonstrate competence in the ethical selection, interpretation, and integration of assessment and data-informed practices to support counseling interventions, conceptualization, and decision-making.</p>	<p>Draws from Objectives 1, 2, 4, and 6</p>	<p>CNSL 522 Self-Assessment</p>	<p>CNSL 591 (SC)/CNSL 594 (CPC) Internship Supervisor Evaluation</p>
<p>KPI 8: Research, Evaluation, & Evidence-Informed Practice</p>	<p>Students will critically evaluate, apply, and utilize research and program evaluation processes to inform counseling practice, advocacy, and continuous improvement across counseling settings.</p>	<p>Draws from Objectives 1 and 3</p>	<p>CNSL 598 Article Reviews</p>	<p>CNSL 526 Program Evaluation (SC); CNSL 503 Counselor-in-Training (CIT) Orientation Questions (CPC)</p>

Specialty KPI	Full KPI Description	Related School Counseling Standards/Objectives	Checkpoint 1: Signature Assignment 1	Checkpoint 2: Signature Assignment 2
<p>SC KPI 1: Comprehensive School Counseling Programs, Intervention, and Crisis Response</p>	<p>Students will demonstrate competence in the development, implementation, coordination, and evaluation of comprehensive school counseling programs, including school-based interventions, crisis response, curriculum design, and data-informed student support practices.</p>	<p>5.H.5, 5.H.9, 5.H.13; Objectives: school-based interventions, crisis response, curriculum/program evaluation</p>	<p>Paper; CNSL 526: Program Evaluation</p>	<p>CNSL 591: Site Supervisor Evaluation of School Counseling Student/Internship Student</p>
<p>SC KPI 2: Leadership, Advocacy, Equity, and Systems Change</p>	<p>Students will demonstrate leadership, advocacy, multicultural responsiveness, and systems change competencies that promote equitable student achievement, postsecondary access, and</p>	<p>5.H.6, 5.H.8, 5.H.19; Objectives: leadership, advocacy, equity, postsecondary access, systems change</p>	<p>CNSL 508: Interrupting Racism Paper</p>	<p>CNSL 591: Case Study IV</p>

	inclusive school communities across PK-12 settings.			
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Counselor Education Program Objectives

1. Demonstrate core knowledge appropriate to the counseling profession (**2024 CACREP Standard 3.A.1.**).
2. Demonstrate competencies and application of culturally sustaining approaches and strategies across all counseling service modalities. (**2024 CACREP Standards 3.B.2., 3.B.9., 3.D.7., 3.B.4., 3.E.7., 3.F.8., 3.G.5., and 3.G.7.**).
3. Demonstrate advocacy and leadership skills (**2024 CACREP Standards 3.A.4., 3.A.5., 3.B.1., 3.B.10., and 3.H.8.**).
4. Demonstrate appropriate knowledge and skills of counseling techniques and interventions (**2024 CACREP Standards 3.E.1.-3.E.19., 3.E.21., 3.G.7., 3.H.2., and 3.H.7.**).
5. Demonstrate knowledge and skills to address client trauma (**2024 CACREP Standards 3.B.4., 3.C.13., 3.D.2, 3.E.20., and 3.G.14.**).
6. Demonstrate application of knowledge of current ethical and legal codes (**2024 CACREP Standards 3.A.8. and 3.A.10.**).
7. Demonstrate the ability to collaborate with other professionals (**2024 CACREP Standards 3.A.3. and 3.E.12.**).
8. Demonstrate dispositions appropriate to the profession (**2024 CACREP Standards 3.A.11. and 3.E.8.**).
9. Demonstrate excellent communication skills (**2024 CACREP Standards 3.E.8. and 3.E.10.**).

School Counseling Program Objective

SC 1. Demonstrate understanding of school counselor roles as leaders, advocates, and systems change agents in PK-12 schools (CACREP Standard 5.H.6.)

Student Competencies - Students are required to demonstrate competence in the following core areas of knowledge identified in *ASCA School Counselor Professional Standards and Competencies*

Professional Foundation:

- B-PF 1. Apply developmental, learning, counseling and education theories
- B-PF 2. Apply knowledge of educational systems, legal issues, policies, research and trends in education
- B-PF 3. Apply legal and ethical principles of the school counseling profession
- B-PF 4. Apply school counseling professional standards and competencies
- B-PF 5. Use the ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program
- B-PF 6. Apply knowledge of cultural, social and environmental influences to enhance student success and opportunities
- B-PF 7. Provide leadership through the development and implementation of a school counseling program
- B-PF 8. Advocate for a school counseling program
- B-PF 9. Create systemic change through the implementation of a school counseling program

Direct and Indirect Student Services:

- B-SS 1. Design and implement instruction aligned to the ASCA Student Standards: Mindsets & Behaviors for Student Success in classroom, large-group, small-group and individual settings
- B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings
- B-SS 3. Provide short-term counseling in small-group and individual settings
- B-SS 4. Make referrals to appropriate school and community resources
- B-SS 5. Consult to support student achievement and success
- B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

Planning and Assessment:

- B-PA 1. Articulate how the school counseling program aligns with the school and district vision and mission
- B-PA 2. Identify achievement gaps and factors contributing to those gaps
- B-PA 3. Develop achievement gap plans based on student data annually
- B-PA 4. Assess and report program impact to the school community

B-PA 5. Use time appropriately according to national recommendations and student/school data

B-PA 6. Establish agreement about the school counseling program with the administrator in charge of the program

B-PA 7. Establish and convene an advisory council for the school counseling program

B-PA 8. Use appropriate school counselor performance appraisal process

Curriculum - The 63-credit curriculum is made up of Core Counseling Courses, Specialization Courses, and Research/Capstone Requirements. **This information can be found via this [link](#).** The courses are shown below:

Core Counseling Courses (12 credits) -The core counseling sequence is an essential element in the development of generic counseling skills in both individual and group modalities. CNSL 500 and CNSL 501 courses prepare the student for beginning clinical training in individual and group counseling before practicum and internship experiences. CNSL 508 provides the first client contact situation where students work on advancing counseling skills by completing a minimum of 100 of hours of fieldwork in a school setting. The student must apply to the department in advance to be approved for entrance into the supervised counseling practicum.

CNSL 500	Dynamics of Group Behavior (3 credits)
CNSL 501	Theories & Techniques in Couns (6 credits)
CNSL 508	Supervised Couns Practicum (3 credits) *

Specialized Courses (42 credits) - The specialization courses provide students with knowledge, skills, and abilities to engage in counseling, program development, and consultation in the context of the total school community. CNSL 504 provides an opportunity for students to explore the history of counseling as a profession, examine their professional identity as a beginning counselor, and study ethical codes and standards of care within the counseling profession. CNSL 506 focuses on theories and counseling techniques that can be used specifically with children and adolescents. The specialization courses in school counseling should be taken in the following sequence:

- (1) CNSL 520
- (2) CNSL 526
- 3) CNSL 524

CNSL 520 is the introductory course in school counseling and is needed in addition to CNSL 500, CNSL 501, and CNSL 504 before students take their practicum. CNSL 526 is a course in

comprehensive school counseling programs that teaches a school counseling model that is recommended by both the American School Counseling Association and the Connecticut School Counseling Association. CNSL 524 is a course in consulting with school staff, parents, and community representatives. CNSL 520 is a prerequisite for CNSL 524.

SPED 501	The Exceptional Learner (3 credits)
CNSL 504	Professional Issues in Couns (3 credits)
CNSL 505	Couns & Human Dev Across Lfspn (3 credits)
CNSL 506	Couns Children & Adolescents (3 credits)
CNSL 520	Professional School Counseling I (3 credits)
CNSL 521	Career Couns and Development (3 credits)
CNSL 522	Appraisal Procedures in Couns (3 credits)
CNSL 524	Collaborative Consultation in Schools (3 credits)
CNSL 525	Multi-Cultural Counseling (3 credits)
CNSL 526	Professional School Counseling II (3 credits)
CNSL 568	Drug & Alcohol Couns (3 credits)
CNSL 571	Mental Health Counseling (3 credits)
CNSL 572	Assessment, Treatment & Recovery in Couns (3)
	Elective of your choosing (3 credits)
CNSL 598	Research in Counseling

Elective – The purpose of an elective in a graduate program in school counseling is to give our students an opportunity to explore related fields or advanced counseling courses in our department. Many students elect to travel abroad during spring break to either Ireland (2027 and 2029) or Peru (2026 and 2028) to learn about the field of school counseling from an international perspective. Others elect to take courses in educational leadership to hone their leadership skills or take an additional course in special education to deepen their understanding of how to support students with special needs and their families.

Capstone: All school counseling students must complete Plan B for their capstone requirement which is met by taking and passing the Counselor Preparation Comprehensive Exam (CPCE) during the fall of their internship year.

Plan A Thesis – CNSL 599 (optional)

Plan B Counselor Preparation Comprehensive Exam (CPCE) (mandatory)

Engagement in Professional Organizations

CCSU School Counseling students are encouraged to join state and national professional organizations to gain access to key resources, obtain liability insurance, and support the growth of their professional identity as mental health professionals broadly and school counselors specifically.

Organizations that students are encouraged to join are discussed at orientation and in all specialty classes. They include:

The Connecticut School Counselor Association (CSCA) website <https://csca.wildapricot.org/>

The mission of the Connecticut School Counselor Association is to promote excellence in professional school counseling and to ensure the academic achievement, college/career readiness, personal/social-emotional development, and equitable access for all students. Students are encouraged to present poster sessions or workshop sessions at the annual CSCA conference held each May.

The Connecticut Counseling Association (CCA) website <https://www.ccacounseling.com>

The mission of the Connecticut Counseling Association (CCA) is to support and advocate for counselors and the counseling profession through promoting professional identity, providing opportunities for professional development and networking, and offering resources to better support those we serve.

The American School Counselor Association (ASCA) website

<https://www.schoolcounselor.org/>

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development; publications; and other resources, research and advocacy to school counselors around the globe.

The American Counseling Association (ACA) website <https://www.counseling.org/>

As an organization, ACA's commitment to diversity, equity and inclusion prescribes that we support the rights of the LGBTQ+ community and other communities minoritized based on their race, gender, religion or physical abilities, to enjoy protections and privileges that are extended to all people. We have the responsibility to respect and serve all people that seek out counseling services, and we support the fair and equitable rights for all counselors and the clients they serve. Further, the ACA Code of Ethics does not condone legislation or regulatory measures of any sort that do not support cultural inclusiveness of all types.

Engagement in Student Organizations

Central Counseling Society

The Central Counseling Society's mission is to educate, develop, and foster a sense of community among graduate counseling students. This can be accomplished through meaningful experiences that meet member's needs and interests, and networking opportunities involving present and past students and working professionals.

We invite all counseling graduate students to come participate, learn, and grow into tomorrow's professionals.

Faculty Advisors: Dr. Sarah Evans Zalewski & Dr. Rachael Pelletti

Chi Sigma Alpha (Student Affairs International Society)

Chi Sigma Alpha Student Affairs Honors Society International is comprised of graduate students, alumni, faculty, and student affairs professionals to promote and recognize excellence in academics, research, and service to the profession of student affairs. The Alpha Delta Chapter was established at Central in the Fall of 2017. Chi Sigma Alpha, International has now expanded to include over 200 individuals and 25 chapters since its formation, with Central being the 25th chapter.

Faculty Advisor: Dr. Jelane Kennedy

Chi Sigma Iota (Professional Counseling Honor Society)

The mission of Chi Sigma Iota (CSI), the International Honor Society in Counseling, is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

Faculty Advisor: Dr. Ken Shell

Full or Part time Status

Graduate students admitted to the School Counseling program at Central Connecticut State University can attend on either a full- or part-time basis. As indicated on p. 13 of the School of Graduate Studies Handbook, "Full time students register for 9-15 credits; part time students register for 1-8 credits." Due to the academic and introspective work required of all of our counselor education programs, the Department of Counselor Education and Family Therapy identifies full-time students as those who register for a minimum of 9 credit hours/semester and part-time students are those who enroll in less than 9 credit hours/semester.

Summer Matriculation

All SC students admitted to the program in our Spring admissions cycle are eligible to begin registering for classes during one or both of the Summer Sessions. Students can also wait to start classes in the Fall following admissions. Students have up to two years after they are granted admission to initiate classes before being required to reapply for the program. If you have questions about when you plan to begin the program, please speak with your faculty advisor.

**SCHOOL COUNSELING PLAN OF STUDY BY SEMESTER
(Sample Full-Time Program)**

<u>Year 1</u>		
<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>	<u>SUMMER SEMESTERS 1 and 2</u>
CNSL 500 - Dynamics of Group Behavior (3 cr.)	CNSL 501 - Theories and Techniques in Counseling (6 cr.)	CNSL 505 – Life Span (3 cr.)
CNSL 504 – Prof Issues in Counseling (3 cr.)	CNSL 526 - Professional School Counseling II (3 cr.)	SPED 501 – The Exceptional Learner (3 cr.)
CNSL 520 – Professional School Counseling I (3 cr.)	Student Applies for approval to begin Supervised Counseling Practicum (CNSL 508).	CNSL 598 – Research In Counseling (3 cr.)

<u>Year 2</u>		
<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>	<u>SUMMER SEMESTER</u>
CNSL 521 – Career Couns and Development (3 cr.)	CNSL 508 - Supervised Counseling Practicum (3 cr.)	CNSL 568 - Drug & Alcohol Couns (3 cr.)
CNSL 524 – Collaborative Consultation in Schools (3 cr.)	CNSL 522 - Appraisal Procedures in Counseling (3 cr.)	***CNSL 594 (LPCA candidates only)
CNSL 525 - Multi-Cultural Counseling (3 cr.)	CNSL 506 – Couns Children & Adolescents (3 cr.)	
	Student Applies for approval to begin Supervised Counseling Internship (CNSL 591).	

<u>Year 3</u>		
<u>FALL SEMESTER</u>	<u>SPRING SEMESTER</u>	<u>SUMMER SEMESTER</u>
*CNSL 591 - Supervised School Counseling Internship (3 cr.)	CNSL 591 – Supervised School Counseling Internship (3 cr.)	***CNSL 594 (LPCA candidates only)
CNSL 571 – Mental Health Counseling (3 cr.)	CNSL 572- Assessment, Treatment & Recovery in Counseling (3 cr.)	

ALL: Take CPCE Exam in October

NOTE: Take an elective of your choice during one semester.

**Interns work a minimum of 700 hours over the course of a 10-month (Sept-June) academic year. Certified teachers with over 30 months of teaching experience are required to complete a 600-hour internship. This can be done in either one or two semesters.*

** Please note: The Courses listed above are examples only and do not necessarily have to be taken in the order listed.*

*** Only one elective is necessary.*

**** Students pursuing their LPCA Licensed Professional Counselor A (provisional clinical licensure) must complete two additional semesters of internship in a mental health agency. Each summer students complete 300 hours of fieldwork for a total of 600 hours. 240 hours must be in direct service of clients. The clinical internship class can count as your elective.*

COURSE OFFERINGS (subject to change)

Pre Req.	CSNL Course	Fall	Winter	Spring	Summer
Admission or Perm of Chair	500 Dynamics of Group Behavior	x		x	x
	501 Theory/ Techniques in Counseling	x		x	x
CNSL 501, 500, 520, 504	508 Practicum	x		x	
	504 Professional Studies in Counseling	x		x	x
CNSL 500, 501	505 Counseling & Human Dev Across Lif	x		x	x
CNSL 500, 501	506 Counseling Children & Adolescents			x	
CNSL 500, 501	520 Prof School Counseling I	x			
CNSL 500, 501	521 Career Counseling	x	x	x	x
	522 Appraisal Procedures in Counseling		x		x
CNSL 520	524 Consulting in the Schools	x			
	525 Multicultural Counseling	x		x	x
	526 Prof School Counseling II			x	
	568 Alcohol & Drug Counseling			x	x
	571 Mental Health Counseling	x		x	
	572 Assessment Treat. & Recovery			x	
ELECTIVE of your choice	580 History of Counseling and Disabilities Services in Ireland (2025, 2027)				

	580 Family Therapy in Peru (2024, 2026)				
*majority of SC & core classes	591 Supv Intern in School Counseling	X		X	
	598 Research	X	X	X	

CEFT DEPARTMENT 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

POLICY AND PROCEDURE FOR GRADUATE DEGREE PROGRAM TRANSFER

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 while in their current program as evidenced by the following:
 - a. Current admission status is not considered "conditional"
 - b. Cannot be on academic probation
 - c. Completed at least one academic semester and/or 9.0 graduate credit hours
 - d. Maintained a grade point average (GPA) of 3.0 or better since entering their program
 - e. Consistently demonstrated exemplary professional behavior/ethical judgment since admission
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 agree 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 then contact the Program Coordinator of the (*insert desired program*) to discuss their reasons for seeking a program change.
5. If the graduate student and Program Coordinator of the (*insert desired program*) agree 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. In addition to completing the “*Change of Degree/Program/Advisor or Add Certificate*” form, 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 Therapy

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)

FORMAL 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.

DECISIONS/NEXT STEPS

Once a decision is made by the program faculty (i.e., approved, approved with conditions, or *not approved), the Program Coordinator must inform the graduate student of the outcome within three days. The Program Coordinator must also provide the completed “*Change of Degree/Program/Advisor or Add Certificate*” form to the department secretary within five business days so it can be forwarded to the department chair for review and signature.

*If the decision of the program faculty is to “not approve” the transfer, the student has the option to petition the Chair of the Department of Counselor Education and Family Therapy to request a reconsideration. The student must contact the Chair within five business days of being notified of the program faculty’s decision. The Chair will schedule a meeting so the graduate student may present the reasons they should be reconsidered. If the Chair recommends an alternative decision, the Chair will consult with the Program Coordinator/program faculty to discuss a reconsideration of the graduate student. If the Chair upholds the decision of the program faculty, the student will continue as a matriculated student within the program in which they are currently admitted.

Once the “*Change of Degree/Program/Advisor or Add Certificate*” form is finalized and signed by the 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 School of 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 March 8, 2021.

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).

Becoming a Licensed Professional Counselor (LPC) & a School Counselor

STEP 1: OBTAIN YOUR LPCA

1. Complete your Master's degree in School Counseling.
2. Complete two summer internships in clinical mental health counseling.
 - a. These two internships take place in the summer. The first happens before your school counseling internship and the second after your school counseling internship. Example: Summer 2024 CPC Internship, Fall & Spring 24-25 School Counseling Internship, Summer 2025 CPC Internship.
 - b. Please complete these courses before enrolling: 500, 501, 508, 504

- c. The CMH internships consist of class time and 600 hours cumulative (240 direct hours) over two summers.
 - d. These internships can also take the place of your School Counseling elective class.
 - e. Refer to the [Clinical Professional Counseling Student & Fieldwork Handbook](#) for further information on the clinical internship.
 - f. Refer to the [Clinical Professional Counseling Field Experience Sites](#) spreadsheet for some places our students have complete internships. Private practice settings are not eligible.
3. Apply to the [Department of Public Health for your LPCA](#) (Licensed Professional Counselor Associate). This allows you to:
- a. Work in a mental health setting
 - b. Demonstrate clinical skills during your school counseling interviews.

STEP 2: OBTAIN YOUR LPC

- 1. Complete 3000 hours of supervised practice over no less than 2 years.
 - a. This can be done at your school if you are working as a school counselor.
 - b. The required 100 hours of supervision can be provided by an LPC, LCSW and many more fully licensed professionals.
- 2. Pass either the NCE or NCMHCE
 - a. The NCE is very similar to the CPCE, therefore it is recommended that you take this shortly after graduation.
- 3. Apply to the [Department of Public Health for your LPC](#) (Licensed Professional Counselor). This allows you to:
 - a. Work independently in a mental health setting and bill insurance companies.
 - b. Demonstrate that you have clinical mental health skills and may give you an edge in the school counseling hiring process.

**FROM APPLICATION TO GRADUATION:
THE STEP-BY-STEP PROCESS**

There are essentially five stages that the student goes through from admission to graduation as depicted below:

I	II	III	IV	V
Student meets all admission requirements and is accepted into program. Student meets with advisor during orientation and completes planned program of study	After completing CNSL 500, 501, and 504, and 520, student applies for permission to enroll in the practicum (CNSL 508)	Student begins first supervised field experience (CNSL 508) and continues to take required courses	After completing at least 45 credits, the student applies for the internship.	The student enters into the internship phase of counselor training during which they complete comprehensive exam (Plan B)

- Obtain admission

- Meet with advisor to complete planned program of study
- Apply for approval to enter practicum CNSL 508
- Complete supervised counseling practicum (CNSL 508)
- Complete all required coursework in good academic standing.
- Complete 2 semesters of internship (CNSL 591)
- Complete Plan B – Counselor Preparation Comprehensive Exam (CPCE)
- Apply for graduation.
- Apply for SC certification
- Employment!!!!

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

Obtain Graduate Admission - Congratulations you have already done this.

Complete the Planned Program of Study - Once accepted into the graduate school, the student will meet with his/her advisor to complete the Planned Program of Study.

The Planned Program of Study will identify those courses that the student needs to complete to satisfy requirements for the master's degree. The Planned Program of Study is forwarded to the Dean of the Graduate School, where it is kept on file until the student applies for graduation. To qualify for graduation the student must meet all requirements set forth in the planned program of study. With advisor approval, as many as nine (9) credits of equivalent courses may be substituted from other universities and included on the program of study. The substituted courses must fall within the six-year time limit required to complete the planned program of graduate study.

Apply for approval to begin School Counseling Practicum – Students must seek departmental approval to enter the practicum by submitting an application form (see website for on-line forms found at <https://www.ccsu.edu/programs/counselor-education-specialization-school-counseling-ms>). After reviewing the student's transcript and Counselor in Training Skills and Competencies Checklist (C3) the student's advisor will sign the approval form certifying that in her or his opinion the student has completed all required elements and is prepared to begin the practicum experience. **The student must have completed CNSL 500, 501, 504, and 520 before beginning the practicum.** If they are currently enrolled in any of these courses their professors will be asked to vouch for the fact that they are demonstrating an acceptable level of emotional maturity and performing at a GPA of 3.00 or better.

PRACTICUM CNSL 508 Application Deadlines

- **Spring Enrollment**

- Submit application by October 15 the preceding semester.
- **Fall Enrollment**
 - Submit application by March 15 the preceding semester.

Complete School Counseling Practicum (CNSL 508): The Supervised Counseling Practicum (CNSL 508) provides the first opportunity for the student to perform School Counseling activities under close supervision in a school setting. Students perform a minimum of 100 clock hours of field experience, of which 40 hours is in direct service with clients. The site supervisor provides a minimum of one hour of individual supervision each week. Students also participate in a weekly supervised seminar with a program faculty member and other students in similar practica. More information about the practicum requirements are found in later in the handbook in “The Practicum and Field Experience” section. **REMINDER:** Practicum (CNSL 508) is a **prerequisite** of internship (CNSL 591) and **cannot** be taken concurrently.

Complete all required coursework in good academic standing - Students must complete all courses identified on the Planned Program of Study. All graduate students must maintain a 3.00 cumulative grade point average in order to be in good academic standing. In addition to grade-point requirements for good academic standing, students should note that no grade lower than C is permitted on the student’s Planned Program of Study. A grade of C or lower in the core counseling courses, i.e., CNSL 500 or CNSL 501 or in field experience courses, i.e., CNSL 508 or CNSL 591 is not considered acceptable. Students may consult the graduate catalog for grade appeal process. Students who stop taking a class without officially withdrawing through the Registrar’s Office will automatically get a grade of F in the course. While the course may be taken again for a better grade, the original F will remain and is included in the student’s overall GPA calculation.

Complete the School Counseling Internship (CNSL 591) - The internship is the culminating experience in the school counseling program where students have the opportunity to use what they have learned in class and apply theory to practice. Students who are certified teachers and have taught three years with that status must complete a 600-hour internship. Students who are not certified teachers must complete a minimum of 700 hours over the course of a 10-month academic year. Discussions about the internship and associated requirements should occur between students and advisors within the first year of a student’s academic experience at CCSU. Advisors will be pleased to provide information about available internship sites, but it will be the student’s responsibility to make specific arrangements. Usually, this is done in the same manner as one would seek employment, i.e., sending a resume and cover letter, and arranging for a personal interview. More information about this is included in the separate section on the internship in this

handbook. **REMINDER:** Practicum (CNSL 508) is a prerequisite of internship (CNSL 594) and cannot be taken concurrently.

Plan A – Thesis (CNSL 599): In addition to taking the required comprehensive examination (CPCE), a student may choose to complete a thesis project with the guidance of their academic advisor.

Thesis Policy and Guidelines

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 undertake a thesis project must present a formal proposal to the School of Graduate Studies. In addition to following the guidelines outlined by CCSU (<https://www.ccsu.edu/graduate-studies/resources>), students must follow the Department of Counselor Education and Family Therapy’s guidelines and timelines in order to successfully complete the thesis:

- The first step in the thesis process is to identify a Primary Thesis Advisor. The Department requires a core department faculty member in your major specialization to be the Primary Thesis Advisor. The student works closely with their 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**.
- The deadline for completion of a thesis is **April 15**. With the guidance of your advisor, early completion of thesis registration (CNSL 599) and the thesis proposal paperwork is recommended.
- The Department also requires that if a student chooses to begin a thesis project, they must have completed CNSL 598 (Research Methods) and at least 18 credits in their program of study before starting a thesis.
- No student is permitted the thesis option if they have an incomplete (I) 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 is 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 and data analysis course** outside the department. Please discuss with your advisor what course options you may pursue.
- Since most thesis students have limited resources with which to do the thesis, it is wise to keep the project simple and manageable. Some student research grants may be available; the student may wish to check with the School of Graduate Studies or private sources to learn how to obtain grant funding for thesis projects.
- The Institutional Review Board (IRB) at CCSU must approve all projects involving the use of human subjects.
- Three (3) credit hours are awarded for completion of the thesis.

For detailed timelines, required paperwork, and processes required for a thesis, please refer to the “The Master’s Thesis Handbook” that is available on the School of Graduate Studies webpage: [Master Thesis Handbook | Central](#).

CAPSTONE REQUIREMENT/PROJECT

Plan A - Thesis (3 credits): Interested students have the option to complete a thesis project (CNSL 599). The thesis is a major scholastic research 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 research contribution to the field. Students who choose to complete a thesis must have completed CNSL 598 (Research Methods) and register for CNSL 599 at least one year before graduation. Note, 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 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 Student Association 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 Studies Council of the University. Students who elect to complete a thesis project must also take the Counselor Preparation Comprehensive Examination (CPCE).

- CNSL 599 Thesis (Plan A) - OPTIONAL

Plan B - Comprehensive Examination (0 credits): All master's degree candidates must independently register and successfully pass the **Counselor Preparation Comprehensive Examination (CPCE)**. This national examination is taken during the month of October while enrolled in CNSL 591 (internship). You will be getting regular emails from program faculty regarding the registration process at appropriate times.

- Comprehensive Examination (Plan B) – REQUIRED

Apply for Graduation - In applying for graduation the student must have completed or be in the process of completing all of the items listed on their Planned Program. "Application for Graduation" forms must be filed with the School of Graduate Studies. March 1 is the filing deadline for May graduation 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 Graduate School will then 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. *It is wise to regularly check your process toward graduation using the Central Pipeline.*

Apply for School Counselor Certification - Before the graduated student can practice in the State of Connecticut as a School Counselor, he or she must first obtain an Initial Educator Certificate from the State Department of Education. The student should complete an application for Connecticut Certification early in the final semester at CCSU. The application forms and information about completing them are available in the Office of the Associate Dean, School of Education and Professional Studies.

Employment – The following websites can be used when searching for school counseling positions:

IN CT:

<http://www.ctreap.net>

<http://www.cca.org>

<http://www.cttech.org/central/career-ops/career-ops.htm> (CT Technical Schools)

In addition, we also suggest visiting individual school district websites.

IN OTHER STATES: Check state's department of education website and contact state school counseling association.

IN OTHER COUNTRIES:

ISS – International School Services

<https://www.iss.edu/school-services/staffing-a-school/school-recruiting-with-iss/open-positions>

School Counseling Across the Pond – Blog

<http://internationalschoolcounselor.blogspot.com/2012/07/international-schools-and-how-i-got-in.html>

Joyjobs – Listing of international teaching/counseling jobs

<http://joyjobs.com>

PAID INTERNSHIPS ABROAD:

Search Associates

www.searchassociates.com/Paid-Internships.aspx

**STUDENT EXPECTATIONS
ASSESSMENT of PROFESSIONAL FUNCTIONING**

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, Pfost, 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)

Appeals regarding Gatekeeping:

Non-Graded Appeals

A formalized process for appealing non-graded, performance-based assessments, such as comprehensive examinations, degree candidacy, etc., has been established by the Graduate Studies Committee. Similar to grade appeals, a student who believes that an error or a palpable injustice has occurred should first confer with the department to which the appeal is directed. If the outcome is not satisfactory, further appeal shall be to the dean of the appropriate academic school. If no settlement can be effected, the student should bring the appeal to the Standing Appeals Committee of the Graduate Studies Committee. The Graduate Appeals Committee will meet as a group to determine whether there is merit to an appeal of a non-graded, performance-based assessment by reviewing documents and records that are presented with the appeal. If the Appeals Committee believes that additional information is needed, the committee will request clarification from the department and/or student. The Committee's determination will be based on whether the student was denied due process. The Appeals Committee will render its decision in writing by notifying the graduate student and copying the dean. Decisions of the Appeals Committee cannot be appealed.

Assessment of Professional Functioning and Behavior

In addition to meeting acceptable academic standards, the faculty evaluates all students based on certain personal characteristics and professional behavior 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), **CNSL 500** (Group Dynamics) and **CNSL 525** (Multi-Cultural Counseling) are three 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, Part II and Part 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 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 can elect 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 for the Department of Counselor Education and Family Therapy

As needed, the counselor education faculty will identify student concerns and review student progress during their Department meetings. When adequate mastery of attitudes, attributes, professional functioning, and behavior, and/or competencies is 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 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 probation has been initiated.

Individual remediation plan. The process of probation may include a remediation plan to enhance student self-awareness and how their behaviors may impair academics, interpersonal relationships, and clinical progress in the program. The remediation plan 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, and 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 department file. It is the student, their advisor, and program coordinator's responsibility to monitor student status in meeting plan recommendations (this can include providing documentation of personal counseling).

Outcomes of remediation plan. 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 make a decision 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.

School of Education and Professional Studies Temporary Suspension from Program and/or Experiential Learning Policy

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:

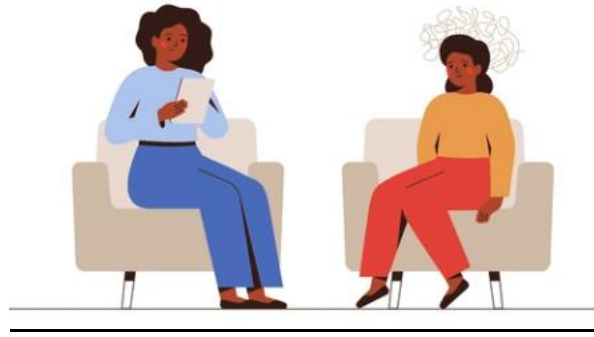
1. Student is notified about the precipitating incident and the potential outcome(s) if the allegations hold true. This may include but is not limited to: suspension or termination of experience, probation with performance improvement plan/remediation, course failure, or program dismissal. This must 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 the 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/internship 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 can 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 on the outcome is reached.
5. Student is informed, in writing, of the outcome with appropriate supporting statements. The student is advised of their opportunity to meet with the appropriate Dean to discuss the outcome.
6. If necessary, documentation is sent to appropriate offices on campus (Dean, Registrar, etc.).
- Important 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. If a partnering site wants to terminate an experiential learning experience, it should be considered as a request for CCSU to terminate the experience.

FIELDWORK HANDBOOK for CENTRAL CONNECTICUT STATE UNIVERSITY
SCHOOL COUNSELING FIELDWORK (Practicum and Internship)



Field Experiences: School Counseling students take part in two different field experiences, the practicum (CNSL 508) and the internship (CNSL 591).

The **practicum** is an introductory experience designed to provide the beginning student with real-life experience in a school setting under close supervision. Students do a minimum of 100 clock hours of which 40 hours must be in direct service with clients. Before beginning the practicum course, students must complete their core courses, i.e., CNSL 500, 501, 504 and 520. The practicum's format depends on the nature of the school and its needs and the goals of the student. **There is no prohibition to spending more than 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 serve as a pathway to future internship and employment opportunities. Students are expected to always behave in a manner reflective of their professional status.

The **internship** provides the student with an opportunity to perform the full range of school counseling responsibilities under the supervision of an experienced and certified school counselor. The internship is carried out in the student's culminating year following completion of most if not all theory courses. Interns are expected to complete at least five hours per day, three days a week over the entire school year (10 months) in a public school (K-12) setting. The internship must be done in a fall-spring cycle. Students who have worked as certified teacher for more than 30 months have slightly different requirements and should discuss their situation with their advisor.

- *NB – The student must apply in advance for the practicum and internship. Applications are due to the department on or before March 15 for the Fall semester and on or before October 15 for the Spring Semester. Applications must be approved by the student's advisor before the student registers for these courses.

Background Check:

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

Securing a practicum or internship site:

Students are responsible for identifying their fieldwork sites. A list of approved sites can be found on the program website. Speak to your advisor about potential fieldwork sites. Our professional peers or CCSU School Counseling Program alumni are very helpful in supporting current students. We can help support your process by sending an email introduction to the potential site supervisor. Practicum and internship must take place at two separate levels (i.e. Elementary, Middle and High School). At least one of the sites must serve 30% or more students who have been historically marginalized (BIPOC students). You can consult the EdSight website to get up to date demographic information about potential sites.

Site Supervisors must:

- have a master’s degree in school counseling.
- have an active CT school counseling credential (068).
- have a minimum of 2 years post-master’s professional experience as a school counselor.
- Take part in CCSU site supervisor on-line asynchronous training modules.
- have reviewed this Field Work section of the CCSU School Counseling Program Handbook (pp. 32-41) and have knowledge of the program’s expectations, requirements, and evaluation procedures for students.

Practicum Agreement Components

Practicum Activities

<p>1. Individual Counseling for problems of personal, social occupational, educational nature, including assistance with selection of academic courses <i>**NOTE: Students are required to audio record sessions for instructor review. All sessions will be confidential and deleted after review.</i></p>	<p>8. Career Counseling</p>
<p>2. Group Counseling; Leading or Co-Leading</p>	<p>9. <u>Weekly individual supervision with site supervisor</u></p>
<p>3. Intake interviewing, including taking social history information</p>	<p>10. Weekly group or peer supervision with faculty supervisor</p>

4. Testing: Administration, analysis, interpretation of results	11. Case conference or staff meeting
5. Report writing, record keeping, treatment plans, treatment summaries	12. School Counseling Lessons/ school wide-activities
6. Consultation, referrals, professional team collaboration	13. Participation in orientation sessions, contact with community resources
7. Participation in planning and placement team meetings, post secondary planning activities	14. Participation in administrative support activities and routine school counseling systems management, e.g., assistance with students' schedules, registrations, etc.

Faculty Supervisor Responsibilities:

In a Master's in Counseling program, the **faculty supervisor** is an essential mentor who ensures the student receives comprehensive, quality supervision that supports both their professional and personal development. Their role goes beyond simply overseeing hours and tasks—they are active in shaping the student's understanding of counseling practice, ethical issues, and professional identity, all while ensuring the student meets the program's learning goals and standards.

The faculty supervisor is responsible for:

1. Pre-fieldwork preparation	6. Documenting and reporting
2. Providing ongoing supervision and support via weekly group supervision	7. Ensuring compliance with program and accreditation standards
3. Assessment, feedback and evaluation	8. Crisis support and problem-solving
4. Providing professional development and reflection opportunities	9. Final evaluation and Integration
5. Communication with fieldwork site and site supervisor	

Site Supervisor Responsibilities:

The **site supervisor** plays a critical role in guiding and overseeing the practical experience of students in a Master's in Counseling program. While the **faculty supervisor** handles academic and theoretical guidance, the **site supervisor** is responsible for the on-the-ground, day-to-day supervision and mentorship of the student.

The site supervisor is responsible for:

1. Providing clinical supervision and guidance	6. Ensuring safe and effective client care
2. Monitoring and evaluating progress	7. Supporting professional boundaries and self-care
3. Providing case management and support	8. Collaboration with faculty supervisor

4. Ensuring adherence to ethical and legal standards	9. Ensuring competency in multi culturally sensitive practices
5. Providing weekly supervision sessions (1 hour)	10. Evaluation and feedback

Fieldwork Student's Responsibilities:

During fieldwork in a Master's in Counseling program, students have a range of **responsibilities** to ensure they develop the necessary skills, knowledge, and professional behaviors to become effective counselors. These responsibilities can be grouped into areas such as **counseling practice**, **professional behavior**, and **learning and reflection**.

1. Counseling practice

a. Provide client-centered work	d. Engage in and document supervision
b. Build therapeutic relationships	e. Act on feedback
c. Document casework	f. Utilize counseling skills

2. Professional and ethical behavior

a. Maintain confidentiality (except in instances when safety is compromised)	c. Engage in ethical decision making
b. Maintain professional boundaries	d. Adhere to legal standards

3. Learning and reflection

a. Demonstrate self-awareness, self-management, social awareness, relationship skills and decision-making skills	g. Meet program requirements
b. Seek professional development	h. Complete assignments in a timely manner
c. Engage in self-care	i. Complete assigned task at site in a professional and timely manner
d. Respect diversity	j. Communicate clearly
e. Approach work/learning with cultural humility	k. Collaborate with site staff
f. Adapt counseling techniques to be respectful and responsive to cultural values, beliefs and preferences of each client	

Emergency procedures:

In the event of emergency, please contact the Practicum Faculty Supervisor and the CCSU School Counseling Program Coordinator.

Format and frequency of consultation between the counselor education program and the site to monitor student learning:

1. Faculty supervisors will introduce themselves to site supervisors via email correspondence
2. Faculty supervisor provides contact information
3. Faculty supervisor will schedule an in person or virtual site visit once per semester minimally.
4. Faculty supervisor will encourage site supervisor to contact them with all questions and concerns.
5. Faculty supervisors will respond to site supervisor's concerns in a timely manner.

Fieldwork hours required: SEE APPENDIX FOR PRACTICUM AGREEMENT

PRACTICUM REQUIREMENTS PER ACADEMIC SEMESTER	
Direct hours (with students)	40 hours (minimum)
Indirect hours (supporting adults, systems, etc.)*	60 hours (minimum)
TOTAL HOURS	100 hours (minimum)

*Weekly group supervision provided by faculty supervisor counts toward indirect hours.

Practicum Checklist

- Student has been approved by program faculty to begin Practicum.
- Student has obtained liability insurance.
- Student has passed district background check process.

Site Supervisor Checklist (see page 16)

- Site Supervisor has a master's degree in school counseling.
- Site Supervisor has an active CT school counseling credential (068).
- Site Supervisor has a minimum of 2 years post-master's professional experience as a school counselor.
- Site Supervisor has taken part in CCSU site supervisor training (or will do so in next 30 days).
- Site Supervisor has reviewed the Field Work section of the CCSU School Counseling Program Handbook and has knowledge of the program's expectations, requirements, and evaluation procedures for students.

For the **Internship Agreement**, all of the above stipulations apply. The activities and hours reflect a more extensive fieldwork experience.

Internship activities: SEE APPENDIX FOR INTERNSHIP AGREEMENT

1. Individual Counseling for problems of personal, social, occupational, educational nature. <i>**NOTE: Students are required to audio record sessions for instructor review. All sessions will be confidential and deleted after review.</i>	9. Career Counseling
2. Group Counseling; Leading or Co-Leading	10. Individual supervision
3. Intake interviewing, including taking social history information	11. Group or peer supervision
4. Testing: Administration, analysis, interpretation of results	12. Case conference or staff meeting
5. Report writing, record keeping, treatment plans, treatment summaries	13. Psychoeducational or developmental counseling activities
6. Consultation, referrals, professional team collaboration	14. Participation in orientation sessions, contact with community resources
7. Assessment, diagnosis, and treatment/intervention planning for persons with mental and emotional disorders.	15. Participation in administrative support activities and routine systems management
8. Participation in planning and placement team meetings.	16. Other _____

Internship hours:

INTERNSHIP REQUIREMENTS PER ACADEMIC SEMESTER	
Direct hours (with students)	120 hours (minimum); need 240 total
Indirect hours (supporting adults, systems, etc.)*	230 hours (minimum); need 460 total
TOTAL HOURS	350 hours (minimum); need 700 total

*Weekly group supervision provided by faculty supervisor counts toward indirect hours.

Audio Taping

Because this is the first clinical experience students will receive supervision both on the job from the site supervisor and group supervision from the seminar professor. Students are expected to provide audio recordings of their counseling sessions as part of the supervision process. Students should ensure they seek permission to record from the school and provide clients with adequate informed consent regarding the recording’s purpose and the voluntary nature of the client’s participation. If taping a minor, parental permission is required. Forms are available on the program website.

<https://www.ccsu.edu/programs/counselor-education-specialization-school-counseling-ms>

Evaluation

All site supervisor evaluations of CCSU School Counseling Program fieldwork students is completed on our on-line platform, Experiential Learning Cloud (ELC). Fieldwork students send their site supervisors pertinent information regarding correspondence, signatures for hour logs, and midterm and final evaluations.

SCHOOL COUNSELING INTERNSHIP

Introduction - The school counseling internship experience is intended to enable the student to enhance developmental counseling skills and to integrate professional knowledge and skills within the context of an actual school setting. It is the culminating experience in developing your new identity as a professional school counselor. Many graduates report that it was the most important part of their professional training. The internship is a minimum of 700 hours over the course of the full 10-month school year that includes a minimum of 300 hours of direct student contact.

Students work a minimum of 5 hours a day for 3 days per week. However, some students work more hours to totally integrate themselves into the school's culture. Students who are certified teachers and have taught for 30 months or more may fulfill the program requirements in a 600-hour internship with at least 240 hours of direct student contact, performed in either one or two semesters (sometimes more if needed).

During internship, students can apply the theories and skills they learned throughout their graduate training in a school setting. They will become acquainted with their internship site's philosophy, mission and goals, its management style, and its unique culture. They are considered part of a team where they will have a chance to consult and work with other counselors, teachers, administrators, parents and community members. While differences will exist across sites, it is expected that students will have the opportunity to practice the full array of school counseling services including interviewing, assessment, case conferences, and individual and group counseling.

Students will be expected to be a cooperative team member who develop the ability to critique their own work, learn from the constructive feedback of others and develop an increased level of awareness of their relationships and interactions with fellow workers, supervisors, and clients. Students are expected to conduct themselves in a manner consistent with their new professional identity adhering to the highest standards of practice and ethical conduct.

Finding the Right Internship - The internship may be the single most important part of the student's graduate learning experience. The internship should be at a different level than the practicum. For

example, if the practicum was at a middle school, then the internship should be at a high school. Since students train on a full-time basis for an entire academic year, it is very important to select their internship carefully. The convenience of location and future employment opportunities often figure prominently in the student's selection of a site. However, even more important is the type and quality of the training and supervision that the site will offer. Students are best served by finding a site aligned with the philosophy and objectives of CCSU's school counseling program. One important question to ask is "Does the site have a written comprehensive school counseling program?" CCSU's program emphasizes a comprehensive model of school counseling reflected in the ASCA National Model for School Counseling (2025) aligned with multi-tiered systems of support (MTSS). Therefore, the most ideal training would be offered in a setting that has a fully implemented comprehensive school counseling program. To determine whether a particular site has a comprehensive school counseling program the student should ask the following questions:

1. Is the school counseling program considered an integral component of the academic mission of the educational system?
2. Does the school counseling program seek to impart skills and services to **all** students in the academic, career and personal/social dimensions of their education?
3. Does the school counseling program emphasize proactive and preventive services instead of focusing on remedial or crisis intervention counseling?
4. Are the Principal and Director of School Counseling committed to the ASCA National Model of school counseling?
5. Is there a prominent level of teacher involvement in planning and presenting classroom activities designed to foster academic, career, and personal/social development in the students?
6. Is there a written K-12 Comprehensive School Counseling Program in the system?
7. Is the site supervisor trained in clinical supervision, and will he or she be willing to spend at least one full hour a week with the intern in face-to-face supervision, including reviewing audio tapes and case notes?
8. If it is a high school, will you have access to becoming trained in Naviance or other college and career readiness platforms?

See Suggested Fieldwork Sites in ELC.

Arranging for Interviews - Looking for an internship is no different than looking for a full-time job. If the student has personal contacts that will help them get interviews, they should take advantage of them.

Administrative Requirements -

1. Apply for internship by emailing the Program Coordinator on or before March 15 for the Fall and Summer semester and October 15 for the Spring Semester. (*You should have completed all of your coursework apart from the CPCE.*)

2. Complete the Agreement Form and upload it to ELC by the first seminar class meeting. It is the student's responsibility to complete all relevant sections of the contract and present it to the site supervisor for discussion and signature. Internship hours will begin to accrue ONLY after the contract has been signed and handed in.
3. Obtain professional liability insurance. Students providing clinical services must be covered by Professional Liability (malpractice) insurance. Very inexpensive student insurance can be purchased as a benefit of membership in a professional organization such as the American Counseling Association (ACA). Membership in the American School Counselor Association (ASCA) provides you with automatic coverage. You can join ACA on line at <http://www.counseling.org> and ASCA at <http://www.schoolcounselor.org>. 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.

A copy of the student's certificate showing proof of liability insurance is required before starting the internship.

4. Maintain a weekly and monthly log of your internship hours. The monthly log will be signed by the site supervisor and handed in to the seminar faculty member. The monthly log will summarize direct, indirect, and supervision hours. The monthly logs will be placed in the student's official file. Students should make a photocopy of the documentation for their own records.
5. At the end of the semester, the supervisor and student will have a meeting to review the supervisor's written evaluation of the student. At this meeting both the supervisor and student will sign the evaluation form. The student will submit the evaluation by the

Professional and Ethical Considerations - Professional conduct during coursework and the 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 school counselors. Appropriate dress, decorum, respect for confidentiality, and performance standards must be maintained. Students should have a copy of the ASCA *Ethical Standards for School Counselors* readily available. They should also become familiarized with the school's policies about ethical, legal, and administrative procedures. The student should seek supervision whenever there is any doubt or confusion regarding ethical or legal requirements.

Internship Termination - As you near the end of your internship, you must plan the termination process carefully. You will undoubtedly develop emotional attachments to both staff and students. As you prepare to terminate counseling relationships, it is important that you work closely with your supervisor and your seminar professor. Students who have experienced problems with separation and rejection in the past may be particularly emotionally vulnerable. Therefore, it is wise to prepare the students early and, if appropriate, discuss who might be serving in your absence. Having spent an entire academic year at your school, you will also undoubtedly have difficulty saying your goodbyes. But it's also a good time to give yourself a big pat on the back. The culmination of your internship also signals the completion of your graduate program at CCSU and, as soon as you find employment, the beginning of your career as a professional school counselor.

Miscellaneous Student Information, Organizations, and Resources

Student Cohort: The program is designed to allow both full- 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.

Full-Time Or Part-time Status: Central Connecticut State University prides itself on its diversity and its emphasis on the "Non-traditional Student." The Clinical Professional Counseling program has been designed to accommodate both full- and part-time students; therefore, the majority of Fall and Spring courses are offered Monday through Thursday during the evening hours (typically 4:30 pm-7:10 pm and 7:20 pm-9:50 pm). Each course is offered during a specific term and at a specific date and time, so you may need to adjust your schedule from semester to semester to accommodate your plan of study. Many courses are also offered during the two summer terms and a few are available during the Winter intercession (dates and times differ from the Fall and Spring academic schedules); however, taking a course in the Summer or Winter terms is optional.

Course Loads: Full-time students carry a minimum of 9 credit hours per semester. Part-time students carry less than 9 credit hours per semester.

Status Change: It is especially important for students to notify the Registrar's Office if they are changing their full-time or part-time status.

Degree Completion: Since school 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: (1) Prerequisites (2) Core Courses (including practicum) (3) Specialization Courses, and (4) Internship. Other required courses may be taken when offered following completion of the prerequisites and following full acceptance into the specialization.

Full-time students can complete the program in three years (assuming they take some courses during the Summer and/or Winter terms). Part-time students are advised to plan on taking two courses per semester before taking the practicum sequence. Part-time students are not required to take an internship during their third year but are expected to follow the program's sequential pattern over a longer time. All students must complete the master's degree requirements within six years after beginning the program.

Student Volunteer Experiences: All students are strongly encouraged to participate in volunteer experiences in community human service settings. Volunteer work can be a valuable developmental experience for the potential professional counselor. 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. Faculty advisors can assist students to identify appropriate opportunities for volunteer work.

Personal & Professional Growth: A school counselor's development involves socializing into a new professional identity is no small task! While learning how to be a professional counselor, students may find themselves encountering unresolved personal issues and situations that have not been mastered in one's own life. The student will begin to question roles and rules played in one's own family (both family of origin and family of choosing), which may generate stress and changes in relationships with family members and friends. Training to become an effective counselor requires students to explore patterns in their own

lives (both functional and dysfunctional) that may become activated while working with others. The counselor is constantly utilizing various parts of oneself as instruments of change for clients, and as such, must be able to discover both strengths and "stuck points." You will be asked, in an atmosphere of safety and respect, to share some of these patterns with instructors through assignments, and sometimes with classmates in a classroom discussion or supervisory context. It is understood that any personal information divulged by students will be treated with respect and discretion. While confidentiality cannot be assured in such a public setting, each student has a responsibility to contribute to creating a safe environment in which deeply personal information may be disclosed for training purposes.

Attendance at Conferences and Professional Meetings: Attending professional conferences and meetings provides an excellent chance for students to network and lay the groundwork for possible employment opportunities. Students are encouraged to attend professional conferences and conduct poster presentations and educational sessions. Such activities provide broad exposure to the field and an opportunity to meet others at various levels of professional development in the field of professional counseling. CCSU's Graduate Student Association (GSA) has some funds to help subsidize a limited number of workshops and conferences. Please contact the president of the Counseling GSA for details.

Graduate Student Association: The Graduate Student Association (GSA) sponsors orientation activities for new graduate students, lectures, the GSA Scholarship, and Leadership Development Grants. The latter helps graduate students attend conferences and workshops or complete research associated with preparing 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. Members of the GSA of Central Connecticut State University are full-time graduate students. Any part-time student who desires to become an associate member may pay a nominal membership fee (full-time student dues are included in fees already paid by full-time students).

Central Counseling Society: The Central Counseling Society (CCS) is organized and run by graduate students who are in the Clinical Professional and Rehabilitation 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. Dr. Evans Zalewski and Dr. Rachael Pelletti are faculty advisors.

Chi Sigma Iota: Chi Sigma Iota (CSI) is the international honor society for counselors, counselor educators, and counselors-in-training. Our department established a CSI chapter (Chi Alpha Mu Chapter) and initiated our first members on May 10, 2013. To qualify for honor society membership, students in the professional counseling or school counseling programs must attain at least a 3.5-grade point average (GPA) after their first and subsequent semesters, have completed at least 9.0 graduate credit hours, and "represent the best about professional counseling through appropriate professional behavior, ethical judgment,

emotional maturity, and attitudes." Information regarding CSI can be found on the CSI website: www.csi-net.org

The CSI faculty chapter advisor is Dr. Ken Shell.

Tuition & Refund Policies: Policies regarding registration for courses, tuition, fees, and refunds are outlined in the Graduate Catalog. Please refer to the catalog for detailed information regarding such policies, along with other topics:
<http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog>

Scholarships & Grants: The Graduate Catalog describes numerous opportunities for financial assistance, including Graduate Assistantships, scholarship opportunities, and loans. Graduate merit scholarships are periodically offered by the School of Graduate Studies and are announced through the Department of Counselor Education and Family Therapy. The library is also an excellent source of information regarding the availability of scholarships and other sources of funding for education.

Non-Discrimination Policy: CCSU's has a clear policy on non-discrimination in education and employment, which can be fully accessed through the Office of Equity & Inclusion:
<https://www.ccsu.edu/diversity/policies/index.html>.

“Central Connecticut State University (CCSU) is committed to a policy of nondiscrimination in education and employment. No person shall be discriminated against in terms and conditions of employment, personnel practices, or access to or participation in programs, services, and activities with regard to: age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disability; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; veteran status; or any other status protected by federal or state laws... This policy shall apply to all individuals affiliated with CCSU including, but not limited to, students, employees, applicants, agents and guests and is intended to protect the rights of concerned individuals.”

Grievance Policy: Complaints or disputes concerning a professor or clinical supervisor, including concerns with academic advising, should first be addressed directly to the party involved. If a satisfactory outcome cannot be worked out, concerns can be discussed with the Program Coordinator. 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.

CCSU also has a University Ombudsperson, whose mission and roles are described on their office's webpage: <https://www.ccsu.edu/ombudsperson/>. The University Ombudsperson serves as an impartial and confidential mediator of disputes among members of the University community. The University Ombudsperson is an excellent source of information and assistance in addressing concerns with faculty and other students.

Academic Integrity: As a graduate student in the Department of Counseling and Family Therapy, you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with per policies described in the School of Graduate Studies Handbook as well as in the Counselor Education Department's Student Handbook:

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

<https://www.ccsu.edu/ceft/counselorEducation-clinicalProfessionalCounseling.html>

All your work in this class should be original to you and to this class. Of course, you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. Also recycling papers from other classes is not acceptable. You can certainly continue to explore an area of interest, but you must do new or additional research and writing. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas; if in doubt, ask your professor. **Any work that is generated solely through the use of AI will not be accepted as original work.**

Per the Publication Manual of the American Psychological Association (2010), plagiarism involves presenting the work of another as if it were your own work. Work can refer to the written words of another, or their ideas. It is very important that you give appropriate credit to others when you use their work. If you use the exact words of an author in constructing a sentence or paragraph, you must use quotation marks around those words and give the page number in the citation. If you paraphrase someone else's work, you must also give them credit with a citation. Paraphrasing involves rewriting someone else's words to say what they said. It is best to use your own words when paraphrasing, but you can rearrange the order of words in an author's sentence AND change some of the words and this would be considered paraphrasing. A good rule of thumb to follow is that any time you use more than 3 words in a row from an author, put those words in quotes. All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. If plagiarism exists, it is a violation of the APA Ethical Standards, regardless of whether the plagiarism was intentional or not.

Sexual Misconduct, Intimate Partner Violence and Stalking:

Central Connecticut State University (CCSU) will not tolerate sexual misconduct against students, staff, faculty, or visitors in any form, including but not limited to: sexual assault, sexual exploitation, sexual harassment or stalking, as defined in CCSU policies. For additional information, please consult the CCSU policy at

<https://www.ccsu.edu/diversity/policies/index.html>. All faculty members and staff have a duty to report incidents of sexual harassment including sexual misconduct, intimate partner violence and stalking to Pamela Whitley, Title IX Officer, Office for Equity & Inclusion, Davidson Hall, 119. To file a report, contact: Equity & Inclusion (860-832-1652), Student Conduct (860-832-1667) or Student Affairs (860-832-1601). For criminal complaints, contact the University Police (860-832-2375). For support and advocacy, contact: Office of Victim Advocacy at 860-832-3795; Student Wellness Services at 860-832-1945 (confidential); Women's Center at 860-832-1655; the local YWCA's Sexual Assault Crisis Services Hotline at 860-223-1787 (confidential) and Prudence Crandall Center for Domestic Violence (confidential) at 888-774-2900 (24-hour hotline).

Statement on Discrimination and Harassment:

The Connecticut State Colleges and Universities ("CSCU") is committed to providing an educational and employment environment that is free from discrimination and/or harassment based on protected characteristics, and/or retaliation, including retaliation under applicable

federal and state laws for engaging in protected activity. To ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of its education program or activity, CSCU has developed this Discriminatory Harassment, Nondiscrimination, and Title IX Policy (the “Policy”) that provides for a prompt, fair, and impartial resolution of allegations of protected characteristic discrimination, harassment, and/or allegations of retaliation. CSCU values and upholds the equal dignity of all members of its community and strives to balance the rights of all individuals when resolving allegations during what is often a difficult time for all involved. <https://www.ccsu.edu/OEI>

The Office for Equity and Inclusion (OEI):

CSCU complies with all federal, state, and local laws, regulations, and ordinances prohibiting discrimination, harassment, and/or retaliation, including retaliation for engaging in protected activity, in public post-secondary education institutions. CSCU does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of actual or perceived age, ancestry, color, gender expression, gender identity, genetic information and/or family medical history, intellectual disability, learning disability, parental, family or marital status, past or present history of mental disability, physical disability, pregnancy or related conditions, race or national origin, religion or creed, sex, sexual orientation, veteran or military status, arrest and/or criminal conviction status, lawful source of income, citizenship or immigration status, or any other protected characteristic under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process within the institution. <https://www.ccsu.edu/OEI>

Accommodations

Central Connecticut State University (CCSU) is dedicated to ensuring equal access to academic programs and services in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Students with documented disabilities or temporary impairments who require accommodations are encouraged to contact the **Office of Accessibility Services (OAS)** at 860-832-1952 or via email at accessibilityservices@ccsu.edu. For more information on the registration process for accommodations, please visit the **Accessibility Services website** at <https://www.ccsu.edu/accessibility/>. Once accommodations are approved, it is strongly recommended that students discuss their needs with professors at the start of each semester to ensure mutual understanding. Please note that accommodations must be requested **each semester** and cannot be applied retroactively.

Additionally, under **Title IX of the Education Amendments of 1972** (20 U.S.C. §1681 et seq.),

CCSU prohibits discrimination on the basis of sex, including pregnancy, childbirth, and parental status, in educational programs and activities. Students seeking pregnancy-related accommodations should contact the Office of Accessibility Services.

Student Wellness Center

The Student Wellness Center’s Counseling and Student Development Department supports students' academic success by assisting them in resolving mental health concerns and other personal difficulties. The Center offers individual counseling, group counseling, and psychiatric referral services to enrolled full- and part-time students. They also provide referrals for specialty, long term, or more intensive services. Services are provided at no additional charge and are confidential. <https://www.ccsu.edu/counseling-and-student-development>

Health Services

The Student Wellness Center's Health Services Department supports students' academic success by providing routine medical care to enrolled full and part-time students. Services are provided at no additional charge and are confidential, although some lab tests, immunizations, treatments, and prescription medications may require a small fee. They also provide referral services for more complex or serious medical issues. <https://www.ccsu.edu/health-services>

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Academic Integrity - At Central Connecticut State University we value personal integrity as fundamental to our interactions with each other. We believe that one of the purposes of graduate education is for students to learn to think critically, to develop evaluative skills, and to express their own opinions and voices. We place special weight on academic honesty in all of our intellectual pursuits because it is a value that is fundamental to academic life and scholarly practice. All members of the University community are obligated to uphold high standards of academic honesty in their scholarship and learning. Therefore, we expect students to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's work and giving proper credit to the work and ideas of others. **THIS INCLUDES THE USE OF AI TO COMPLETE COURSEWORK.** Students can utilize AI to search information but not to compose assignments. Each student is responsible for becoming familiar with academic dishonesty and plagiarism and for avoiding all forms of cheating and plagiarism. <http://www.ccsu.edu/academicintegrity/>

Adjunct professors – we are fortunate to have multiple adjunct professors who currently work as school counselors teaching in our school counseling program. They deliver high quality instruction and mentorship. Unlike full time faculty members, adjunct professors do not hold office hours. However, you can make an appointment with an adjunct professor to discuss your progress in their class.

American Counseling Association (ACA). The ACA is the largest “umbrella” counseling organization in the United States. It represents the interests of all professional counselors, and has been actively involved in promoting the profession of counseling throughout the country.

ACA holds an annual conference in a major city each year. Information about the ACA can be obtained on site at <http://www.counseling.org>.

American School Counseling Association (ASCA). ASCA is the largest organization in the U.S. devoted to promoting the profession of school counseling. Although considered a subdivision of ACA, the American School Counseling Association can be joined separately. Information about ASCA can be obtained on site at <http://www.schoolcounselor.org>.

APA Style – All papers should be typed, double-spaced and conform to the standards of the Publication Manual of the American Psychological Association (7th edition).

For additional information or APA citation guidelines when writing a paper, please refer to:

- www.wooster.edu/psychology/apa-crib.html
- www.psychwww.com/resource/apacrib.htm
- www.lib.ucon.edu/find/guides/APAcitat.pdf
- www.apastyle.org/previoustips.html

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.

Certification – School counselors are certified by the state of Connecticut. At the close of your internship year, you will complete paperwork under the direction of the SEPS credentialing coordinator. The program coordinator and department chair must sign off on all credentialing paperwork signifying that students have completed all requirements for the program. For more information about school counseling certification in CT, please go to: <https://portal.ct.gov/SDE/Certification/Bureau-of-Certification/Certification-Guides-and-Fact-Sheets>

Chi Sigma Iota - Chi Sigma Alpha Student Affairs Honors Society International is comprised of graduate students, alumni, faculty, and student affairs professionals to promote and recognize excellence in academics, research, and service to the profession of student affairs. The Alpha Delta Chapter was established at CCSU in the Fall of 2017. Chi Sigma Alpha, International has now expanded to include over 200 individuals and 25 chapters since its formation, with CCSU being the 25th chapter. <http://www.ccsu.edu/ceft/chiSigmaAlpha.html>

Conference Attendance - 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 School Counseling. The Graduate Student Association has some funds to help subsidize a limited number of workshops and conferences. Contact the president of the Graduate Student Association for details.

Connecticut Counseling Association (CCA). Membership in the CCA, provides an opportunity for students to attend meetings and conferences within the state and to meet other counseling students and professionals. CCA has many specialty subdivisions, one of which

can be joined for free with CCA membership. Information about the CCA can be found at <http://www.ccain.org>

Connecticut School Counseling Association (CSCA). CSCA advocates for the specific concerns of school counselors in the State of Connecticut and holds its own annual training conference each May. CCSU students are encouraged to serve as members of the CSCA graduate liaison committee and present data/topical interest area posters at the annual conference.

Endorsement Policy – The coordinator of the School Counseling program endorses only those students who have satisfactorily completed their program of study including all course work and field experiences.

The State of Connecticut grants the school counseling certificate after a candidate completes a planned program of study leading to a master’s degree, and is recommended by the Office of the Dean of the School of Education and Professional Studies. When a student completes a school counseling program, the student applies for certification through the Office of the Dean. The department chair reviews and verifies that all requirements have been met. The student is then recommended for certification by the University certification officer. The final decision is made by the State Department of Education, Bureau of Certification and Professional Development.

Fieldwork Sites – Students will complete fieldwork at two different levels. At least one sites must serve 30% or more students of color. The following sites are suggested to students because they incorporate the following (1. a proven track record of commitment to youth and the school counseling profession; 2. a comprehensive school counseling program 3. access to adequate supervision; 4. Suitable office space for school counselors; and 4. Access to key school counseling tools (such as PowerSchool and Naviance):

Elementary Schools	Middle Schools	High Schools*
Highland Elementary School, Cheshire Doolittle Elementary School, Cheshire Truman Elementary School, New Haven Prudence Crandall Elementary School, Enfield	Avon Middle School Chippens Hills Middle School, Bristol Edison Middle School, Meriden Illing Middle School, Manchester King Phillip Middle School, West Hartford Old Saybrook Middle School Middle School of Plainville Vernon Middle School Woodrow Wilson Middle School, Middletown Martin Kellogg Middle School, Newington Smith Middle School, Glastonbury James A. Moran Middle School, Wallingford	Conard High School, W. Hartford Fitch High School, Groton Hall High School, W. Hartford Farmington High School Lewis Mills High School, Burlington Middletown High School Newington High School Old Saybrook High School Plainville High School Wethersfield High School Windsor High School Windsor Locks High School Windham Technical High School CREC Academy of Aerospace and Engineering, Hartford

*Several students have been approved to do their internship in Adult Education Centers. These programs serve nontraditional high school students in the evening. CCSU students have interned at Bristol, Newington, Vernon and Manchester Adult Ed.

RAMP SCHOOLS in Connecticut:

Newington High School (former RAMP school); Shepaug Valley School, Washington, CT; Berlin High School

CSCA Leadership Roster – Check with school counselors currently serving in leadership roles in our state association at <https://esca.wildapricot.org/Leadership-Roster>

Fingerprinting – All fieldwork students (practicum and internship) must be fingerprinted according to the cooperating school district's protocol as part of the background check completed prior to initiating fieldwork. Practicum and internship students must present evidence (i.e. an email from a district HR staff member) indicating that fingerprinting and a background check have been completed.

Forms - Student forms can be found on our department website.

<http://www.cesu.edu/ceft/counselorEducation-schoolCounselingMS.html>

Full-time or Part-time Status - Central Connecticut State University prides itself on its diversity and its emphasis on the "Non-traditional Student." The School Counseling 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 Intersession and Summer and occasionally on weekends. 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 school 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 (1) Core Courses (including practicum) (2) Specialization Courses, (3) Internship, and (4) Capstone. Other required courses may be taken when offered following completion of the prerequisites and following full acceptance into the specialization. Part-time students are advised to plan on taking two courses per semester prior to taking the practicum sequence. 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 not required to take an internship during their third year but are expected to follow the program's sequential pattern over a longer time. Full-time students can complete the program in three years; all students must finish the program within a six-year time frame from the time they begin the program. It is very **important to** inform the Registrar's Office if they are changing their full-time or part-time status. When completing the internship, please contact your advisor if you plan to go below 9 credits so that the registrar can be contacted to ensure student loans do not come due during your final fieldwork year.

Graduation – In February before the end of the program, students will apply to graduate. These forms are furnished by your internship professor and are turned into the Dean of Graduate Studies. This process initiates an audit of all coursework to ensure students have met all graduation requirements.

Graduate Student Association - The Graduate Student Association 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 Association (GSA) sponsors orientation activities for new graduate students, lectures, the GSA Scholarship, and Leadership Development Grants. The later helps graduate students attend conferences and workshops or complete research associated with preparing 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

Grievance Policy -

Complaints or disputes concerning a professor, academic advisor, or clinical supervisor should first be addressed directly with the party involved. If a satisfactory outcome cannot be worked out, concerns can be discussed with the Program Coordinator. 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 College of Health and Rehabilitation Sciences](#) (CHRS) should be contacted.

Disputes regarding grades are resolved through the grade appeals process, which is described in the [CCSU's Graduate Studies Student Handbook](#) and initiated by the student through the "[Appeal for Grade Change](#)" form.

CCSU also has an [Office of the University Ombudsperson](#). The University Ombudsperson serves as an impartial and confidential mediator of disputes among members of the University community. The University Ombudsperson is an excellent source of information and assistance in addressing concerns with faculty and other students. For more information, please visit their [webpage](#). Additional grievance procedures, depending on the type, can be accessed on CCSU's [Office for Equity and Inclusion](#) webpage.

Internship - The school counseling internship experience is intended to enable the student to enhance developmental counseling skills and to integrate professional knowledge and skills within the context of an actual school setting. It is the culminating experience in developing your new identity as a professional school counselor. Many graduates report that it was the most important part of their professional training. The internship is a minimum of 700 hours over the course of the full 10-month school year that includes a minimum of 300 hour of direct student contact.

Licensure (LPC) – Students may elect to prepare for licensure as a professional counselor during the course of their program. In order to meet the requirements for licensure, as per the CT Department of Public Health, students must do the following:

1. Earn 60 graduate credits in Counseling

2. Take an additional 600 hour mental health counseling (CNSL 594). Upon completion of mental health internship, and post-graduation, you are eligible for your LPCA.
3. Pass the NCE or NCMCHE
4. Counselors must undergo 3,000 hours postgraduate experience with 100 hours of supervision over a period of not less than two years. Once complete, you can apply for your LPC with the State of Connecticut.

Membership in Professional Organizations – Membership in professional organizations is **strongly** encouraged as a means to strengthen your professional identity and provide you with opportunities to network with fellow professional counselors, to receive journals and newsletters that will enable you to stay current with professional literature, and to attend training seminars and conferences. The national organizations also provide many member benefits and services including professional liability insurance. (see ACA, ASCA, CCA, and CSCA).

Mentoring – Students have the opportunity to be paired with a mentor when they first begin the program. Mentors will be encouraged to meet with their mentees periodically while they are both at CCSU to support the mentees transition into the program and success. Mentors and mentees will be invited to periodic gatherings throughout the school year.

Non-counseling duties – Practicum and internship provide our students with rich learning opportunities. School counseling fieldwork students will not routinely complete non-counseling duties as part of their hours. This means that fieldwork students should not be substituting for teachers, disciplining students, and supervising lunchrooms. Site supervisors will be made aware of the counseling duties that are most suitable for fieldwork students. University site supervisors will contact any school site supervisors who routinely task fieldwork students with non-counseling duties.

Non-Discrimination Policy - The University has a clear policy statement on the prohibition against discrimination, which can be found in the graduate catalog and on promotional materials for the program. 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 handicap. 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..."

Plagiarism - According to the American Heritage Dictionary (1996), to plagiarize is to: “use and pass off the ideas or writings of another as your own.” (The American Heritage Dictionary, 1996) In other words, plagiarism involves both stealing someone else’s work or ideas and not giving that person the proper credit (American Psychological Association Manual [APA], 2001). Students who choose to plagiarize risk receiving a failing grade for the course, may be assigned remediation tasks and may be removed from the program at the discretion of the Department of Counseling and Family Therapy faculty and per university policy.

Plan of Study – Upon entering the program, each student will create a Plan of Study with their advisor. This plan serves as an informal contract between the student, the advisor, and the graduate studies office which clarifies all of the coursework a student must complete in order to successfully graduate from the program. Advisors can review your plan of study with you on a regular basis to ensure you are progressing toward graduation.

Practicum – Each student will complete a one semester practicum at a school. Students must complete a minimum of 100 hours. Forty of those hours must be spent in direct service with students (counseling, academic advising, and teaching school counseling lessons). Practicum hours begin the first week of the semester and end when the semester ends (Late January to Early May).

Professional Identity – One of the central goals of the CCSU school counseling program is the adoption of a professional counselor identity. Professional identity is the result of a developmental process that facilitates individuals to reach an understanding of their profession in conjunction with their own self-concept, enabling them to articulate their role, philosophy, and approach to others within and outside of their chosen field (Brott & Myers, 1999; Smith & Robinson, 1995). The CCSU School Counseling Program offers multiple pathways for developing one's professional identity inside and outside of classroom learning.

Registration – Dates for on-line registration for each semester is announced on the university calendar on the CCSU website. Students wishing to register for a course who find the section full can contact the professor to find out if they can get an override to join the course. If this override is granted, they must provide their name, student ID#, Course # (including CRN #) to our program secretary, Victoria Hunter at hunterv@ccsu.edu. Students who are admitted conditionally must get an override to register each new semester until they no longer have conditional status.

SafeAssign - SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. A SafeAssign originality report provides detailed information about the matches found between a student's submitted paper and existing sources. Both instructors and students use the report to review assignment submissions for originality and create opportunities to identify how to properly attribute sources rather than paraphrase. CCSU faculty will be using SafeAssign. Students are encouraged to use SafeAssign to review all written assignments prior to submitting them for a grade.

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 School of Graduate Studies and are announced through the Department of Counseling & Family Therapy. The library is also an excellent source of information regarding the availability of scholarships and other sources of funding for education.

<http://www.ccsu.edu/grad/resources/scholarships.html>

Self-care - Self-care is an essential aspect of counselor education, practice and sustainability. Self-care is any activity that we do deliberately in order to take care of our mental, emotional, financial and physical health. Although it's a simple concept in theory, it's something we very often overlook. Good self-care is key to improved mood and reduced anxiety. It's also essential to developing and maintaining a good relationship with oneself and others.

Self-Care Retreat – Each fall CEFT students are invited to participate in a day long gathering focused on the essential practice of self-care. Counselors in training and practicing counselors experience a great deal of stress as they strive to support their clients on their journey toward improved mental health. This low-cost retreat gives students and faculty the opportunity to explore self-care approaches, develop fellowship in the program, and set an intention for the academic year ahead.

Taping Clients – Students in practicum and internship will be asked to record themselves counseling a student in one-on-one sessions. Students must get written parental permission to audiotape sessions using our university approved form. If the district requires a separate form, that must be completed as well. Students provide internship professors with their full tape via thumb drive. Once these recordings are graded, they must be fully erased or destroyed to ensure confidentiality. Students names will not be shared when discussing the case.

Technology Requirements:

Web-Based Systems:

Two primary online platforms are employed by the Department of Counselor Education and Family Therapy (CEFT):

1. Blackboard Learn, the Learning Management System (LMS) used by the larger university where syllabi, lectures, routine assignments, grades, and other miscellaneous functions are overseen by individual course instructors. This is provided by the University.
2. Experiential Learning Center (ELC), an integrated workspace used by the Department of CEFT where specific faculty-identified key assessments and field placement assignments are completed by students for program-related accreditation data collection and reporting purposes. This is available for purchase by students for a one-time cost of \$215.

Needed technology:

Students must, therefore, be able to access the internet on a consistent basis to submit their work. CCSU offers multiple areas where students can work, including computer labs, and internet is free throughout campus. Most students prefer to have their own laptops, but campus computer labs may be utilized, following the university's scheduled hours

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 regarding such policies.

<http://www.ccsu.edu/bursar/>

APPENDICES

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Appendix II.	Counselor Competencies Checklist
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Appendix IV.	Sample Supervision Map
Appendix V.	Important Points to Remember
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APPENDIX I

STUDENT FORMS

Students have easy access to important departmental and university forms that are available on the website at <https://www.ccsu.edu/programs/counselor-education-specialization-school-counseling-ms/student-forms>

Most forms are available through ELC, these are the forms on the site:

- Parental Release Form
- Internship Agreement
- Practicum Agreement

Appendix II. Counselor Competencies Checklist

COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES CHECKLIST (C³ Form)

**Department of Counselor Education &
Family Therapy**



POLICY ON EVALUATING COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES

Because of the special nature of a counseling relationship, it is critically important that students are relatively free from emotional distress or any

psychological problems that may impair their effectiveness as counselors. People who request counseling are often in emotional crisis and need to make important decisions about their lives; therefore, they have a right to expect that their counselor is competent, ethical and psychologically healthy. Additionally, research has shown that effective counselors possess characteristics that include, but are not limited to, openness, flexibility, cooperation, a positive attitude, willingness to use and accept feedback, awareness of one's impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. Furthermore, effective counselors adhere to standards of ethical conduct and recognize and appreciate the worth of all people regardless of individual differences. No student is expected to be a perfect self-actualized human being; nonetheless, it is important that students are motivated to grow personally and professionally as well as continuously evaluate their own needs, values, and personality traits that may have a bearing on their counseling effectiveness. The counseling curriculum is designed to provide ample opportunities for self-growth and self-awareness, and faculty members are committed to working with students throughout their training program.

Taking the abovementioned into consideration, the Department of Counselor Education and Family Therapy evaluates all students on the basis of personal characteristics that have been deemed essential to becoming an effective counseling professional. Instructors of identified courses will complete a ***Counselor-in-Training Skills and Competencies Checklist (C³)*** on each student at the end of the course. **Instructors of CNSL 500, CNSL 501, and CNSL 525 will complete a C³ on each enrolled student (Section 1 of the C³ is not required for CNSL 525). Students will need to obtain a Tevera account for purpose of this task** (please refer to the Tevera account registration instructions provided by your course instructor). Because the C³ checklist is not a key assignment used to calculate the final course grade, no specific points are available. The results, however, will become part of the student's file. A blank copy of the checklist will be provided to students in advance so they can be aware of the format and associated criteria. By the end of the course, students will review the results of the completed checklist via Tevera. All students have the right to discuss the results of their evaluation with the instructor.

The purpose of the C³ evaluation is to make sure that all students admitted to the graduate programs offered within the Department of Counselor Education and Family Therapy have the necessary personal and professional characteristics that will enable them to be effective counselors; therefore, **this form may also be completed by any instructor for any student enrolled in any course**. This checklist becomes part of the student's file and is seen by the student's academic advisor and/or the larger Departmental faculty prior to rendering a decision regarding admission into candidacy. It may also be used to assess a student's qualifications for continuing in a pre-professional program. No student is counted out of the program strictly on the basis of

Counselor-in-Training Skills and Competencies Checklist (C³) results alone. When faculty has concerns about a student’s readiness for entrance into the counseling profession, they work with the student to provide sufficient opportunity for improvement. On the rare occasion where all efforts to remedy the situation have failed, the student is counseled to discontinue the program; in such an instance, the student is advised of their appellate rights. Please refer to the Student Handbook for detailed information on the gatekeeping process and assessment of professional functioning and behavior.

COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES CHECKLIST (C³ Form)

Student/Counselor-in-Training: _____

Student’s Academic Program (circle): CPC 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.

SECTION 1						
COUNSELOR-IN-TRAINING FOUNDATIONAL COUNSELING SKILLS						
[CACREP Standard 3.E.9.; Counselor Education Program Objective 4]						
To be completed by instructors of CNSL 500 , and CNSL 501 and as needed by any instructor in any course						
SKILL	DESCRIPTION	4	3	2	1	N/A
Essential Interviewing Skills	Nonverbal attending skills; minimal encouragers; basic questioning skills; closing and termination.					
Essential Counseling Skills	Therapeutic relationship; interactive/facilitative skills; deepening behaviors; problem solving skills; advocacy skills.					

SECTION 2						
COUNSELOR-IN-TRAINING PROFESSIONAL DISPOSITIONS						
[CACREP Standard 3.E.8.;Counselor Education Program Objectives 3, 7, 8, & 9]						
To be completed by instructors of CNSL 500 , CNSL 501 , CNSL 525 , and as needed by any instructor in any course						
Adapted from the <i>CASEL Framework</i> : https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/						
DISPOSITION	DESCRIPTION	4	3	2	1	N/A
SELF-AWARENESS	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	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	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 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.					
RESPONSIBLE DECISION-MAKING	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.</p>			
<p>4.0 Demonstrates Exceptional Competency</p>	<p>3.0 Demonstrates Competency</p>	<p>2.0 Approaching Competency</p>	<p>1.0 Insufficient Competency</p>

Note: Identify to the nearest level.

<p>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.</p>

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.**

STRENGTHS	
AREAS OF IMPROVEMENT	

FOR STUDENTS IN CNSL 500, 501, & 525
(COMPLETED IN TEVERA)

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.

Student's Name (please print)
Date

Student's Signature

Instructor's Name (please print)
Date

Instructor's Signature

FOR STUDENTS IN COURSES OTHER THAN CNSL 500, 501, & 525
(COMPLETED VIA PAPER OR ELECTRONIC COPY)

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.

Student's Name (*please print*)
Date

Student's Signature

Instructor's Name (*please print*)
Date

Instructor's Signature

APPENDIX III

Advising FAQ

1. What should I do if I have a question?

First, please search this handbook for the answer. If you still cannot locate the answer, please email your advisor.

2. How do I go about finding a field placement?

Students are responsible for finding their own field placements. A partial list of schools where students have been successful in the past is located in this handbook.

3. What do I do next, after I have found my field placement?

Set an appointment with your site supervisor to review the practicum or internship agreement, inquire about their fingerprinting/background check process. This must be completed prior to beginning your fieldwork. Make sure you have liability insurance. This is a benefit you can get when you become an ASCA member.

4. Why do we need an ELC account?

Like school counselors and K-12 educators, our department faculty strives to continuously improve our programs. In order to do so, we must collect data on key assessments at multiple points during your graduate program. ELC is the platform we have chosen to utilize for this purpose. Additionally, ELC is what you will use to track your hours completed in practicum and internship. This will be valuable information when you are obtaining your certification.

5. What if I need to withdraw for a semester?

Please set an appointment with your advisor to discuss your need to withdraw so that we can give you support and plans can be made for your return. Next, meet with or contact the registrar's office.

6. How long do I have to complete the program?

You have six years to complete the program. Should you need additional time, speak with your advisor.

7. What if I'm struggling in a course?

Seek help. Speak to the professor, ask for assistance from a classmate, make an appointment at the writing center. <https://www.ccsu.edu/writingCenter/>

8. How do I get involved with CSCA or CCA?

Go to their website, become a member, attend a monthly meeting and sign up for a committee (i.e. conference planning, annual awards, etc.)

9. How do I find out about school counseling jobs in CT?

There are many websites that are utilized by human resources to post job openings. Check CTREAP at <https://www.ctreap.net/index.php>

10. When do I get my school counseling certification?

After you provide evidence of 10 full months of hourly logs (ending in June), a CCSU credentialing liaison will sign off on your completion of all requirements. This usually takes place in late June. Certification is usually ready in August. Dr. Evans Zalewski can provide you with a letter to present to your new district clarifying that you are a student in good standing who has completed all requirements for certification.

APPENDIX IV

Sample Supervision Map

Supervisee: xx Supervisor: _____ Date: _____ Supervision Map # _____

Topics for Today:

Strengths:

Needs Attention:

Goals:

Ethical Concerns:

Supervisor Comments:

Supervisee Comments:

APPENDIX V

DEPARTMENT OF COUNSELOR EDUCATION & FAMILY THERAPY

IMPORTANT POINTS TO REMEMBER

- ✓ Prior to entering into the practicum portion of the School Counseling program, faculty will complete the Student Competencies Check List (See Appendix) on all students that take CNSL 501 and 500. The purpose of this is to ensure that no student has personal

problems significant enough to limit his or her effectiveness as a professional counselor. 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 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 the 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 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, and a criminal history background check.
- ✓ Students must apply in advance for their capstone and for graduation.
- ✓ All school counseling students are strongly encouraged to join the Connecticut Counseling Association and its subdivision the Connecticut School Counseling Association and the American School Counseling Association.

Appendix VI Practicum Agreement



SCHOOL COUNSELING - PRACTICUM AGREEMENT – CNSL 508

(revised 11/24)

Student _____ Email: _____

Supervisor _____

Agency address _____

Phone _____ Email _____

The practicum will be effective for a period from _____ to _____
 for _____ hours per week for _____
 Student Name

Within the resources and needs of the practicum site, the student will be provided with experience in as many of the activities described below in sufficient amounts to allow an adequate evaluation of the student's level of competence in the designated activity. **One hour of weekly supervision will be provided by the site supervisor.**

The faculty supervisor, Professor _____ at telephone number _____ and email _____ will be the primary contact to whom all communications will be made regarding the student's progress, problems, and performance evaluations.

Practicum Activities

1. Individual Counseling for problems of personal, social occupational, educational nature, including assistance with selection of academic courses	8. Career Counseling
2. Group Counseling; Leading or Co-Leading	9. Weekly individual supervision with site supervisor
3. Intake interviewing, including taking social history information	10. Weekly group or peer supervision with faculty supervisor
4. Testing: Administration, analysis, interpretation of results	11. Case conference or staff meeting
5. Report writing, record keeping, treatment plans, treatment summaries	12. School Counseling Lessons/ school wide- activities
6. Consultation, referrals, professional team collaboration	13. Participation in orientation sessions, contact with community resources
7. Participation in planning and placement team meetings, post-secondary planning activities	14. Participation in administrative support activities and routine school counseling systems management, e.g., assistance with students' schedules, registrations, etc.



Faculty Supervisor Responsibilities:

In a Master’s in Counseling program, the **faculty supervisor** is an essential mentor who ensures the student receives comprehensive, quality supervision that supports both their professional and personal development. Their role goes beyond simply overseeing hours and tasks—they are active in shaping the student’s understanding of counseling practice, ethical issues, and professional identity, all while ensuring the student meets the program’s learning goals and standards.

The faculty supervisor is responsible for:

1. Pre-fieldwork preparation	6. Documenting and reporting
2. Providing ongoing supervision and support via weekly group supervision	7. Ensuring compliance with program and accreditation standards
3. Assessment, feedback and evaluation	8. Crisis support and problem-solving
4. Providing professional development and reflection opportunities	9. Final evaluation and Integration
5. Communication with fieldwork site and site supervisor	

Site Supervisor Responsibilities:

The **site supervisor** plays a critical role in guiding and overseeing the practical experience of students in a Master’s in Counseling program. While the **faculty supervisor** handles academic and theoretical guidance, the **site supervisor** is responsible for the on-the-ground, day-to-day supervision and mentorship of the student.

The site supervisor is responsible for:

1. Providing clinical supervision and guidance	6. Ensuring safe and effective client care
2. Monitoring and evaluating progress	7. Supporting professional boundaries and self-care
3. Providing case management and support	8. Collaboration with faculty supervisor
4. Ensuring adherence to ethical and legal standards	9. Ensuring competency in multi culturally sensitive practices
5. Providing weekly supervision sessions (1 hour)	10. Evaluation and feedback

Fieldwork Student’s Responsibilities:

During fieldwork in a Master’s in Counseling program, students have a range of **responsibilities** to ensure they develop the necessary skills, knowledge, and professional behaviors to become effective counselors. These responsibilities can be grouped into areas such as **counseling practice**, **professional behavior**, and **learning and reflection**.

1. Counseling practice

a. Provide client-centered work	d. Engage in and document supervision
b. Build therapeutic relationships	e. Act on feedback
c. Document casework	f. Utilize counseling skills



2. Professional and ethical behavior

a. Maintain confidentiality (except in instances when safety is compromised)	c. Engage in ethical decision making
b. Maintain professional boundaries	d. Adhere to legal standards

3. Learning and reflection

a. Demonstrate self-awareness, self-management, social awareness, relationship skills and decision-making skills	g. Meet program requirements
b. Seek professional development	h. Complete assignments in a timely manner
c. Engage in self-care	i. Complete assigned task at site in a professional and timely manner
d. Respect diversity	j. Communicate clearly
e. Approach work/learning with cultural humility	k. Collaborate with site staff
f. Adapt counseling techniques to be respectful and responsive to cultural values, beliefs and preferences of each client	

Emergency procedures:

In the event of an emergency, please follow your organization’s protocol, as well as notifying their practicum faculty supervisor and the Coordinator of the School Counseling Program.

Format and frequency of consultation between the counselor education program and the site to monitor student learning:

1. Faculty supervisors will introduce themselves to site supervisors via email correspondence
2. Faculty supervisor provides contact information
3. Faculty supervisor will schedule an in person or virtual site visit once per semester minimally.
4. Faculty supervisor will encourage site supervisor to contact them with all questions and concerns.
5. Faculty supervisors will respond to site supervisor’s concerns in a timely manner.
- 6.

Fieldwork hours required:

PRACTICUM REQUIREMENTS PER ACADEMIC SEMESTER	
Direct hours (with students)	40 hours (minimum)
Indirect hours (supporting adults, systems, etc.)*	60 hours (minimum)
TOTAL HOURS	100 hours (minimum)

*Weekly group supervision provided by faculty supervisor counts toward indirect hours.



Practicum Checklist

- Student has been approved by program faculty to begin Practicum.
- Student has obtained liability insurance.
- Student has passed district background check process.

Site Supervisor Checklist

- Site Supervisor has a master's degree in school counseling.
- Site Supervisor has an active CT school counseling credential (068).
- Site Supervisor has a minimum of 2 years post-master's professional experience as a school counselor.
- Site Supervisor has taken part in CCSU site supervisor training (or will do so in next 30 days).
- Site Supervisor has reviewed the Field Work section of the CCSU School Counseling Program Handbook and has knowledge of the program's expectations, requirements, and evaluation procedures for students.

Acknowledgement:

By accepting to work with and supervise the school counseling graduate student while they conduct their practicum fieldwork training, the school acknowledges the assigned site supervisor meets the required professional qualification to supervise the student as well as agrees to consistently provide the student the necessary supervision as described within this document. Furthermore, the school agrees to abide by and uphold all federal and state laws and regulations, including the ethical standards established for the training of school counselors, which includes but is not limited to all forms of service delivery.

Student: _____ Date: _____
 Site Supervisor: _____ Date: _____

Appendix VI Internship Agreement



SCHOOL COUNSELING - INTERNSHIP AGREEMENT – CNSL 591

Student _____ Email: _____

Supervisor _____

Agency address _____

Phone _____ Email _____

The internship will be effective for a period from _____ to _____
 for _____ hours per week for _____
 Student Name

Within the resources and needs of the internship site, the student will be provided with experience in as many of the activities described below in sufficient amounts to allow an adequate evaluation of the student's level of competence in the designated activity.

The faculty supervisor, Professor _____ at telephone number _____ and email _____ will be the primary contact to whom all communications will be made regarding the student's progress, problems, and performance evaluations.

Internship Activities

1. Individual Counseling for problems of personal, social, occupational, educational nature.	9. Career Counseling
2. Group Counseling; Leading or Co-Leading	10. Individual supervision
3. Intake interviewing, including taking social history information	11. Group or peer supervision
4. Testing: Administration, analysis, interpretation of results	12. Case conference or staff meeting
5. Report writing, record keeping, treatment plans, treatment summaries	13. Psychoeducational or developmental counseling activities
6. Consultation, referrals, professional team collaboration	14. Participation in orientation sessions, contact with community resources
7. Assessment, diagnosis, and treatment/intervention planning for persons with mental and emotional disorders.	15. Participation in administrative support activities and routine systems management
8. Participation in planning and placement team meetings.	16. Other _____



Faculty Supervisor Responsibilities:

In a Master's in Counseling program, the **faculty supervisor** is an essential mentor who ensures the student receives comprehensive, quality supervision that supports both their professional and personal development. Their role goes beyond simply overseeing hours and tasks—they are active in shaping the student's understanding of counseling practice, ethical issues, and professional identity, all while ensuring the student meets the program's learning goals and standards.

The faculty supervisor is responsible for:

1. Pre-fieldwork preparation	6. Documenting and reporting
2. Providing ongoing supervision and support via weekly group supervision	7. Ensuring compliance with program and accreditation standards
3. Assessment, feedback and evaluation	8. Crisis support and problem-solving
4. Providing professional development and reflection opportunities	9. Final evaluation and Integration
5. Communication with fieldwork site and site supervisor	

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The **site supervisor** plays a critical role in guiding and overseeing the practical experience of students in a Master's in Counseling program. While the **faculty supervisor** handles academic and theoretical guidance, the **site supervisor** is responsible for the on-the-ground, day-to-day supervision and mentorship of the student.

The site supervisor is responsible for:

1. Providing clinical supervision and guidance	6. Ensuring safe and effective client care
2. Monitoring and evaluating progress	7. Supporting professional boundaries and self-care
3. Providing case management and support	8. Collaboration with faculty supervisor
4. Ensuring adherence to ethical and legal standards	9. Ensuring competency in multi culturally sensitive practices
5. Providing weekly supervision sessions (1 hour)	10. Evaluation and feedback

Fieldwork Student's Responsibilities:

During fieldwork in a Master's in Counseling program, students have a range of **responsibilities** to ensure they develop the necessary skills, knowledge, and professional behaviors to become effective counselors. These responsibilities can be grouped into areas such as **counseling practice**, **professional behavior**, and **learning and reflection**.

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a. Provide client-centered work	d. Engage in and document supervision
b. Build therapeutic relationships	e. Act on feedback
c. Document casework	f. Utilize counseling skills

2. Professional and ethical behavior

a. Maintain confidentiality (except in instances when safety is compromised)	c. Engage in ethical decision making
b. Maintain professional boundaries	d. Adhere to legal standards



3. Learning and reflection

a. Demonstrate self-awareness, self-management, social awareness, relationship skills and decision-making skills	g. Meet program requirements
b. Seek professional development	h. Complete assignments in a timely manner
c. Engage in self-care	i. Complete assigned task at site in a professional and timely manner
d. Respect diversity	j. Communicate clearly
e. Approach work/learning with cultural humility	k. Collaborate with site staff
f. Adapt counseling techniques to be respectful and responsive to cultural values, beliefs and preferences of each client	

Emergency procedures:

In the event of an emergency, please follow your organization’s protocol, as well as notify the Faculty Internship Supervisor and the School Counseling Program Coordinator.

Format and frequency of consultation between the counselor education program and the site to monitor student learning:

1. Faculty supervisors will introduce themselves to site supervisors via email correspondence
2. Faculty supervisor provides contact information
3. Faculty supervisor will schedule an in person or virtual site visit once per semester minimally.
4. Faculty supervisor will encourage site supervisor to contact them with all questions and concerns.
5. Faculty supervisors will respond to site supervisor’s concerns in a timely manner.

Fieldwork hours required:

INTERNSHIP REQUIREMENTS PER ACADEMIC SEMESTER	
Direct hours (with students)	120 hours (minimum); need 240 total
Indirect hours (supporting adults, systems, etc.)*	230 hours (minimum); need 460 total
TOTAL HOURS	350 hours (minimum); need 700 total

*Weekly group supervision provided by faculty supervisor counts toward indirect hours.

Internship Checklist

- o Student has been approved by program faculty to begin Internship
- o Student has obtained liability insurance.
- o Student has passed district background check process.

Site Supervisor Checklist

- o Site Supervisor has a master’s degree in school counseling.
- o Site Supervisor has an active CT school counseling credential (068).
- o Site Supervisor has a minimum of 2 years post-master’s professional experience as a school counselor.
- o Site Supervisor has taken part in CCSU site supervisor training (or will do so in next 30 days).
- o Site Supervisor has reviewed the Field Work section of the CCSU School Counseling Program Handbook and has knowledge of the program’s expectations, requirements, and evaluation procedures for students.



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Student: _____ Date: _____

Site Supervisor: _____ Date: _____