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University of Connecticut Counselor Education and
Counseling Psychology Program Handbook

Table of Contents

SECTION I: INTRODUCTION TO THE COUNSELOR EDUCATION PROGRAM:	4
INTRODUCTION TO THE PROGRAM	4
PROGRAM MISSION STATEMENT	5
COUNSELOR EDUCATION’S STATEMENT ON DIVERSITY, MULTICULTURALISM, INCLUSION, AND SOCIAL JUSTICE	6
PROGRAM FACULTY	7
PROGRAM THEMES	8
PROGRAM OBJECTIVES	9
EXPECTATIONS OF STUDENTS	10
SCHOOL COUNSELING PROGRAM COURSE OF STUDY (CURRICULUM)	11
<i>Two-Year Program</i>	11
<i>Two and a Half Year Program</i>	12
<i>Three-Year Program (Part-Time Students)</i>	13
COURSE DESCRIPTIONS	14
CERTIFICATION IN THE STATE OF CONNECTICUT	16
<i>068 (School Counseling) Certification Process</i>	17
Certification Checklist	17
The Certification Process	18
PRACTICUM & INTERNSHIP	20
<i>Introduction to Practicum & Internship</i>	20
<i>Purpose and Expectations of Clinical Placements</i>	20
<i>CACREP Standards for Practicum & Internship</i>	20
<i>Professional Liability Insurance</i>	21
<i>Fingerprint Requirements for School Counseling Clinical Placements</i>	21
<i>Practicum Requirements</i>	22
<i>CACREP Internship Requirements</i>	22
<i>Progress to Internship Approval Process</i>	22
<i>Counseling Program Exams</i>	22
<i>Counselor Preparation Comprehensive Exam (CPCE):</i>	22
<i>The National Counselor Examination (NCE):</i>	23
COUNSELOR EDUCATION PROGRAM, STUDENT RETENTION POLICY	23
SECTION II: UNIVERSITY OF CONNECTICUT GRADUATE STUDIES POLICIES	24
CREDIT LOADS	25
GRADE REQUIREMENTS	25
ACADEMIC INTEGRITY	26
<i>POLICY STATEMENT</i>	28
<i>ENFORCEMENT</i>	28
<i>REFERENCES</i>	29
<i>PROCEDURES/FORMS</i>	29
<i>POLICY HISTORY</i>	29
STUDENT WITH DISABILITIES	29
FILING A COMPLAINT	30
FILING AN APPEAL	31
GRADUATE HEARING PROCEDURES	32
ACADEMIC DISMISSAL POLICY	33
SECTION III: STUDENT RESOURCES	35
THE GRADUATE SCHOOL	35
CAMPUS SERVICES	35
<i>Student Health and Wellness – Mental Health</i>	35

<i>Student Health and Wellness – Medical Care</i>	35
<i>Center for Career Development</i>	36
<i>Center for Students with Disabilities</i>	36
<i>Writing Center</i>	36
<i>Office for Diversity and Inclusion</i>	36
<i>Women’s Center</i>	36
<i>African American Cultural Center</i>	36
<i>Asian American Cultural Center</i>	37
<i>Puerto Rican / Latin American Cultural Center</i>	37
<i>Rainbow Center</i>	37
<i>Technology Support Center</i>	37
SECTION IV: PROFESSIONAL ORGANIZATIONS FOR COUNSELOR EDUCATORS AND SCHOOL COUNSELORS	38
AMERICAN COUNSELING ASSOCIATION (ACA)	38
AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)	38
CONNECTICUT SCHOOL COUNSELOR ASSOCIATION (CSCA)	38
CONNECTICUT COUNSELING ASSOCIATION (CSA)	38
NATIONAL CAREER DEVELOPMENT ASSOCIATION (NCDA)	38
AMERICAN MENTAL HEALTH COUNSELING ASSOCIATION (AMHCA)	38
AMERICAN REHABILITATION COUNSELING ASSOCIATION (ARCA)	38
ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION (ACES)	39
NORTH ATLANTIC REGION ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION (NARACES)	39
CHI SIGMA IOTA (INTERNATIONAL HONOR SOCIETY FOR COUNSELORS)	39
INTERNATIONAL ASSOCIATION OF ADDICTIONS AND OFFENDER COUNSELORS (IAAOC)	39
APPENDIX I: FORMS FOR ENROLLED COUNSELING GRADUATE STUDENTS	40
PLAN OF STUDY FOR THE MASTER’S DEGREE	40
REQUEST FOR CHANGES IN PLAN OF STUDY FORM TO THE GRADUATE SCHOOL:	40
REPORT ON THE FINAL EXAMINATION FOR THE MASTER’S DEGREE	40
FORMS FOR ALL ENROLLED GRADUATE STUDENTS (SUBMIT TO THE GRADUATE SCHOOL)	40
<i>Application for In-State Tuition & Residency</i>	40
<i>https://grad.media.uconn.edu/wp-content/uploads/sites/2114/2020/11/Application-for-In-State-Tuition-3.15.22.pdf</i>	40
<i>Graduate School Appeal Form</i>	40
<i>Graduate School Romantic Relationships Reporting Form</i>	40
<i>Independent Study Authorization</i>	40
<i>Leave of Absence Request From</i>	41
<i>Request for Alternate Completion Date</i>	41
<i>Request Reinstatement to Graduate Study</i>	41
<i>Request for Withdrawal</i>	41
<i>Late Drop Petition for Graduate Students</i>	41
<i>Request Permission for Late Arrival to the Semester</i>	41

Section I: Introduction to the Counselor Education Program:

Introduction to the Program

Welcome to your University of Connecticut School Counseling Master of Arts (MA) Program. Faculty members are excited you are here and look forward to being an integral part of your development from graduate student to Connecticut State Certified School Counselor. The purpose of this Handbook is to assist you in accessing information to navigate your way from the first day in the school counseling program to the day you graduate and gain school counselor certification.

Additionally, it will serve as a source for communicating with your advisor about your program of study.

This handbook contains reference to the set the requirements within which your program of study is based: The University of Connecticut, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and the State of Connecticut. Below is a brief account of how and where each of these entities plays a role in your program of study.

First, the Graduate School facilitates The University of Connecticut's requirements for master's degree. The Graduate School has two requirements for graduation that are important to you as you begin and proceed through the School Counseling Program toward earning your Master of Arts degree:

1. Master's Plan of Study ([link to plan of study](#))
2. Report on the Final Examination for the Master's Degree ([link to form](#))

Second, the Council for the Accreditation of Counseling and Related Educational Programs ([CACREP](#)) is the national professional organization that accredits counseling and related educational programs in colleges and universities throughout the United States. Its primary purpose is to ensure the public that professionals from accredited counseling programs have gone through a rigorous and up-to-date program of study. The courses that you will be taking are based on certain core content and student outcome standards set by CACREP. Additionally, the comprehensive examination that you will take toward the end of your course sequence is developed by CACREP.

Third, the [State of Connecticut certifies all Connecticut](#) state K-12 public school personnel including school counselors. By successfully completing the program of study in the UCONN School Counseling Program and then submitting application to the State of Connecticut, you will be certified as a School Counselor in the State of Connecticut. In addition, you will have reciprocity for certification in many other states.

Program Mission Statement

The mission of the University of Connecticut's Counselor Education and Counseling Psychology program at the Master of Arts and the Sixth-Year Graduate Certificate in School Counseling levels is to educate the next generation of culturally competent professional school counselors to research, design, and implement culturally relevant school counseling programs in K–12 schools and function as educational leaders; advocates for all students, with a special emphasis on students from historically underrepresented populations; system change agents with critical thinking and data usage skills; effective counselors who provide individual counseling, group counseling, and classroom guidance services; and collaborators with faculty, parents, and community stakeholders. Our mission is set within the American School Counselor Association's National Model for School Counseling Programs as well as the American Counseling Association. The faculty incorporates the domains of academic, career, and social/emotional development to support pre-service master's students to be agents for social justice, diversity, and academic achievement.

Master's graduates will have the necessary skills for: actively advocating for educational equity; working to close the achievement gap for students from historically underrepresented groups such as those whose families are economically disadvantaged and students of color; and closing the post-secondary opportunity gaps through equity-based post-secondary readiness counseling for all students.

Counselor Education's Statement on Diversity, Multiculturalism, Inclusion, and Social Justice

UConn's Counselor Education preparation program is committed to creating a just society. The realities of social injustices in our social, political, and economic systems require more than a passive approach to these societal problems. Program faculty endorse an activist position by promoting consciousness-raising on how inequalities and social injustices play out in our interpersonal interactions, in school environments, and in all aspects of society. We believe that personal, cultural, and institutional discrimination creates privilege for some while creating cultural and systemic barriers for others. Our curriculum focuses on how inequities shape school and community policies, the distribution of resources, and how well the social-emotional needs of children are met. The existence of social injustice cannot be ignored because it negatively affects human learning and the lives of students and their families.

Our faculty teach from a social justice perspective. Emphasis is placed on social justice, diversity, multiculturalism, social capital, and inclusive principles during the school counselor preparation program. Courses in the curriculum infuse theory, research, and scholarly knowledge on how personal and institutional forms of oppression can lead to serious mental health issues as well as students underperforming academically. We value diversity in all its forms; for all people, across race, class, ethnicity, age, nationality, sexual orientation, religious affiliation, sex, gender identity, and other diversity indices. Furthermore, we believe that diversity and inclusion of ALL people and groups are potential sources of strength and renewal rather than division and strife. Some of our curriculum invites students to review their own multicultural histories and explore their cultural origins. Because the counseling faculty has intentional goals related to diversity and social justice advocacy, these issues inevitably become personal in the classroom. Students and faculty are encouraged to embrace what they discover about their conscious and unconscious attitudes and behaviors that might discriminate against and oppress others. When conflicts or misunderstandings occur, we encourage and sometime require, a "working through" of any interpersonal impasses at a high level of self-awareness, compassion, sensitivity, and effectiveness so that growth and healing can occur.

Furthermore, we define this part of the curriculum, not just as social-political issues that cause discrimination and oppression, but as violations of people's human rights that damage millions physically and psychologically world-wide. These human rights issues have been guaranteed and protected by state and federal laws, our Constitution and Bill of Rights, and laws in the state of Connecticut. Our statement on Diversity, Multiculturalism, Inclusion, and Social Justice is also congruent with UConn's Statement on Discrimination, Harassment, and Related Interpersonal Violence, the American Counseling Association (ACA) Code of Ethics, and the American Psychological Association (APA) Code of Ethics.

Program Faculty

Diandra J. Prescod, Ph.D., LPC, NCC (University of Central Florida), Associate Professor, Program Coordinator

Research Interests: Career development interventions for STEM students and women/students of color in higher education.

James M. O'Neil, Ph.D., (University of Maryland), Professor

Research Interests: Men's issues, the psychology of men and women, gender role conflict, violence/victimization/trauma, oppression as a mental health issue, psychoeducation and primary prevention, career development, and forgiveness processes.

Latoya Haynes-Thoby, Ph.D., LPC, NCC (Penn State), Assistant Professor

Research Interests:

Sara Renzulli, Ph.D., LPC, NCC (University of Connecticut), Assistant Professor in Residence, Internship Coordinator

Research Interests: Students with disabilities; transition to college/work/life for students with disabilities; Support services for students with disabilities in high school, college, and workforce.

Program Themes

- Multicultural and Diversity Education
- Educational Equity Interventions
- Urban Interventions
- Crisis Counseling and Interventions
- Conscious Raising About Social Injustice and Oppression
- Data Based Accountability & Assessment
- Making A Difference in Student's Lives

Program Objectives

The program objectives listed below outline what the curriculum will provide graduate students through interactive interaction with the content and educational and clinical experiences. The objectives reflect the 2016 CACREP standards. Finally, the objectives below are the broad program objectives, each course has specific outcomes which are listed on the individual syllabi.

Program Objectives	2016 CACREP Standard
1. To support students in establishing a strong counselor identity	2.F.1.c: counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams 2.F.1.e: advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
2. To support students in developing and demonstrating therapeutic skills for diverse client populations	2.F.2.a Multicultural and pluralistic characteristics within and among diverse groups, nationally and internationally 2.F.2.b Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
3. To support students in fostering a strong theoretical foundation with knowledge of core concepts	2.F.3.a. theories of individual and family development across the lifespan 2.F.4.a theories and models of career development, counseling, and decision making
4. To support students in successfully applying knowledge and skills covered in graduate courses to counseling settings	2.F.5.a- theories and models of counseling 2.F.5.g Essential interviewing, counseling, and case conceptualization skills

Expectations of Students

There are several expectations of students by both the University and the Counselor Education program.

First, students are expected to meet the admission criteria of UConn and the counselor education program. Students are admitted into the counselor education program through a comprehensive, standardized admissions process that includes a mandatory interview for all applicants. The admissions process attempts to identify candidates that are an academic fit for the program and have an interest in pursuing a career in counseling. For admission to the counselor education program, students need to meet the UConn Graduate School criteria:

- A cumulative grade-point average of 3.0 for your entire undergraduate career or
- A grade-point average of at least 3.0 for your last two undergraduate years or
- Exceptional work in your entire final undergraduate year (3.5 or better).

Second, students are expected to remain in good academic standing with the University. The Graduate School policy for maintenance of good academic standing states “Maintenance of good academic standing in The Graduate School requires a cumulative grade point average of 3.0 or higher at all times while enrolled in a graduate program. Whenever a student’s cumulative average falls below 3.0, the student’s performance is to be reviewed by the student’s advisory committee to determine whether or not the student shall be permitted to continue graduate study” (<https://gradcatalog.uconn.edu/grad-school-info/academic-regulations/#:~:text=Grade%20Requirements,enrolled%20in%20a%20graduate%20program.>).

A third expectation of students is to show growth in the following categories in which students are evaluated at the conclusion of each year.

- Helping Disposition: Displays counselor characteristics such as empathy, active listening, and compassion that influence the helping processes.
- Advocacy Disposition: Displays attitudes and behaviors that promote a just world.
- Self-Awareness: Students’ ability to be introspective of their own needs, strengths and areas of improvement.
- Diversity Awareness: Demonstrates awareness, appreciation, & respect of social/cultural differences (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)
- Interpersonal Skills: Communicates with peers, professors, supervisors and other professionals respectfully and effectively
- Professional Ethics: Adheres to the ethical guidelines of the ACA, ASCA, & NBCC; including practices within competencies.
- Professional Behavior: Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Collaborates with others.

If faculty see a lack of progress in any of these categories an individualized plan will be created to assist the student with development in the specific area, and they will be re-evaluated by faculty at an appropriate time.

School Counseling Program Course of Study (Curriculum)

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is the national professional organization that accredits counseling and related educational programs in colleges and universities throughout the United States. The courses that students take are based on core content and student outcome standards set by CACREP.

The school counseling program's emphasis is comprised of a minimum of two (2) full academic years, defined as four (4) semesters of approved graduate-level study with a 60-credit plan of study.

On the following pages, you will find three options for completing the master's Program in School Counseling:

Two-Year Program

Fall 1

- EPSY 5307 — Professional Orientation for School Counselors
- EPSY 5315 — Counseling Techniques
- EPSY 5316 — Cross-Cultural Counseling
- EPSY 5318 — Human Development Over the Lifespan

Spring 1

- EPSY 5301 — Group Processes in Counseling
- EPSY 5306 — Principles of Career Development
- EPSY 5308 — Counseling Theory and Practice
- EPSY 5314 — Appraisal Procedures in Counseling
- EPSY 5317 — Fieldwork in School Counseling (Practicum)

Fall 2

- EPSY 5601 — Principles and Methods in Educational Research
- EPSY 5320 — Critical Issues in Counseling
- EPSY 5319 — School Counseling Internship
- EPSY 5195 — Post-Secondary Admissions Course
- EPSY 5406 — Consultation Theories and Practices

Spring 2

- EPSY 5108 — Instruction for Students with Special Needs in the Mainstream
- EPSY 5319 — School Counseling Internship
- EPSY 5304 — School Counseling Program Development and Evaluation
- EPSY 5310 - Facilitating Career Development

Two and a Half Year Program

Fall 1

EPSY 5307 Professional Orientation for School Counselors
EPSY 5315 Counseling Techniques
EPSY 5316 Cross-Cultural Counseling
EPSY 5318 Human Development over the Lifespan

Spring 1

EPSY 5301 Group Counseling Process
EPSY 5306 Principles of Career Development
EPSY 5308 Counseling Theory and Practice
EPSY 5317 Fieldwork in School Counseling (Practicum)

Summer 1

EPSY 5314 Appraisal Procedures in Counseling

Fall 2

EPSY 5601 Principles and Methods In Educational Research
EPSY 5320 Critical Issues in Counseling
EPSY 5319 School Counseling Internship
EPSY 5195 Post-Secondary Admissions and Readiness

Spring 2

EPSY 5108 Instruction for Students with Special Needs in the Mainstream
EPSY 5319 School Counseling Internship
EPSY 5406 Consultation Theories and Practices
EPSY 5304 School Counseling Program Development and Evaluation
EPSY 5314 Appraisal Procedures in Counseling (offered every 3 years)

Summer 2

EPSY 5314 Appraisal Procedures in Counseling (If not taken in Summer 1)

Fall 2

EPSY 5319 School Counseling Internship

Three-Year Program (Part-Time Students)

Fall 1

EPSY 5307 Professional Orientation for School Counselor

EPSY 5315 Counseling Techniques

EPSY 5316 Cross-Cultural Counseling

EPSY 5318 Human Development over the Lifespan

Spring 1

EPSY 5301 Group Processes in Counseling

EPSY 5306 Principles of Career Development in Counseling

EPSY 5308 Counseling Theory and Practice

EPSY 5317 Fieldwork in School Counseling (Practicum)

Fall 2

EPSY 5601 Principles and Methods in Educational Research

EPSY 5406 Consultation Theories and Practices

EPSY 5320 Critical Issues in Counseling

Spring 2

EPSY 5304 School Counseling Program Development and Evaluation

EPSY 5108 Instruction for Students with Special Needs in the Mainstream

EPSY 5314 Appraisal Procedures in Counseling (offered every 3 years)

Fall 3

EPSY 5319 School Counseling Internship

EPSY 5195 Post-Secondary Admissions and Readiness

Spring 3

EPSY 5319 Internship in School Counseling

Course Descriptions

Course Number	Course Name	Description
EPSY 5301	Group Processes in Counseling	Experiential and theoretical introduction to group process and dynamics.
EPSY 5304	Foundations and Contents of School Counseling	Basic philosophical and professional premises of the counseling profession. History of counseling profession, counselor's roles and functions, role of research/theory in counseling, and professional ethics. Individual group, and preventive counseling approaches.
EPSY 5306	Principles of Career Development in Counseling	Career development and career psychology. Adolescents and adults.
EPSY 5307	Professional Orientation of School Counseling	Principles and practices of pupil personnel work in educational institutions including all aspects of pupil personnel services; the role of the school counselor as a pupil personnel worker; and as a consultant on teacher-pupil relations.
EPSY 5308	Counseling: Theory & Practice	Contemporary theories and practices of essential helping skills.
EPSY 5310	Facilitating Career Development	Provides students with relevant skills and knowledge to assist others in planning careers and obtaining meaningful work. Follows the National Career Development Association's Career Services Provider (CSP) certification process. This 120-hour course is in a distance learning format. Students who successfully complete the course requirements may apply for the Global Career Development Facilitator Certificate.
EPSY 5314	Appraisal Procedures in Counseling	Use of instruments for estimating abilities, achievements, interest and personality; interpretation of appraisal procedures in counseling.
EPSY 5315	Counseling: Advanced Practice	Continuing the work begun in EPSY 5308; to strengthen and extend helping skills.
EPSY 5316	Cross-Cultural Counseling	Theories, skills and practices of counseling with culturally different persons in mental health settings.
EPSY 5317	Field Work in Counseling and Personnel	Supervised experience in counseling and related practices in schools and agencies with a concurrent supervisory seminar.

EPSY 5318	Human Growth & Development over the Lifespan: Implications for Counselors	A review of human growth and development over the lifespan using psychosocial theory with an emphasis on individual and family transitions, learning processes, personality, developmental crises, gender role conflicts and transitions, ethical issues, and strategies to optimize human potential.
EPSY 5319	School Counseling Internship	Post practicum experience in school counseling under the supervision of a fully trained and certified professional school counselor for the duration of one school year along with an accompanying on-campus seminar. All core courses in the school counseling program must be completed prior to beginning the internship.
EPSY 5320	Critical Issues in School Counseling	An introduction to the broad profession of counseling; the ethical standards of the American Counseling Association and the American School Counseling Association; and a review and analysis of the critical and emerging issues and incidents facing today's professional school counselors.
EPSY 5601	Principles and Methods in Educational Research	Methods of research in education designed for Master's level students.
EPSY 5195	Post-Secondary Admissions Course	Professional personnel to work cooperatively on problems arising out of actual school situations.
EPSY 5406	Consultation Theories & Practice	Theories and practices of professional consultation with an emphasis on actual interventions in schools, corporations and social service agencies.
EPSY 5108	Instruction for Students with Special Needs in the Mainstream	Methods for identifying, planning for, and working effectively with children with special needs in the general education classroom. Intended for non-SPED majors only

Certification in the State of Connecticut
[068 Certification - Connecticut State Department of Education](#)

The State of Connecticut certifies all Connecticut K-12 public school personnel including school counselors. By successfully completing the program of study in the UCONN School Counseling Program and then submitting application to the State of Connecticut, you will be awarded Connecticut State Certification in School Counseling. In addition, Connecticut has reciprocity in other states, which means that at the very least, the coursework students complete as part of the UCONN program will be accepted in other states.

Below are specific guidelines for certification:

[Connecticut Statutes Section 10-145d-556](#) specifies that “to receive the initial educator certificate to serve as a school counselor one must complete a full-time supervised school internship of 10 school months in a school (Pre K through 12) setting unless the individual holds or is eligible to hold an initial educator certificate and has had 30 school months of successful teaching experience”. As such, unless you can fulfill this latter requirement you must complete the 10-month full-time supervised internship in which a typical workweek is between 30 to 32.5 hours. Under Connecticut Statute, those that meet this teaching experience requirement are able to waive the 10-month requirement. However, because our program is CACREP-accredited, even those able to waive Connecticut’s internship requirements must still complete a [CACREP required 600-hour internship in a school setting](#). With rare exceptions such as for those identified above, all students in our program must complete both semesters of the internship to be considered as having graduated from our state approved program.

068 (School Counseling) Certification Process

Certification Checklist

To proceed with certification, graduate students must have completed the following:

Requirement	CACREP Standard	CT State Dept of Education Requirement
100-hour practicum (40 hours are direct service)	Section 3 (Entry Level Professional Practice), F, G, H, I	“Evidence of a progression of supervised laboratory and practicum experiences in school counseling” CT, State Department of Education
700- hour internship (240 hours are direct service) over 10 months.	Section 3 (Entry Level Professional Practice), J, K, L, M	“ten-month full-time supervised school counseling internship” CT, State Department of Education
Institutional recommendation based on completion of a state-approved certification program specific to school counseling at a regionally accredited college or university (i.e., completion of school counseling master’s degree)	Coursework in the eight common core areas: -Professional counseling orientation and ethical practice -Social and Cultural Diversity -Human Growth and Development -Career Development -Counseling and Helping Relationships -Group Counseling and Group Work -Assessment and Testing -Research and Program Evaluation CACREP, Section 2, Professional Counseling Identity, F, 1-8	Coursework in the following areas: -Principles and philosophy of developmental guidance and counseling -Psychological and sociological theory as related to children -Career development and practice -Individual and group counseling procedures -Pupil appraisal and evaluation techniques -School based consultation theory and practice -Course of study in special education CT, State Department of Education

The Certification Process

- Step 1: Apply for graduation in the beginning of the final spring semester of your graduate program. ([Apply for graduation through the student administration system](#)).
- Step 2: Submit your [plan of study](#). Please follow the instructions the Counseling Program distributes about this.
- Step 3: Complete all coursework and exams and successfully graduate.
- Step 4: The University Registrar will post your degree in late May or Early June.
- Step 5: Once master's degree is posted, student can request official UConn transcript be sent to CT State Department of Education. [UConn send electronic transcript](#) directly to CSDE, teacher.etranscript@ct.gov. Paper transcripts can be requested in person at Registrar's Office for free. Otherwise, there is a fee.
 - **Official E-Transcripts**
Have university send to: teacher.etranscript@ct.gov
Electronic transcripts are not accepted from applicants. They must be delivered directly from the institution or via authorized companies such as Parchment or eSCRIP-SAFE.teacher.etranscript@ct.gov
 - **Official Paper Transcripts**
Have university send to:
Bureau of Educator Standards and Certification
PO Box 150471
Hartford, CT 06115-0471
- Step 6: Apply for Connecticut Certification.
 - Step 6.1: **Step One: [Login to the CECS](#)**
 - Get your Educator Identification Number (EIN) |
 - During the application, you will select your **certificate or position type**: Select **Special Services**.
 - Select your endorsement area: 068 School Counselor
 - **Educational History**
 - Select your bachelor's degree (e.g., Bachelor of Arts) and field of study (e.g., Psychology) and save
 - The system will ask if you have college/university coursework/degree that is not shown and you will click **Yes**
 - Add master's degree (Master of Arts) and field of study (Educational Psychology)
 - **Professional History** page asks, "Do you have any teaching, administrative, and/or special services experience that is not shown (considered experience under a valid teaching certificate). Answer **No**
 - Continue with questions until complete.

- Pay \$50 nonrefundable application review fee with a MasterCard, Visa or Discover Card.
 - After submitting payment, you should receive a confirmation email. If you don't receive one, check your spam folder.
 - Once the CSDE reviews the application, they will email you an Application Status Letter and the fee balance will be requested (\$150). You can pay this when you receive the letter or you can wait until your UConn degree has been posted in Student Admin. If you have questions about your application, email teacher.cert@ct.gov.
- Step 6.2: [Watch Applying for Certification Tutorial Video](#)
 - Step 6.3: Apply for certification via [CECS](#) no earlier than May 1
 - Step 6.4: Send official transcripts to CT State Department of Education
- Step 7: Neag Certification Officer sends verification of degree and experience to CT-SDE at the conclusion of your internship.

Practicum & Internship

Introduction to Practicum & Internship

This section of the handbook is designed to provide information on the two clinical experiences graduate students participate in throughout the master's degree. Students are required to familiarize themselves with the contents of this material and abide by the expectations, requirements, and procedures to successfully complete practicum and internship.

Purpose and Expectations of Clinical Placements

Clinical placements (practicum and internship) provide critical and necessary experience for counseling graduate students to apply content and components of course-work in a supervised environment. The purpose of clinical placements is to provide graduate students the ability to show competence in their counseling skill set in a practical setting with the ability to receive feedback. In these settings, graduate students will apply, demonstrate, revise, refine, and develop new skills and technique learned throughout the course of their graduate studies.

CACREP Standards for Practicum & Internship

- **Practicum Standards:**

- Section 3, Professional Practice
- Standard F: "Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks."
- Standard G: "Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills."
- Standard H: "Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement."
- Standard I: Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.
- [Link to CACREP Standards](#)

- **Internship Standards:**

- Section 3, Professional Practice

- Standard J: “After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.”
- Standard K: “Internship students complete at least 240 clock hours of direct service.”
- Standard L: “Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.”
- Standard L: “Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.”
- [Link to CACREP Standards](#)

Professional Liability Insurance

The counselor education program requires students entering clinical placements to obtain professional liability insurance. Students can obtain professional liability insurance at a discounted rate as a benefit of membership through national professional organizations.

[ACA Membership](#)
[ASCA Membership](#)

For example, student ASCA members are automatically covered for \$1 million in professional liability coverage to include Educators’ Professional Wrongful Acts and Educators Employment Wrongful Acts coverage.

Additional information may be found at ACA and ASCA partners:

[ACA FAQ Page](#)
[ASCA Liability Insurance Information](#)

Fingerprint Requirements for School Counseling Clinical Placements

Prior to enrollment in clinical placements in the Counselor Education Program, school counseling students are required to be fingerprinted with the local police department associated with the district they will be working with. The Human Resources department of the school district should be able to provide the student with information about which police station to schedule a fingerprinting appointment with.

Practicum Requirements

To fulfill the practicum requirements established by CACREP, graduate students need to:

1. Complete 100 clock hours of practicum over the course of one semester (10 weeks minimum)
2. 40 of the 100 practicum hours must be in direct service.
3. Receive appropriate supervision on site, and in practicum seminar.

CACREP Internship Requirements

To fulfill the internship requirements established by CACREP, graduate students need to:

1. Complete 600 hours of internship over the course of the year.
2. 240 of the 600 hours need to be in direct service.
3. Receive appropriate supervision on site and in internship seminar.

**Please note, the requirements listed above are only the CACREP requirements, not the additional requirements for 068 certification.*

Progress to Internship Approval Process

Internship is the yearlong clinical experience that shapes you into the school counselor you want to be. Counselor Education students need to meet certain criteria to move into internship to ensure that they will gain the most from the experience, are prepared for the workload, and have the necessary content background.

Criteria to enter internship:

1. A cumulative graduate school GPA of a 3.4 or above.
2. Student cannot have below a B- in any of the core counseling classes.
3. Recommendation from major advisor.
4. Successful completion of practicum.

If a first-year student does not meet the criteria, there are several options to consider:

- Re-take core counseling classes in which they earned below a B-
- Take the 2nd year course-work, focus on bringing their GPA up, and do internship in year 3.

Counseling Program Exams

Counselor Preparation Comprehensive Exam (CPCE):

<http://www.cce-global.org/AssessmentsAndExaminations/CPCE>

The CPCE will be administered to students through a third party test administration center in December – January of when the second year of the program. The Counselor Preparation Comprehensive Exam (CECE) is the final examination for the UCONN School Counseling Program. Faculty will complete this form and submit it to the Graduate School:

[Report on the Final Examination for the Master's Degree](#)

The National Counselor Examination (NCE):

<http://www.nbcc.org/Exams/NCE>

The NCE will be administered in the spring semester of the second year of the counseling program. The National Counselor Exam (NCE) is a necessary step in becoming a Nationally Certified Counselor, as well as to become a Licensed Professional Counselor (LPC). To qualify for National Certification and the LPC students must complete 60 credit hours in their Master's Degree program of study. Thus, courses beyond the minimum 51 credits needed to graduate in the School Counseling MA Program can be of your own choosing.

Counselor Education Program, Student Retention Policy

The following process retention process is implemented for all students enrolled in the counselor education program as a way of monitoring their academic progress and professional growth within the competencies of the counseling profession.

- Step 1 **Annual student evaluations by faculty**
At the end of each academic year (May), program faculty will complete evaluations on all students enrolled in the counselor education program.
- Step 2 **Faculty team decides to put student on notice**
Based on the annual evaluations, and/or academic performance a student is put on academic notice. Please note that graduate students are required to maintain good academic standing, or a GPA of 3.0 or above (per the Graduate School's academic regulations). If a student's GPA falls below a 3.0 their performance is reviewed by an advisory committee to determine whether the student will be permitted to continue graduate study. [Please review the full academic regulations of the graduate school here.](#)
- Step 3 **Graduate student and major advisor meet to discuss plan for performance improvement**
The counseling graduate student and their major advisor will meet at the beginning of the semester to create and discuss implementation of an academic improvement plan for the graduate student to enhance their academic performance and/or counseling competencies. At the conclusion of this meeting an email of the plan will be sent to the head of the program, Dr. Diandra Prescod, as well as the graduate student.
- Step 4 **Student agrees or disagrees with the plan**
The counselor education student will need to inform Dr. Prescod and their major advisor if they agree with the academic improvement plan in writing within 48 hours of receiving the plan via email. Failure to respond to this email will indicate that the student does not wish to continue their graduate studies.
- Step 5 **Student performance & progress monitored for upcoming semester**

After being on academic notice the student's performance in the subsequent semester will be monitored more closely. This could include the head of the program reaching out to faculty for quantitative and qualitative feedback about the students' performance in their courses.

Step 6 **Counselor education faculty evaluates student progress and performance and decide about program retention**

At the conclusion of the semester in which the academic improvement plan has been implemented the counseling faculty will meet to discuss if adequate academic progress has been made. The faculty will vote on a decision to retain or dismiss the graduate student.

Step 7 **Graduate student / major advisor meets to discuss program decision**

The graduate student will have a second meeting with their major advisor to be informed of the decision the faculty have made. If students are dismissed and wish to appeal the decision, [please review the procedures in the graduate school catalog.](#)

Section II: University of Connecticut Graduate Studies Policies

Minimum and Full-time Registration Requirements for Graduate Students

"A student may be classified as a full-time student in one of three ways: (1) enroll in nine or more credits (coursework or research); (2) enroll in six or more credits while holding a graduate assistantship; or (3) enroll in one of the following four special purpose three-credit courses: [GRAD 5960](#) (Full-Time Master's Research), [GRAD 6960](#) (Full-Time Doctoral Research), [GRAD 5930](#) (Master's Level Directed Studies), and [GRAD 6930](#) (Doctoral Level Directed Studies). The former two courses may be taken by students who have completed all requirements for the respective degree except the research component and who have no other obligations at the University (i.e., no other coursework and no graduate assistantship). The latter two

courses denote a full-time, off-campus directed project, such as an internship, field work, or other special activity.

Students holding graduate assistantships must register for six or more credits per semester. Such students are considered to be full-time students. Students in [GRAD 5930](#) or [6930](#) may hold graduate assistantships if those assistantships are in direct support of their studies. Such an assistantship may not be a standard teaching assistantship.

A part-time course credit load is between 1 and 8.99 credits. To be classified as three-quarter time, the student's credit load must be greater than six and less than nine credits per semester. To be classified as half time, the student's credit load must be between 4.5 and 5.99 credits per semester. A credit load of fewer than 4.5 credits per semester is considered less than half time. For various reasons, the University may need to provide the institutional consideration of a "part-time" credit load. These criteria apply to all registered students at the University. Note that the Non-Credit Registration courses ([GRAD 5997](#), [5998](#), [5999](#), [6998](#), and [6999](#)) do not count toward the credit load requirement for half-time, three-quarter-time, or full-time enrollment status. Degree and certificate seeking students who do not need to be certified by the University as holding at least half-time enrollment status may use these courses to maintain registration."

Please see the [Graduate School Catalogue](#) for more information.

Credit Loads

"Graduate students may enroll in up to 20 credits per semester. The specific number of credits and choice of courses for which a student registers is a matter to be discussed by the student and the major advisor. If a student has extenuating circumstances that require the student to take more than 20 credits, the major advisor must send a written request to The Graduate School for approval. In addition to courses offered within specific subject areas, a student's credit load may include [GRAD 5950](#) (Master's Thesis Research), [GRAD 6950](#) (Doctoral Dissertation Research), and other equivalent research courses defined by The Graduate School, including seminar and other "colloquium" courses that are not part of the plan of study."

Please see the [Graduate School Catalogue](#) for more information.

Grade Requirements

"Maintenance of good academic standing in The Graduate School requires a cumulative grade point average of 3.0 or higher at all times while enrolled in a graduate program. Whenever a student's cumulative average falls below 3.0, the student's performance is to be reviewed by the student's advisory committee to determine whether or not the student shall be permitted to continue graduate study. Conferral of a degree or certificate requires that the student have a cumulative grade point average of 3.0 for all courses listed on the final plan of study or advisement report.

The following grades are considered to be below the standard expected for graduate work:

- All "C" Grades, if directly within the student's field of study. A "C" grade (including a "C+" or "C-") may be considered acceptable if it is in a course in a supporting area that may be of benefit to the student and where the normal higher grade standard might discourage inclusion of that coursework in the student's program. Such work shall be identified on the plan of study.
- All "D" Grades. A course in which a student received a "D" grade may not be included (or remain) on the student's plan of study and the student's eligibility to continue in the degree program is reviewed by the student's advisory committee.

- Letters “F” and “U”: These grades necessitate a recommendation by the advisory committee to The Graduate School as to whether or not the student shall be permitted to continue graduate study.”

<https://gradcatalog.uconn.edu/grad-school-info/academic-regulations/>

Academic Integrity

“Scholarly activity at the graduate and postdoctoral level takes many forms, including, but not limited to, classroom activity, laboratory or field experience, writing for publication, presentation, and forms of artistic expression. Integrity in all of these activities is of paramount importance, and The Graduate School of the University of Connecticut requires that the highest ethical standards in teaching, learning, research, and service be maintained. Scholarly integrity encompasses “both research integrity and the ethical understanding and skill required of researchers/scholars in domestic, international, and multicultural contexts.” It also addresses “ethical aspects of scholarship that influence the next generation of researchers as teachers, mentors, supervisors, and successful stewards of grant funds” (Council of Graduate Schools, *Research and Scholarly Integrity in Graduate Education: A Comprehensive Approach*, 2012).

The Graduate Faculty Council, in accordance with the provisions of its By-Laws, has adopted this policy concerning scholarly integrity in graduate education and research and has approved the procedures set forth herein for addressing alleged violations. The Dean of The Graduate School shall coordinate the reporting, investigation, and determination of alleged breaches of scholarly integrity by graduate students in accordance with this policy.

Members of the Graduate Faculty have primary responsibility to foster an environment in which the highest ethical standards prevail. All members of the University community have a responsibility to uphold the highest standards of scholarship, which encompasses activities of teaching, research, and service, and to report any violation of scholarly integrity of which they have knowledge. Instructors have a responsibility to take reasonable steps to prevent scholarly misconduct in their courses and to inform students of course-specific requirements.

Note: Student misconduct other than scholarly misconduct, as defined herein, is governed by the University’s Student Code, which is administered under the direction of the Office of the Provost. Enforcement of its provisions is the responsibility of the Director of Community Standards. At the Health Center, student misconduct other than scholarly misconduct is governed by the Health Center Rules of Conduct.

University Policy on Academic, Scholarly, and Professional Integrity and Misconduct (ASPIM),

Academic Integrity: a commitment by the University Community to uphold just and ethical behaviors, which includes truthfulness, fairness, and respect (ICAI, 2021).

Scholarly Integrity: a commitment by the University community to both “... research integrity and the ethical understanding and skill required of researchers/scholars in domestic, international, and multicultural contexts. It is also intended to address ethical aspects of scholarship that influence the next generation of researchers as teachers, mentors, supervisors, and successful stewards of grant funds.” (p. xix, Council of Graduate Schools, 2012).

Professional Integrity. Standards of behavior defined by the various professions in which students are prepared through their degree or certificate programs.

Academic, Scholarly, and Professional Integrity Misconduct is defined as unethical academic and scholarly behavior during a course (e.g., on an assignment or exam), as part of other degree requirements (e.g., requirements regarding placement, capstone or comprehensive exams, or placement exams), or at other times during undergraduate,

graduate, or professional study and performance, including during engagement in fieldwork, clinical placements, or research. These behaviors include:

- **Cheating:** Unauthorized acts, actions, or behaviors in academic or scholarly areas. Examples of cheating include, but are not limited to:
 - providing or receiving help on an assignment or exam intended to reflect the individual student's work product when not authorized to do so by the instructor.
 - buying, selling, circulating, or using a copy of instructional materials, assignment or test, including uploading such information to online services, or using materials prepared by services that sell or provide papers or other course materials.
 - asking someone to complete an assignment, exam, or other requirement on ~~your~~ ones behalf or completing an assignment, exam, or requirement for another student.
 - Failure to disclose unauthorized assistance on work submitted for evaluation, i.e., assistance obtained outside channels approved by instructors, that is used to complete a course, program, or degree requirement. This includes assistance from other students, teaching assistants, Quantitative Learning Center, Writing Center, or mediated support from the Center for Students with Disabilities.
- **Plagiarizing:** Using one's own previously published, presented, or disseminated material, or another person's language/text, data, ideas, expressions, digital/graphic element, passages of music, mathematical proofs, scientific data, code, or other original material without authorization of the originating source or proper acknowledgement, attribution, or citation of the originating source. Examples of plagiarism include but are not limited to:
 - submitting as one's own any work (in whole or part) completed by another individual, including any work that has been purchased from an individual, commercial research firm, or obtained from the internet.
 - submitting for evaluation or credit any work that was previously used or submitted for credit in another course or as part of a degree requirement (e.g., a thesis or dissertation) without authorization to do so from the instructor. (This includes self-plagiarism in the form of re-using, in part or whole, the content of a paper from another class or context.)
 - submitting any work prepared for or used in a previous publication, academic competition, clinic, or other activity (e.g., grant or application submission) without prior approval and full disclosure or when permitted by established editorial or other policy. (This includes self-plagiarism in the form of using, in part or whole, the content of a paper that was previously published without attribution).
 - unauthorized use of previously completed work or research for a thesis, dissertation, or publication.
- **Misrepresenting:** Deliberately knowing and providing false or misleading information, including information about oneself or others. Examples of misrepresenting include but are not limited to:
 - engaging in "any omission or misrepresentation of the information necessary and sufficient to evaluate the validity and significance of research, at the level appropriate to the context in which the research is communicated" (D. Fanelli, *Nature* 494:149; 2013).
 - making unauthorized alterations to any document or digital file pertaining to academic or scholarly activity, including assignments, exams, and research data.
 - making up information for the purpose of deception (e.g., fabrication of data in research).
 - making false, inaccurate, or misleading claims or statements, including claims/statements made when asking for assistance (e.g., requesting an extension on an assignment), applying for admission to an undergraduate or graduate program, applying for a scholarship or an academic, scholarly, or research award, or submitting manuscripts for publications.
 - allowing someone to use one's identity or using someone else's identity for academic or scholarly advantage (e.g., signing in electronically for an absent student).
 - accepting credit for work for which the individual did not contribute (e.g., misrepresenting an individual's role in a group assignments).
- **Noncompliance:** Failure to conform with codified and publicly available academic, scholarly, or professional standards, processes, or protocols. Examples of noncompliance include but are not limited to:

- not attending to the professional standards governing the professional conduct of students in particular fields (e.g., pharmacy, nursing, education, counseling, and therapy).
- violating protocols governing the use of human or animal subjects.
- breaching confidentiality in academic and scholarly activity (e.g., disclosing the identity of study participants).
- disregarding the applicable university, local, state, or federal regulations that guide academic or scholarly activities.

Instructor: any faculty, teaching assistant, or any other person (e.g., lab supervisor, clinical supervisor, professional staff) authorized by the University to provide educational services (e.g., teaching, research, advising)

POLICY STATEMENT

All members of the university community, including administrators, faculty, staff, and students, have a shared responsibility to uphold the highest ethical standards of academic, scholarly, and professional integrity and to report any violations of those standards of which they are aware.

Instructor Expectations: To foster a culture of academic integrity, instructors are responsible for communicating the expectations for academic and scholarly integrity to students and for engaging in practices that mitigate violations of this policy. Specifically, instructors are expected to:

- include a link to the *Academic, Scholarly, and Professional Integrity and Misconduct* policy as part of course syllabi or documentation for any other academic/scholarly activity and include any additional unit-specific expectations.
- review academic and scholarly integrity policy and any other disciplinary- or activity-specific expectations.
- provide clear guidance for all assignments, activities, and assessments, including noting what resources can be used and whether collaboration is permitted.
- ensure individuals engaged in research, creative, or professional activities understand the standards, protocols, and guidelines to which they must adhere.
- adhere to the University processes for reporting misconduct, engaging in the review process, and assigning consequences to address violations, which should include opportunities for education and remediation.

Student Expectations: To uphold the principle of academic and scholarly integrity in all aspects of their intellectual development and engagement at the University, students are expected to:

- be responsible for their own work and their own actions related to all academic and scholarly endeavors.
- assume they are to do independent work and seek clarification prior to collaborating with others or using outside resources.
- understand and abide by the standards, protocols, and guidelines to which they must adhere in research, creative, or professional activities .

If students witness or become aware of a violation of academic or scholarly integrity, they are encouraged to communicate this to the appropriate university representative (e.g., faculty, staff, advisor).

A cumulative record is maintained of all academic or scholarly integrity violations and such record will be reviewed and considered as part of subsequent incidences. Individuals engaged in research are expected to follow all standards, rules and regulations that guide the proper conduct of research or creative activity.

ENFORCEMENT

Violations of this policy and its related procedures may result in appropriate disciplinary measures in accordance with University By-Laws, General Rules of Conduct for All University Employees, applicable collective bargaining agreements, and the University of Connecticut Student Code.

Notes: Student misconduct is governed by the University's [Student Code](#), which is administered under the direction of the Division of Student Affairs. Enforcement of its provisions is the responsibility of the Director of Community Standards (for undergraduate students), The Graduate School (for graduate students), and the Office of the Vice President for Research (for research misconduct). Identified misconduct will be routed to the appropriate unit.

Faculty misconduct is also governed by the [Code of Conduct](#) and misconduct is addressed by the appropriate university administrative unit(s) (e.g., School/College, Provost Office, Office of the Vice President of Research, Human Resources).

REFERENCES

International Center for Academic Integrity [ICAI]. (2021). The Fundamental Values of Academic Integrity. (3rd ed.) https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf

Council of Graduate Education (2012). Research and Scholarly Integrity in Graduate Education: A Comprehensive Approach. <https://cgsnet.org/research-and-scholarly-integrity-graduate-education-comprehensive-approach-2>

[Responsibilities of Community Life: The Student Code](#)

PROCEDURES/FORMS

[Undergraduate Education: Academic, Scholarly, and Professional Misconduct](#)

[Graduate Education: Academic, Scholarly, and Professional Misconduct](#)

[Note: UConn will continue to use the existing procedures administered by Community Standards for undergraduate education and The Graduate School for graduate education until such time that the university transitions to the new Procedures for Addressing Alleged Violations of the Policy on Academic, Scholarly, and Professional Integrity, which was approved by Graduate Faculty Council and the University Senate.]

POLICY HISTORY

07/11/2023 Approved by the President (06/26/2023 Approved by Senior Policy Council; 05/01/2023 Approved by University Senate; 10/26/2022 Approved by Graduate Faculty Council)

Link <https://policy.uconn.edu/2023/07/11/academic-scholarly-and-professional-integrity-and-misconduct-aspim-policy-on/> to policy:

Student with Disabilities

1. "By federal law, a person with a disability is any person who: 1) has a physical or mental impairment; 2) has a record of such impairment; or 3) is regarded as having such an impairment, which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.
2. A student requesting an accommodation in regard to a hearing must follow the appropriate process for requesting an accommodation through the Center for Students with Disabilities. The Center for Students with Disabilities will make a determination regarding the request and notify the appropriate parties.
3. Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be

given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.”

[Link.](#)

Filing a Complaint

“A graduate student may file a complaint with The Graduate School when they believe that actions or behaviors governed by this procedure have occurred (see details below) and when all good faith efforts to resolve their complaint either through direct communication with the individual(s) involved or through applicable procedures in the graduate program, department, school, or college have failed.

To be addressed under this procedure, a complaint must be submitted using The Graduate School Complaint Form.

Categories of complaints to which this procedure applies include, but are not limited to the following:

- Unfair application of policies, which includes differential application of policies or regulations within a particular degree program or department that is not commensurate with individual differences in skills, contributions, or performance.
- A hostile environment, which includes personal conflict or behavior within a laboratory, degree program, or department that has the effect of interfering with a person’s performance; Note: A hostile environment claim may be referred to another office for resolution if it arises because a person is a member of a protected class under the University’s Policy Against Discrimination, Harassment, and Related Interpersonal Violence.
- Unfair decisions related to differential work assignments, allocation of research resources, allocation of financial support, or allocation of authorship that are not commensurate with individual differences in skills, contributions, or performance.
- Interference or intimidation, which includes actions or behaviors that limit, impede, or delay a person’s completion of a task or degrade the person’s performance in any aspect of the person’s scholarly work.

The complaint form must include:

- A detailed description of the actions or behaviors governed by this procedure giving rise to the complaint, including documentary evidence (e.g., correspondence, notes, descriptions of interactions, and dates of occurrence) supporting the allegation.
- A description of actions already attempted to resolve the complaint (e.g., correspondence with the person(s) against whom the complaint is lodged; records of meetings with graduate program directors, department heads, or deans).
- The names of those lodging the complaint.
- A requested resolution.

Complaints to The Graduate School may not be filed anonymously. Anonymous complaints may be filed through the Workplace Alert Program at safeworkplace.uconn.edu. The Graduate School may or may not become involved in the resolution of these anonymous complaints. If The Graduate School does become involved, it may be unable to resolve the complaint unless the accuser discloses their identity.

Consistent with the University’s Non-Retaliation Policy at policy.uconn.edu, retaliation against any person who makes or participates in a complaint under this policy is strictly forbidden.”

[Link.](#)

Filing an Appeal

“A graduate student may file an appeal with The Graduate School when they are in disagreement with actions taken or academic consequences imposed by an individual faculty member, graduate program, department, school, or college and when all good faith efforts to resolve their concern either through direct communication with the individual(s) involved or through applicable procedures in the graduate program, department, school, or college have failed.

An appeal must be filed in writing to The Graduate School using The Graduate School Appeal Form. All materials submitted during the appeal process should be clearly organized and labeled. Appeals will not be reviewed if the information is incomplete.

Categories of actions or academic consequences that an appeal might address include, but are not limited to, those listed below:

- Academic dismissal
- Termination of status
- Allegation of scholarly misconduct
- Academic consequences imposed by allegation of scholarly misconduct

Individual grade appeals are not governed by this appeal process. The Graduate School endorses the process for appealing a final course grade as described in the University Senate By-Laws. Information regarding this process can be found in the “Appeals of Assigned Course Grades” section of the University Senate By-laws, available at senate.uconn.edu.

The appeal form must include:

- A detailed description of the actions or academic consequences giving rise to the appeal, including documentary evidence (e.g., correspondence, notes, descriptions of interactions, and dates of occurrence) supporting the allegation.
- A description of actions already attempted to resolve the concern (e.g., correspondence with the person(s) records of meetings with graduate program directors, department heads, or deans).
- The names of those requesting the appeal.
- For academic dismissal and termination of status appeal, a description of a plan for removing barriers to successful program completion.

Timeline for filing an appeal:

1. Submit the appeal form to The Graduate School within 10 business days of receipt of the notification of the action or academic consequence.
2. The Graduate School will notify the major advisor and graduate program/department of the student’s intent to appeal the action or academic consequence within five business days.”

[Link.](#)

Graduate Hearing Procedures

“For cases forwarded for the consideration of a hearing committee, both parties will be notified of the reason for the hearing and scheduled hearing date. The hearing will be scheduled by The Graduate School no later than 30 business days after notification that a complaint or appeal has been submitted to the hearing committee. For good cause shown, the hearing officer may reschedule the hearing at the request of either party. (Hearings are not rescheduled based on availability of the support persons or the witnesses).

The hearing committee will be composed of three voting members (two members of the graduate faculty and one graduate student). The hearing officer shall conduct the hearing as a non-voting member. No member of the hearing committee may be a member of the program/department of either party to the hearing, nor may any member of the hearing committee have personal or professional associations with the parties. Both parties will be notified in writing of the composition of the hearing committee at least 10 business days prior to the scheduled hearing, and any objections to the appointment of any committee member on the grounds that the member’s participation would jeopardize a fair hearing must be provided to The Graduate School no later than five business days prior to the hearing date. The hearing officer will determine whether any objections have merit and make adjustments to the committee membership as appropriate.

Both the complainant and respondent may each invite one person to attend the hearing as a support person and may consult their support person throughout the hearing. However, a support person is not permitted to directly participate in the hearing. Either party may invite witnesses to provide directly related information and must submit the names of support persons and witnesses or signed witness statements from witnesses unable to attend the hearing to The Graduate School at least 10 business days in advance of the hearing. Witnesses generally cannot serve as support persons. However, if a witness is also a support person, this person can submit a signed written witness statement prior to the hearing and will not be able to participate in the capacity of a witness during the hearing. The Graduate School will provide a list of all persons expected to be present to the hearing committee and both parties at least five business days before the scheduled hearing date.

All documentary evidence to be submitted should be clearly identified and provided to The Graduate School at least 10 business days before the hearing. New evidence will be allowed at the hearing at the sole discretion of the hearing officer. The party seeking to introduce new evidence must provide at least five additional copies of evidence for review. In all cases, the evidence must be clearly organized and labeled. The Graduate School will maintain one complete copy of all evidence submitted.

During the hearing either party:

- May decline to make statements. A refusal to answer questions shall not be interpreted unfavorably with respect to that party’s position; and
- May decline to appear at the hearing. The refusal of the respondent(s) shall not be interpreted as evidence that the issue is valid.

If the complainant fails to appear at the hearing, the issue will be dismissed. If the respondent, the person(s) against whom the complaint or appeal is requested, fails to appear at the hearing, the hearing committee will hear evidence from the complainant and render its finding. A finding that arises from the complainant’s or respondent’s failure to appear at the hearing may be appealed in writing to The Graduate School, but only on the grounds that extreme circumstances prevented the person’s attendance at the hearing. If the request to appeal is accepted, the hearing officer will determine a new period within which a hearing must be held, and no further extensions will be granted.

The hearing is not a court proceeding and will not be bound by the procedures and rules of evidence of a court of law. The hearing committee will determine whether the issue has merit, and will determine the

appropriate response if merit is found. The hearing committee's decision shall be made by majority vote. The hearing will occur in private and will be audio recorded. The Graduate School will maintain the audio recording as required by Connecticut state law and it is the property of the University. Hearing participants are prohibited from making their own recording. Upon written request, a respondent or complainant may review the audio recording and make appropriate arrangements for it to be transcribed on University premises. Arrangements for a transcriber and all associated cost involved in the transcription will be the responsibility of the requesting individual.

The hearing officer will conduct the hearing in accordance with the following procedures:

1. The hearing officer will identify the complainant(s), respondent(s), all other persons involved in the hearing and the members of the hearing committee.
2. The hearing officer will state the issue, as set forth in the notification sent to both parties.
3. Each party will be offered the opportunity to make brief opening statements. Each opening statement should consist of a brief summary and should not involve lengthy discussion or presentation of evidence. The complainant will present their information first.
4. Each party will be offered opportunity to present evidence to support their position, which may include written statements, personal oral statements, witness oral statements, and physical exhibits. The complainant will present their information first. Witnesses will be present in the hearing room only during the period in which their statement is provided.
5. The hearing committee will be offered the opportunity to question both parties and all witnesses. The hearing officer will determine the order in which witnesses will provide their statements.
6. Both parties will have the opportunity to present a closing statement. The complainant will present their closing statement first. At the conclusion of closing statements, the hearing will conclude and immediately following the hearing the hearing committee will privately deliberate and render a decision. The hearing committee's decision will specify clearly whether the issue has merit and an appropriate course of action(s) to be implemented by The Graduate School.

The decision of the hearing committee will be sent to both parties, the major advisor, the graduate program coordinator and/or department head, the Dean of the school or college in which the issue occurred, and to the Dean of The Graduate School within 10 business days from the date of the hearing. The notice will be sent to all parties via their official University email address, and if appropriate, by first class mail, postage prepaid, to the mailing address on file with the University."

[Link.](#)

Academic Dismissal Policy

"At the end of May, the Department Head, Director of Graduate Studies, and faculty advisors will receive a list of students in their program who have failed to maintain the required minimum cumulative grade point average of 3.0 and/or who have received a grade of "D+," "D," "D-," "F," or "U" in any course. We will assume that the advisor's intention is to continue the student unless the advisor or department specifies that the student should be dismissed. If the student should be dismissed on the basis of failing grades or low GPA, the dismissal recommendation should be submitted to graduatedean@uconn.edu no later than June 16, 2021. If the student will be continuing graduate study, the advisor should work directly with the student to create a mitigation plan for their academic performance.

If there is a student who is subject to dismissal based on other dismissal criteria (the full list can be found [here](#) in The Graduate Catalog), the department must notify The Graduate School that the student should be included in the formal dismissal process for Spring 2021. To do so, the advisor should email the following information to graduatedean@uconn.edu:

- the student's name

- student ID
- rationale for dismissal
- the advisor's understanding of the student's academic plans (e.g., Will the student be exiting the university? Does the student plan to discontinue their current program and enroll in another UConn program?)

Please note, The Graduate School only notifies students that they have been dismissed—we do not notify students that they are subject to dismissal. Students notified of dismissal will have ten business days from the date The Graduate School sends them a formal dismissal letter to submit an appeal of the dismissal.

As a reminder, graduate students do not have the option to place courses on Pass/Fail or Pass/W-Audit for Spring 2021. **All recommendations for dismissal should be submitted to graduatedean@uconn.edu by June 16, 2021.**

<https://grad.uconn.edu/2021/05/05/graduate-dismissal-process/>

Section III: Student Resources

The Graduate School

<http://grad.uconn.edu>

- [Current Students -- https://grad.uconn.edu/graduate-students/](https://grad.uconn.edu/graduate-students/) this tab provides valuable information for getting started in your program of study as well as information you will need along the way to your graduation. For example, there are various guidelines regarding signing up for classes that are essential for a smooth transition as you begin the Program, as well as each new semester.
- [Academic Resources: https://grad.uconn.edu/graduate-students/student-resources/academic-resources/](https://grad.uconn.edu/graduate-students/student-resources/academic-resources/)
 - Registration system
 - Courses and scheduling
 - Advising
 - Graduate degree planning
 - Academic codes and policies
- [Master's Degree Program -- https://grad.uconn.edu/forms/](https://grad.uconn.edu/forms/)
 - Under this tab, you will find information regarding the two requirements from the Graduate School that you will need to complete for graduation.
 - Your program of study is "Plan B – No Thesis."
 - Therefore, you only have to complete the two requirements:
 - (1) Master's Plan of Study; and
 - (2) Report on the Final Examination for the Master's Degree.

Campus Services

[Student Health and Wellness – Mental Health](#)

- "The campus environment can be exciting and challenging. It can also be highly stressful since social and emotional concerns can interfere with effective functioning and academic performance.
- We offer a holistic and collaborative model of care. We hope you find Mental Health to be a friendly, helpful place that provides services to help you be a successful student and a happy and healthy person!"

[Student Health and Wellness – Medical Care](#)

- "The mission of the University of Connecticut Student Health and Wellness is to promote the lifelong physical and emotional well-being of our students. Our multi-

disciplinary team provides high quality, cost-effective Primary Care, Health Promotion and Educational Outreach.”

Center for Career Development

- “A university-wide career readiness culture that prepares students for post-graduation success.”

Center for Students with Disabilities

- “Through the integration of teaching, research, and service, it is the mission of the University of Connecticut to provide an outstanding educational experience for each student. The mission of the Center for Students with Disabilities (CSD) is to enhance this experience for students with disabilities. Our goal is to ensure a comprehensively accessible University experience where individuals with disabilities have the same access to programs, opportunities and activities as all others.”

Writing Center

- “Come to the Writing Center with your assignments, ideas, questions, and drafts. Our undergraduate and graduate tutors are ready to work with you at any stage in the writing process. The Center also supports those who teach W courses and partners with offices across campus to enrich UConn’s academic mission.”

Office for Diversity and Inclusion

- “The Cultural Centers at the University of Connecticut serve as vital resources in support of the social, behavioral, and cultural needs of students. They also provide an important resource to the broader UCONN community as a central point of reference for issues and historical context related to the particular demographic group represented by the center. The Cultural Centers also work collaboratively to bring light to issues that face the community of underrepresented populations at UCONN.”

Women’s Center

- “Our mission is to educate, advocate, and provide support services for the achievements of women’s equity at the University and within the community at large. Special attention is focused on, but not limited to, women who face additional challenges due to their race, ethnicity, socioeconomic class, sexual identity, religion, age, and physical or mental ability.”

African American Cultural Center

- The mission of the AACC is to promote cultural preservation, quality leadership, and academic excellence through a unique approach to cultural advocacy, academic support, and community outreach. The mission was developed upon the founding of the AACC and has not officially changed during the years.
- The mission statement is an affirmation of the long term commitment to the academic and cultural development of African American students and as well the university

community. The African American Cultural Center and the University of Connecticut mutually express a long term commitment to providing an academic environment in which the fullest personal growth and development of students may be accomplished. Support of diversity is an institutional value of the University of Connecticut. As the needs of our students change, our goals for providing the highest quality of services and resources are adjusted to meet their needs.

[Asian American Cultural Center](#)

- The Asian American Cultural Center (AsACC) provides resources to enhance the University's diversity commitment through its recruitment and retention efforts, teaching, service, and outreach to the Asian American community on campus and beyond. Central to all its programming, the AsACC assists students in exploring and defining their cultural identity in multicultural America. The AsACC provides a supportive environment for students, faculty, and staff that encourages academic excellence, personal development, community engagement, and professional leadership.

[Puerto Rican / Latin American Cultural Center](#)

- The Puerto Rican/Latin American Cultural Center's mission is to improve the status of Latinx students and to promote awareness, understanding, and appreciation of the richness and diversity of Latinx individuals and Latin American cultures. PRLACC works independently and collaboratively with other University departments and community organizations to sponsor educational and cultural programs, provide services and leadership opportunities, foster connections, and educate the greater University community about Latinx issues. Our services and programs seek to enhance and support student, faculty, and staff recruitment and retention, as well as enrich the multicultural climate of our community.

[Rainbow Center](#)

- The Rainbow Center's mission is to operate in the service of a more equitable world for all students, faculty, and staff at the University of Connecticut. Using an intersectional lens, we center our work on advocating for, and increasing education, access, retention, identity development, and community-building for queer- and trans-spectrum communities.

[Technology Support Center](#)

- Supports UConn's faculty, staff, and students with their technological needs

Section IV: Professional Organizations for Counselor Educators and School Counselors

We strongly encouraged students to join professional counseling organizations and associations. These organizations are sources of information concerning current research, educational opportunities, and issues pertinent to the field. Furthermore, membership in these organizations demonstrates an interest to be current in the field. Faculty urge students to join the American Counseling Association (ACA) and one of its divisions. There are discounted student memberships for most of the organizations listed below. Information and applications can be obtained directly from the organizations.

American Counseling Association (ACA)

- Main page: <https://www.counseling.org/>
- Publications: <https://www.counseling.org/publications/overview>
- Student Membership: <https://www.counseling.org/membership/tiers>

American School Counselor Association (ASCA)

- Main page: <https://www.schoolcounselor.org/>
- Publications: <https://www.schoolcounselor.org/Publications-Research/Publications/Professional-School-Counseling-Journal>
- Student Membership: <https://www.schoolcounselor.org/Membership/Membership-Options>

Connecticut School Counselor Association (CSCA)

- Main Page: <https://cscawildapricot.org/>
- Student Information: <https://cscawildapricot.org/Graduate-Students>

Connecticut Counseling Association (CSA)

- Main Page: <https://www.ccacounseling.com/membership-benefits.html>
- Student Membership: <https://www.ccacounseling.com/join.html#join>

National Career Development Association (NCDA)

- Main Page: https://www.ncda.org/aws/NCDA/pt/sp/home_page
- Graduate Student Information: https://www.ncda.org/aws/NCDA/pt/sp/membership_groups_gradstudents

American Mental Health Counseling Association (AMHCA)

- Main Page: <https://www.amhca.org/home>
- Student Membership: <https://www.amhca.org/members/student>

American Rehabilitation Counseling Association (ARCA)

- Main page: <http://www.arcaweb.org/>

- Student Membership: <http://www.arcaweb.org/member-sign-up/>

Association for Counselor Education and Supervision (ACES)

- Main Page: <https://acesonline.net/>
- Resources for Graduate Students: <https://acesonline.net/aces-graduate-student-members/>

North Atlantic Region Association for Counselor Education and Supervision (NARACES)

- Main Page: <https://naraces.org/>
- Graduate Student Committee: <https://naraces.org/graduate-students/>

Chi Sigma Iota (International Honor Society for Counselors)

- Main Page: <https://www.csi-net.org/>

International Association of Addictions and Offender Counselors (IAAOC)

- Main Page: <http://www.iaaoc.org/>

Appendix I: Forms for Enrolled Counseling Graduate Students

Plan of Study for the Master's Degree

Students are responsible for obtaining and completing this form – in consultation with their advisor. Once you complete the form, all members of your Advisory Committee must sign it. The Advisory Committee consists of your major advisor and two other faculty members (of your choosing) within the School Counseling Program. The Plan of Study is a list of all courses you intend to take in order to complete your MA degree and needs to be completed in the semester prior to the semester in which you plan to graduate.

- The form is available from the Graduate School website:
<https://registrar.uconn.edu/wp-content/uploads/sites/1604/2017/10/Plan-of-Study-Masters.pdf>

Request for Changes in Plan of Study Form to the Graduate School:

<https://registrar.uconn.edu/wp-content/uploads/sites/1604/2017/11/Request-Change-Plan-of-Study.pdf>

(Please submit if your actual coursework varies from what you listed on your Plan of Study)

Report on the Final Examination for the Master's Degree

<https://uconn.kualibuild.com/app/62e7cb71bcf99bfca272d293/run>

The Counselor Education Comprehensive Exam (CPCE) is the final examination for the UCONN School Counseling Program. Faculty will complete this form and submit it to the Graduate School.

Forms for all Enrolled Graduate Students (Submit to the Graduate School)

Application for In-State Tuition & Residency

<https://grad.media.uconn.edu/wp-content/uploads/sites/2114/2020/11/Application-for-In-State-Tuition-3.15.22.pdf>

Graduate School Appeal Form

https://cm.maxient.com/reportingform.php?UnivofConnecticut&layout_id=20

Graduate School Romantic Relationships Reporting Form

<https://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/>

Independent Study Authorization

<https://registrar.uconn.edu/wp-content/uploads/sites/1604/2017/08/Independent-Study.pdf>

Leave of Absence Request Form

<https://grad.uconn.edu/graduate-students/voluntary-separation/>

Request for Alternate Completion Date

<https://registrar.uconn.edu/wp-content/uploads/sites/1604/2018/08/Alternate-Completion-Date-Request-Form.pdf>

Request Reinstatement to Graduate Study

<https://uconn.kualibuild.com/app/651d571732976c013a87adf5/run>

Request for Withdrawal

<https://grad.uconn.edu/graduate-students/voluntary-separation/>

Late Drop Petition for Graduate Students

https://grad.media.uconn.edu/wp-content/uploads/sites/2114/2019/03/Late-Drop-Petition-for-Grads_fillable-1.pdf

Request Permission for Late Arrival to the Semester

<https://grad.uconn.edu/forms/late-arrival/>