

University of Bridgeport
M. S. in Counseling Program
Student Handbook



UNIVERSITY OF BRIDGEPORT

Clinical Mental Health Counseling

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PREFACE

All students entering the Counseling Program are responsible for being familiar with and complying with the current version of the Counseling PROGRAM Student Handbook (the “Handbook”), which contains policies and procedures for the Counseling PROGRAM generally, as well as specific PROGRAM components. The Counseling PROGRAM adheres to all University policies as stated in the *Key to UB* and the *Catalog*, unless otherwise stated in this Handbook.

All students are also responsible for being familiar with and complying with the current version of the *Key to UB* and the *University of Bridgeport (the “University”) Catalog*. Please refer to the *Key to UB* and the *University Catalog* for full University policies and procedures. Online editions of the *Key to UB* and the *University Catalog* contain the most current version of these materials, available respectively at:

<https://www.bridgeport.edu/key-to-ub>

<http://www.bridgeport.edu/academics/registrar/ub-catalog/>

This edition of the Handbook replaces any previous version of the Handbook. The online edition of the Handbook contains the most current version of these materials, which is available at:

<http://www.bridgeport.edu/academics/graduate/counseling-degree-ms/>

While this Handbook covers policies for the entire curriculum, there are more specific requirements for the Program’s clinical components contained in the Clinic Manual. Students must comply with all requirements contained therein.

The policies and procedures contained herein are subject to change without prior notice. The provisions of this Handbook do not and are not intended to create either an expressed or implied contract with any student. The University reserves the right in its exclusive direction to add, modify, delete, deviate or amend the provisions of the Handbook, or grant exceptions from the applicability of its provisions.

CHAPTER ONE

OVERVIEW OF THE PROGRAM

We are pleased that you selected the University of Bridgeport Masters in Counseling Program to pursue your graduate education. We are committed to helping you make this a positive educational and personal growth experience.

This Student Handbook has been prepared to assist you in your program planning. You are responsible for knowing and abiding by the policies contained in this handbook. We urge you to discuss questions you may have with your advisor or with other members of the faculty.

A. Program Description

Clinical Mental Health Counseling

The Clinical Mental Health Counseling track is designed to meet the curricular requirements for Connecticut State Licensed Professional Counselor (LPC). The program in clinical mental health counseling prepares graduate students to work in a variety of agencies, college counseling centers, hospitals, and other counseling settings including private practice. Students develop skills and theoretical knowledge in practicing individual, group and career counseling with diverse populations in either public or private agencies and centers. All Clinical Mental Health Counseling students complete two internship experiences for a total of 600 hours. Students find internship placements in a variety of settings, including community counseling centers, child guidance centers, crisis stabilization programs, rape crisis and domestic violence programs, substance abuse programs, college counseling centers, youth services programs and inpatient and residential treatment programs.

B. Philosophy

The faculty in the Graduate Counseling Program has created a curriculum that provides the necessary knowledge as well as the opportunity to develop personal qualities and counseling skills expected of a professional in the counseling and college personnel fields. The Program is committed to offering a quality program of teaching, research, and service for students and ultimately for the benefit of the clients/individuals they serve. With a strong belief in the human dignity of the individual, program faculty seek to offer students the opportunity to grow and develop to their fullest potential and to promote this attitude as the basis for their service to individuals.

The faculty accepts their ethical obligation to monitor the readiness of those wishing to enter the counseling profession. As stated in the ACA code of ethics, Section F.9.b (2005): “Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance.” This assessment of the student will address academic and non-academic (personal and interpersonal functioning) aspects of a student's performance and result in a plan of action to remediate the concerns, or require leaving the program.

Students should expect the program, as well as the faculty who teach in it, to provide a broad and deep perspective on the different aspects of the counseling and college student personnel fields with an ethical and multicultural perspective. Students are expected to be committed to making the program a priority. It is understood that students have other priorities as family, employment, and civic endeavors. Consequently, some students wait until they can be fully committed before embarking on the pursuit, while others engage in the program part-time.

We also expect that students will be open to their own development and maturity both as a person as well as a professional. We encourage students to assess their values, attitudes, needs and desire before entering the program as well as throughout the program. Understanding and/or challenging one's view of self, others and the world enriches one's life. We encourage students who have not engaged in counseling before to pursue it both for personal development as well as for gaining perspective on being a client in a counseling relationship.

The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality

Ethical behavior is required of all students. Just as counselors in practice and counselor educators are expected to know and adhere to the code of ethics, so too students preparing to be counselors must as well, including the reporting of ethical or legal breaches by any counselor, counselor educator or counseling students. For further information, please see the code of ethics of Counseling related professions.

ACA:http://www.aca.org/ACA_Prod_IMIS/ACA_Member/About_Us/Code_of_Ethics/ACA_Member/AboutUs/Code_of_Ethics.aspx?hkey=61577ed2-c0c3-4529-bc01-36a248f79eba).

The Counseling Program adheres to the scholarly standards of the American Psychological Association (6th edition). Students are expected to be familiar with these standards and utilize APA style in all writing.

C. Programmatic Outcomes

Clinical Mental Health Counseling

Graduates in Clinical Mental Health Counseling will:	As measured by:
Evidence understanding of the role of a counselor; including ethical practice, counselor behaviors and professional associations	Internship Participation in professional associations C570, C568
Demonstrate knowledge, awareness and skills requisite for counseling persons from different cultural contexts and of different levels of ability	C512,C545 Internship CPCE
Apply counseling theories, techniques and intervention to practice; in individual and group settings	C505, C570 Internship C512,C540
Demonstrate knowledge of the ethical use of appraisal instruments	C582 CPCE
Demonstrate an ability to diagnose mental health status	C515 Internship
Demonstrate an ability to review counseling research and integrate its contribution to specific areas of knowledge	C535 CPCE
Demonstrate knowledge of, and skills in Cognitive Behavioral Therapy	C505, C570 Internship

D. Accreditation and Standards

The University is accredited by the State of Connecticut Board of Higher Education and the New England Association of Schools and Colleges. Professional association guidelines and standards are followed within the program, and the Clinical Mental Health Concentration closely follows the guidelines provided by the Connecticut Department of Public Health for the licensing of professional counseling

E. Licensure Requirements

Clinical Mental Health Counseling

The Clinical Mental Health Counseling Concentration is designed to prepare students for a career in clinical mental health counseling. To be licensed in Connecticut, the state requires a Masters Degree in Counseling (to include 60 credits), including a specific series of courses. Additionally, following graduation, students need to successfully pass the National Counselor Exam and complete 3000 post graduate hours. Students are encouraged to visit the following link for current information on licensure requirements in Connecticut, and to consult with their academic advisor:

<http://www.ct.gov/dph/cwp/view.asp?a=3121&q=396906>

Licensure requirements vary significantly by state. Students who wish to pursue licensure in another state should consult the specific requirements of that state. Students are also encouraged to contact their advisor with any questions.

For more information about the effect of a criminal conviction on an individual's eligibility for licensure, please see Chapter Three.

F. Professional Associations

Professional associations are vital to the productive professional life of counselors. Faculty members expect students to join, and participate in, appropriate associations. One method to remain current in the profession is by participating in professional organizations (presenting at various conferences, serving on committees, writing for professional journals, attending workshops and becoming active in leadership). Membership dues are usually less for students, and members receive professional newsletters, journals, announcements of professional activities, updates about federal legislation and policies that have an impact on counseling services and on professional counselors, and opportunities to network. In addition, members are offered professional liability insurance at reduced rates.

American Counseling Association (ACA)

With nearly 45,000 members, the American Counseling Association (ACA) is the world's largest non-profit organization for professional counselors. Application forms may be obtained from each faculty advisor or on the website. <http://www.counseling.org>. or ACA at 5999 Stevenson Avenue, Alexandria, VA 22304-3300; or 1-800-347-6647.

G. Counseling Honor Society -- Chi Sigma Iota

CSI is an international honor society that values academic and professional excellence in counseling. Founded at Ohio University in 1985, Chi Sigma Iota has over 100,000 members who have been initiated into the Society. We are growing by over 6,000 new members per year. They are affiliated with campus-based chapters contributing to their counselor education programs and communities. One of the largest associations of professional counselors in the world, CSI's annual active membership is equally balanced between professional and student members. Among the professional members over 1,600 are counselor educators and supervisors while the remainder are practicing counselors in all settings and specialties of counseling. CSI promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. The mission of the society 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. UB students academically qualifying for Chi Sigma Iota membership will distinguish themselves in the field and the therapeutic workforce.

Membership in Chi Sigma Iota, as specified in the Bylaws, is open to both students and graduates of counselor education programs. Students must have completed at least one semester of full-time graduate coursework in a counseling program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership in CSI by the chapter. Faculty, alumni, and professional members shall have met the overall G.P.A. requirement as graduates of a counseling programs and be recommended to CSI by the chapter. The primary identity of these persons shall be as professional counselors including evidence of a state or national credential as a professional counselor. An invitation to membership is required.



CHAPTER TWO

ACADEMIC POLICIES OF THE PROGRAM

A. Attendance Policy

Specific attendance Policies vary per instructor. Please see the syllabus of the course in which you are enrolled for the specific attendance policy information.

Excused absence: An excused absence requires that a student provide written request to his/her faculty member. An excused absence is limited to the circumstances and deadlines narrowly defined below:

- **Religious Holidays:** must be requested in writing to the faculty member at least three (3) days before the religious holiday. Ex post facto (after the fact) notice is not accepted;
- **Known Medical or Legal Reason for Student:** must be requested in writing at least three (3) days before the absence. Documentation may be required by the faculty member. Ex post facto notice is not accepted;
- **Death in Immediate Family:** includes death of significant other, child, mother, father, siblings and/or grandparents. Written notice must be provided within three (3) days of the absence;
- **Medical:** unplanned medical or health issue, including without limitation: car accident, illness, injury to body, etc. Written notice must be provided within three (3) days of absence. Documentation may be required by the faculty member; or
- **Miscellaneous Extenuating Circumstances:** unexpected or unplanned circumstances, including without limitation: inclement weather or serious illness of dependent. Written notice must be provided within three (3) days of absence. Documentation may be required by the faculty member.

Any missed assignment or examination must be made up within one week of the excused absence. If the student fails to timely do so, s/he shall receive an automatic grade of zero for the missed work.

Unexcused Absence: An unexcused absence is defined as follows:

- An absence which, in the faculty member's discretion, does not qualify as excused absence (as defined above); or
- Any instance where a student arrives to class more than 15 minutes late to class or leaves class more than 15) minutes early. It is the student's responsibility to confirm with the faculty member that s/he has been marked present.

Any missed assignment or examination resulting from an unexcused absence shall earn an automatic grade of zero. There will be no opportunity to retake or submit at a later date.

B. Curriculum

1. Clinical Mental Health Counseling Concentration Required Courses

All students in Clinical Mental Health Counseling are required to take 60 credit hours.

Coun 505	Helping Relationships	4 Credits
Coun 512	Theories of Counseling	3 Credits
Coun 515	Clinical Skills for Counselors	3 Credits
Coun 535	Research Methods	3 Credits
Coun 540	Group Process App & Theory	4 Credits
Coun 545	Social & Cultural Foundations	3 Credits
Coun 552	Human Growth & Development	3 Credits
Coun 568	Counselor as Professional	3 Credits
Coun 570	Strategies & Techniques of	3 Credits
Coun 575	Coun Practicum	4 Credits
Coun 585	Appraisal Processes for Coun	3 Credits
Coun 587	Topics in Behavioral Medicine	3 Credits
Coun 593	CPCE (Exam)	0 Credits
Coun 595	Addiction & Treatment	3 Credits
Coun 600	CMHC Internship 1	4 or 6 Credits
Coun 605	CMHC Internship 2	4 or 6 Credits
Coun 610	Career & Lifestyle Development	3 Credits
Coun 572	Supporting Self-Regulation and Competency	3 Credits

C. Practicum and Internship Experience

1. General Information

Practicum and Internship is the experiential application of the theory and skills developed in the program in a professional environment. Following the practicum (where required) and pre-requisite courses, students will pursue the internship component of the program. The goal of the internship is to further develop and refine the skills established during practicum. The approval from faculty is required. The internship provides a venue within which students receive the experience and guidance necessary for development as an entry-level counselor.

Program faculties provide didactic and experiential training, which serves as the foundation for the development of skills necessary for independent work in clinical settings. The internship operationalizes this training and, in the person of the clinical supervisor, personifies the profession with which the intern ideally identifies. Therefore, careful consideration should be given to the type of internship site that you choose and you should discuss this closely with your advisor.

Internships are not guaranteed and approval to attend internship is dependent upon students' performance both interpersonally and academically. **A student will not be allowed to register for/or begin their internship if they are on academic probation.** Internships must be completed over two semesters, typically over the course of a full academic year, starting in the fall and ending in the spring. Clinical Mental Health Counseling has a separate Practicum and Internship Handbook, which should be referred to for specifics regarding Practicum and Internship. If you are unable to successfully find a site to complete your practicum and internship you will not be able to complete the Counseling Program.

2. The Process to Obtain an Internship

Step 1. Attend practicum/internship orientation. These are generally held in December because students enroll in Practicum in the summer semester, and internship in the fall/spring semesters.

Step 2. Identify placement sites with the assistance of your academic faculty advisor. The advisor may be asked to review and assess potential internship sites.

Step 3. Select approximately three potential sites and contact people at the sites concerning the availability of internships and arrange for interviews.

Step 4. Continue discussions regarding site selections with your advisor and/or inform the advisor of a selection of a site where you have been accepted by the site supervisor.

Step 5. Give your advisor the completed internship contract. This paperwork, along with permission of instructor, will allow you to register for the internship. This step must be completed prior to the completion of the semester **BEFORE** you complete your internship.

Step 6. Determine internship schedule with site supervisor.

3. Requirements of All Internships

- Site supervisor must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
- Site supervisor must have a minimum of two years of pertinent professional experience in the program area in which the student is enrolled
- Site supervisor must have knowledge of the program's expectations, requirements, and evaluation procedures for students.
- Site supervisor must have relevant training in counseling supervision.
- Student must have a signed internship contract prior to enrolling in the internship course
- Student will participate in weekly 1.5-2.5 hour internship course
- Student will participate in 1 hour per week of individual or triadic supervision with site supervisors
- Students will demonstrate evidence of liability insurance before beginning their internship
- Site provides opportunities for students to become familiar with professional activities and resources (record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings etc)
- Site provides appropriate taped and/or live supervision of interaction with clients

- Formal mid-term and final evaluations will be completed by a faculty member in consultation with site supervisor
- Interns function within the policies of the agency or office in which they are interning. The site will provide an orientation at the beginning of the internship.

4. Internship in Clinical Mental Health Counseling

Students in Clinical Mental Health Counseling must complete a 100 hour practicum as well as two internships of 300 hours each. Of the total 600 clock hours in internship, 240 clock hours must be direct service hours. Direct service hours involve interaction directly with clients including the application of counseling, consultation, or human development skills. The additional 360 clock hours will be indirect service hours including other client contact, consultation, report writing, observation, staff meeting, and professional development. Please refer the Practicum and Internship Handbook for all policies and procedures regarding practicum and internship in Clinical Mental Health Counseling.

D. Grading Policy

In addition to the requirements outlined in the University of Bridgeport Academic Catalog, students in the Counseling Program are required to maintain an overall grade point average (GPA) of 3.0 for satisfactory academic progress and must hold a 3.0 GPA or above in order to graduate. Students in the Counseling Program must earn a B- or above in all courses. Any grade below B- requires that the course be retaken in the next semester that the course is offered. No more than two courses can be retaken during a student's degree plan. If two courses have been retaken because of low grades and a grade lower than a B- is earned, the student will be separated from the Counseling Program.

Grade Quality Points:

A	(90-100)	4.0
B+	(85-89.99)	3.5
B	(80-84.99)	3.0
C+	(75-79.99)	2.5
C	(70-74.99)	2.0
F	(≤ 69.99)	0.0

Incomplete: Terminal coursework remains incomplete when final course grade is entered, resulting from a legitimate, unavoidable reason (illness, family emergency, etc.) as determined in the sole discretion of the student's faculty member. A grade of "I" shall revert to a failing grade ("F") if the unfinished work is not satisfactorily completed by the beginning of the next semester unless an exception form has been completed and approved.

W Withdrawal: Grades of "W" are determined in accordance with the deadlines set forth in the "Graduate and Undergraduate Academic Calendar" (contained in Chapter One of the *Key to UB*). More specifically:

1. Drop during Change of Registration Period: If a student drops a course during the official change of registration period, that course does not appear on the student's transcript. Dropping during this period includes those initiated by the student and those administratively initiated by the University (e.g. cancellation of course sections, student never attending class)

2. Withdrawal during Withdrawal Period: If a student officially withdraws from a course after the official change of registration period, but before the end of the official withdrawal period, a grade of "W" is assigned and that course remains on the student's transcript. Courses with the grade of "W" do not count toward the QPR but do count toward the "hours attempted."

3. Late Withdrawal after Withdrawal Period: A student may petition for a late withdrawal (due to serious personal or medical circumstances) after the withdrawal period has ended. The student must submit the petition to his/her Dean. Both the Dean and the Provost, in their absolute (good faith) discretion, must approve the petition. If granted, the grade is assigned in accordance with Step Two above. If denied, the student will earn the grade received in the course (e.g. C, D, F).

4. Administrative Withdrawal Following Dismissal: If a student is dismissed from PROGRAM/ UNIVERSITY during the semester, s/he is administratively withdrawn from all courses and grades are assigned in accordance with Step Two above.

5. Drop for Never Attending Class: If a student never attends a course in a semester, s/he is administratively dropped from the course and the course does not appear on the student's transcript.

E. Evaluation of Student Progress

In addition to academic course grading, students in the Counseling Program are rated on dispositions utilizing the Professional Disposition Competency Assessment (PDCA-R). Students are rated with the PDCA-R in the following classes: Helping Relationships (Coun 505), Strategies & Techniques of Counseling (Coun 570), Practicum (Coun 575) and Internship (Coun 600).

The PDCA-RI evaluates the following areas: cooperativeness, interpersonal skills, self-awareness, emotional stability, and conscientiousness. The PDCA-RI can be found in the appendix section of this handbook.

In addition to the rubric, an incident report is used as needed. The Professional Disposition Competency Assessment Incident Report (PDCA-RI) is used in cases in which faculty need to provide feedback on student behavior. Once an incident form is created, it becomes a part of the student's file. The PDCA-RI can be found in the appendix section of this handbook. The PDCA-RI outlines specific guidelines for response, ranging from future observation through gate-keeping.

F. Required Comprehensive Exam to Graduate

1. University Counselor Preparation Comprehensive Exam (CPCE)

The comprehensive exam is an exit examination required of all master's degree students enrolled in the Clinical Mental Health Counseling Concentration. The purpose of the exam is to assess the student's knowledge of counseling and to ensure minimum competence in the field. As a graduation requirement, students are required to successfully complete the Counselor Preparation Comprehensive Exam. The CPCE covers each of the eight areas of the program:

- Human Growth and Development
- Helping Relationship
- Social Cultural Foundation of Counseling
- Group Work
- Research and Program Evaluation
- Appraisal Procedures
- Professional Ethics

In order to be eligible for the comprehensive examination, students must complete all the core courses. The exam is made up of 136 multiple choice questions and is four hours long. The exam is offered one time per semester (fall and spring semesters), and students are allowed two attempts to pass the exam. If a student does not pass the exam after two attempts they will be given one attempt at a department administered comprehensive exam. Any student who does not pass this exam after failing the CPCE will not be certified for graduation.

G. Graduation Requirements

In order to graduate from the Counseling Program students must do the following:

- Successfully complete all required courses (60 credits for CMHC) and have their degree plan verified by their advisor

- Maintain a grade point ratio of at least 3.00, and earn B- or higher in all courses
- Successfully complete required practicum and internship experiences
- Pass the comprehensive exams for their appropriate concentration\
- Successful completion of all requirements listed on PDCA-RI
- Successfully complete all course work within seven (7) years of taking the first course
- File a completed Application for Graduation with the Registrar

Students who expect to complete a graduate degree during the academic year or subsequent summer must file an Application for Graduation in the School of Graduate Studies. Only students who meet these deadlines can be assured of having their names appear in the commencement program. In order to qualify for a degree, the student must complete all academic program requirements and have submitted a completed Program of Studies Form signed by the student, the student's advisor, and the dean of the School of Arts and Sciences. It is the students' responsibility to complete all aspects of the Program of Study (except signatures) and submit it to the Director of the Program early enough to assure meeting the graduation application deadline.

H. Academic Status

1. Academic Probation

Probation is a designation that alerts the student that academic circumstances are such that dismissal is increasingly likely due to unsatisfactory academic performance. Academic probation is the result of failing to maintain good academic standing as described below and signifies unsatisfactory academic progress. When a student fails to maintain the required academic standards as listed below, the program director sends notification of probation or separation to the student. A student on academic probation will meet with his/her advisor throughout the semester of probation to make a plan for remediation of difficulties.

A student shall be placed on Academic probation in the following situations:

- 1) The student receives a 3.0 semester or cumulative GPA; or
- 2) The student receives a C+, C or C- in any individual course

A student may only be on academic probation for one semester and is expected to return back to good academic standing by the end of the next semester. **If a student fails to achieve good academic standing by the end of the next term, they will be separated from the program.** The student then must maintain good academic standing for the duration of the program. A student on academic probation may not begin Practicum or Internship. A student on probation may not serve as class representative. Academic Probation will be removed by the program director when the student returns to good academic standing.

2. Academic Dismissal

A student will automatically be dismissed by the Director of the Program in the following circumstances:

- (1) Student on probation who fails to raise (cumulative) GPA to 3.0 after one semester; unless the probation is a result of a C grade that needs to be repeated in a course that is not offered in the next semester. In that case, the student has until the next semester the course is offered again to raise the GPA over 3.0 and earn a grade of B- or higher in that course;
- (2) Student receives a final course grade of "D" "F"; in any individual course;
- (3) Student earns GPA below 2.0 for any semester; or

(4) Student earns below a B- in a third course.

I. Academic Discipline Procedures

1. Discipline for Violations of Academic Integrity (E.g. Plagiarism, Cheating)

The counseling program follows the University's Academic Integrity Policy, Principles and Procedures, as well as the related discipline and disciplinary procedures for academic dishonesty. Please see Chapter Two of the *Key to UB*, available at: <https://www.bridgeport.edu/key-to-ub>

2. Academic Dismissal for Poor Academic Performance

If the student meets the criteria for academic dismissal (defined above) the Director shall notify the student in writing that s/he is dismissed from the program (the "Decision"). In the event that the student is not satisfied with the Decision, then the student may submit a written appeal within 10 days of receipt of the Decision to the Academic and Discipline Appeals Committee (ADAC). The appeal should be submitted to the Director. The Academic and Discipline Appeals Committee is a 3 member panel composed of faculty and administrators from UB (the A Academic and Discipline Appeals Committee is further discussed in Chapter Three).

The student's appeal must specifically state the grounds for appeal which are limited to: (1) failure to follow PROGRAM policy (e.g. GPA calculated incorrectly); or (2) extraordinary personal circumstances – determined in the absolute discretion of the ADAC Committee – defined as extraordinary, unforeseen circumstances outside of a student's control which had a significant impact of the student's academic performance. The student cannot appeal the grade earned in a specific class, as that is a matter properly handled through the University's Academic Grievance Procedure.

The student's appeal should also include: a narrative of relevant facts, explanation for his/her performance, relief sought, and any other relevant documentation, evidence, or information. Should the student believe that there is a conflict of interest with any of the members serving on the Academic and Discipline Appeals Committee, the student should address that issue in writing to the Director within three (3) business days of receipt of the Decision.

The Academic and Discipline Appeals Committee shall consider the student's written appeal and any other documentation submitted. The Academic and Discipline Appeals Committee may request additional information (in writing or by interview) from the student, as well as any other person who may have relevant information. The Academic and Discipline Appeals Committee shall will notify the student in writing of his/her decision and the grounds therefor within 15 days following receipt of the appeal. The Academic and Discipline Appeals Committee decision is final.

J. Withdrawal and Leave of Absence

1. Withdrawal from Counseling Program

A student considering withdrawing from the Counseling Program is encouraged to discuss the issue with his/her faculty advisor and Dean prior to withdrawal. Once a decision to resign is reached, the student must complete an “Application to Withdraw” from the Office of the Registrar or online portal, which must be submitted to the Dean and approved by the student’s advisor, Dean, Student Financial Services, Office of the Registrar, and Office of the Provost (if withdrawal is sought after the end of the official withdrawal period). The student must also conduct an exit interview with The Dean of Students Office.

Please see the “Grades” Section of this Chapter for determination of academic status (i.e. grades assigned to students who withdraw).

Tuition and housing refunds will be awarded in accordance with eh University’s refund policies, as stated in the University’s Tuition Refund Policy at <https://www.bridgeport.edu/cost-financial-aid/tuition-fees> and in Chapter Four of the *Key to UB’s* “Residence Hall Refund Policy.”

If a student fails to register for a semester without being granted a leave of absence, or the leave of absence has expired, the student will be administratively withdrawn from the University.

If a student withdraws, or takes a leave of absence, and chooses to reapply to the Counseling Program, they must still complete the program within the original 7 year period if they are readmitted.

2. Leave of Absence

When a student wishes to voluntarily interrupt his/her studies, h/she must complete a “Leave of Absence Form” from the Office of the Registrar or online portal, which must be submitted to the Dean and approved by student’s advisor, Dean, Student Financial Services, the Office of the Registrar, and the Office of the Provost (if leave is sought after the end of the official withdrawal period). The decision to grant or deny leave is made in the sole (good faith) discretion of the Dean.

A student may take one (1) leave of absence during his/her tenure with PROGRAM, and that leave may be taken for up to one (1) calendar year. All students must complete the PROGRAM within 7 years.

Please see the “Grades” Section of this Chapter for determination of academic status (i.e. grades assigned to students who take a leave of absence).

Tuition and housing refunds will be awarded in accordance with eh University’s refund policies, as stated in the University’s Tuition Refund Policy at <https://www.bridgeport.edu/cost-financial-aid/tuition-fees> and in Chapter Four of the *Key to UB’s* “Residence Hall Refund Policy.”

A student (in good financial standing) wishing to return from an approved leave of absence, must file a “Request for Return from Leave of Absence” with the Dean, which must be approved by the student’s advisor, Dean, Student Financial Services, and the Office of the Registrar. The Dean may require confirmation that the condition giving rise to the leave has been resolved sufficiently for the student to resume studies. The “Request for a Return from Leave of Absence” form must be completed (with all signatures and information) before the student is allowed to register for classes.

A medical leave of absence requires medical documentation from a physician that states that the leave is necessary. Before returning to the program, the student must provide medical clearance that allows full participation in academic and clinical activities.

3. Transfer Credit

In accordance with University policy, the Counseling Program will accept up to 6 credits of graduate transfer credit. Please refer to University of Bridgeport Catalog for the specific policy. Students who wish to transfer credit into the Counseling Program need to complete the following steps:

- Complete a petition form (found on the UB portal or obtained from the Registrar);
- Attach a letter to the petition that includes the course description of the course that you have taken, as well as the UB course that you believe is equivalent to the course you have taken; and
- Provide the official transcript for the course(s) you have taken.

K. Academic Grievance Procedure (e.g. grades)

Please refer to Chapter Two of the *Key to UB* for the University Academic Grievance Procedure.
<https://www.bridgeport.edu/key-to-ub>

L. Endorsement and Letter of Recommendation

If at any point a student(s) is seeking a letter of recommendation, the student is expected to make an appointment with their assigned academic advisor and/or desired faculty member to discuss letters of recommendation. During this meeting, the student and faculty member will discuss the student's progression, strengths, and professionalism. The student is requested to give faculty an appropriate amount of time to complete the letter. Students will only be endorsed for fields in which they have been formally trained.

CHAPTER THREE

DISCIPLINARY ACTION FOR PROFESSIONAL & BEHAVIORAL ISSUES

A. Rules for Student Conduct

Students in the Program are required to conduct themselves in a manner compatible with the high standards of the Counseling profession. Students are required to be familiar with and adhere to the professional and ethical standards set forth in this Handbook and Practicum and Internship Handbook, as well as the University's student conduct requirements set forth in Chapters Two and Five of the *Key to UB*.

The following non-exhaustive list of prohibited professional conduct is subject to discipline, **up to and including dismissal**:

- Being found guilty, pleading guilty, or pleading no contest to any felony, crime involving moral turpitude, or offense affecting professional integrity.
- Engaging in unprofessional care or practice with or on patients.
- Failure to meet the generally accepted standards of ethical and professional conduct of the [Counseling profession.
- Engaging in fraudulent or unscrupulous behavior related to one's participation in the Program or any professional activities.
- Engaging in behavior that creates safety hazards and/or disrupts the well-being of one's peers, fellow students, faculty, supervisors, patients, or other third parties.
- Identifying oneself as a licensed Counselor or failing to identify oneself as a Counseling student.
- Violation of the Health Insurance Portability and Accountability Act (HIPPA).
- Failure to follow protocol or directions of clinical supervisor or PROGRAM faculty.
- Performing unauthorized procedures or administering services not permitted by the supervisor, the facility, or the PROGRAM.
- Leaving the clinical setting without permission of supervisor.
- Failure to report all observed unethical conduct by other members of the health profession, including other students.

B. Discipline for Student Conduct

Any member of the University community may bring charges against a student for violations of the professional, ethical, and/or behavioral requirements stated in this Handbook or the Internship Guidebook. The complainant shall submit the charges in writing to the Director of the Counseling Program. Additionally, if the PDCA-RI form indicates a level of concern of red charges may be brought to the disciplinary committee.

Upon receiving the charges, the Dean will review the charges and surrounding circumstances by conducting a preliminary investigation. If the Dean finds that the charges merit a formal hearing, the Dean will formally request a hearing by the Chairperson of the Program's [INSERT] Committee (the "ADAC]"). The Academic and Discipline Appeals Committee is a three member panel (composed of one UB administrator, one faculty member from the Program, and one member at large) which enforces the professional standards of the PROGRAM.¹

¹ The [ADAC] also decides student appeals of PROGRAM academic dismissals, as outlined in Chapter Two, Section F(ii) of this Handbook.

At least seven (7) days before the Academic and Discipline Appeals Committee hearing, the Chairman will formally notify the concerned parties of the charges, as well as the date and location of the hearing. If the Chairman determines that there is a conflict of interest with any member, s/he has the right to replace that member prior to the start of the hearing.

At the hearing, the following rules apply:

- The Chairperson shall state the charges brought against the student, and present any evidence provided to the Academic and Discipline Appeals Committee in support thereof.
- The student will have the opportunity to be heard in his/her own defense by presenting a statement (written or oral), testimony, and/or evidence.
- The student will have opportunity to hear and review all evidence brought against him or her, as well to question all appearing witnesses.
- The Academic and Discipline Appeals Committee shall have the right to question and cross examine all witnesses, and to speak openly during the hearing.
- The Academic and Discipline Appeals Committee is not bound by the rules of evidence and may consider any evidence presented for inclusion into the proceedings.
- The hearing is not subject to the rules governing a legal proceeding and the student is not entitled to legal representation. The student may have an advisor (faculty member, friend, etc.) at the hearing, but the advisor may not participate.
- Hearing minutes shall be transcribed and made available to the student upon written request to the Chairperson of the Committee.

After reviewing the evidence and the testimony, the Academic and Discipline Appeals Committee will render a written decision. A copy of the decision will be provided to the student within 14 days of the hearing at his/her University email address and/or last known address on record with the University. A student who refuses to accept a notification of dismissal loses the right to appeal the decision.

C. Appeal from Academic and Discipline Appeals Committee (ADAC) Disciplinary Decision

In the event that the student is not satisfied with the decision, then the student may submit a written appeal within 10 days of receipt of the decision to the Office of the Provost. The request must specifically state the grounds for appeal, including a narrative of relevant facts and any other pertinent information. The appeal must contain: a copy of the original grievance and any documents filed in support thereof, the Decision, and a statement outlining the reasons for the appeal and relief sought. The Provost may review and decide the appeal, or designate an associate or assistant Provost to review and decide the appeal. Upon considering the appeal, the Provost or his/her designee will notify the student in writing of his/her decision and the grounds therefor within 15 days following receipt of the appeal. The Office of the Provost's decision is final.

CHAPTER FOUR

ADDITIONAL PROGRAM POLICIES

A. E-Mail Policy

E-mail is the preferred mode of communication between the Counseling Program faculty/staff and students. **All students must use their UB e-mail account, and must check this account daily.** Students should empty mailboxes to allow for regular e-mail from Counseling staff and faculty. Failure to check an e-mail account is not an allowable excuse for missing a Counseling event or notification. Correspondence with faculty and staff are required to be professional and respectful.

B. Change of Name, Phone Number or Address Policy

Any student who changes his or her name, address, telephone number or social security number must immediately notify both the Counseling Program and the University of Bridgeport Registrar. The Registrar can be reached at (203) 576-4634 or via email at registrar@bridgeport.edu. The Registrar is located at the Wahlstrom Library, Garden Level, Room G118B.

C. Social Media Policy

Students are expected to use social media responsibly, thoughtfully, lawfully, and in a manner befitting of a member of the Counseling and/or Student Affairs profession. The following behavior is specifically prohibited: (1) violating the intellectual property rights of the University or any third party; (2) disclosing confidential, private information of third parties, patients, or the University (e.g. sharing diagnostic images or any patient data on a social media platform); or (3) violating any applicable Counseling or University policy, including but not limited to: (a) the professional and behavioral requirements contained in this Handbook and (b) the University's Code of Community Standards (Chapter Four) and/or "Acceptable Use" guidelines (Chapter Six) of the *Key to UB*.

Students are strongly encouraged to think carefully about the comments s/he post in the public domain (including any personal social media sites), as such publicly available content may have serious academic and professional consequences. When posting on a personal social media site, students are prohibited from: (1) using the University logo on his/her site without approval from a University administrator; or (2) using the University name or logo to promote or endorse any product, practice, or political views. Students are encouraged to clearly state that any views shared are her/his own, and not made on behalf of the University. Students are personally responsible for the content published on their own social media accounts, and for acting in a manner that is responsible, respectful, and devoid of any threatening, intimidating, or ill-mannered content.

Any violation of this policy should be immediately reported to the Dean/Director for referral to the Academic and Discipline Appeals Committee or other applicable University procedure.

CHAPTER FIVE

UNIVERSITY POLICIES

PROGRAM adheres to all University policies as stated in the *Key to UB* and the *Catalog*, unless otherwise stated in this Handbook. For the complete set of University policies, please refer to the current versions of the *Key to UB* and the *Catalog*. For excerpts of certain University policies, please see below:

A. Equal Opportunity and Non-Discrimination Policies

The University of Bridgeport is committed to preventing or eliminating all forms of gender-based discrimination in its education programs or activities in accordance with its commitment to Title IX of the Education Amendments of 1972. The University prohibits discrimination in admissions, educational programs and services, and employment on the basis of race, color, religious creed, age, marital status, national origin, ancestry, gender, sexual orientation, gender identity or expression, disability, genetic information, veteran status and any other basis protected by law.

B. Student Accessibility Services

The Office of Student Accessibility Services offers a private and confidential atmosphere for students to talk about their disabilities and accommodation requests. We are committed to providing services to qualified students with disabilities so that they receive an equal educational opportunity. In compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and Connecticut state laws, we provide reasonable accommodations to reduce the impact of disabilities on academic functioning or upon other life activities in the University setting. The University respects the student's right to disclose or not to disclose a disability. However, the University is not responsible for providing services or accommodations for students who do not disclose a disability to the Office of Student Accessibility Services in a timely fashion.

The Office of Student Accessibility Services is located at Carstensen Hall, Room 115. The University of Bridgeport's Director of Student Accessibility Services and Student 504 Coordinator is Gwaina Waulden: (203) 576-4454, email accessibilityservices@bridgeport.edu. Please see the *Key to UB* for further information as well as the following website: <https://www.bridgeport.edu/student-accessibility>

C. Sexual and Gender-based Interpersonal Violence and Harassment

The University of Bridgeport is committed to providing an environment free from gender-based discrimination and harassment. Consistent with the University's commitment to equal opportunity and non-discrimination, the University strictly prohibits Sexual Assault, Sexual Exploitation, Dating, Relationship or Domestic Partner Violence, Stalking, Sexual or Gender-Based Harassment, or Retaliation against a person for the good faith reporting of these forms of conduct or participation in an investigation or proceeding under this Policy.

D. Background Checks

Please see the Background Check Policy for Certain Professional Programs, listed on the PROGRAM Canvas portal.

F. Notice regarding Effect of Criminal Conviction(s) on Licensure

Felony and misdemeanor convictions, as well as other behavior which does not conform to the accepted standards of the profession, may affect a student's eligibility for licensure (and participation in clinical rotations). As requirements vary by state, students are solely responsible for consulting the state licensing boards in the state(s) they seek to practice. For more information about the effect of a criminal conviction on eligibility for licensure in Connecticut, please see the link in footnote two below.²

Due to these stringent licensure requirements, any student who is arrested between matriculation and graduation must immediately notify his/her Dean/Director in writing to disclose the arrest. Any questions or concerns should be directed to the PROGRAM Dean/Director.

G. False Information or Omission in PROGRAM Application or as Part of Background Check

Any omission or false information in the PROGRAM admissions application or background check process (see above), shall result in automatic dismissal from the PROGRAM.

D. Student Financial Services' Satisfactory Academic Progress Policy

Please see the following information regarding requisite academic progress to receive financial aid, as required by federal law:

http://files.bridgeport.edu/public/FinancialAid/Satisfactory_Academic_Progress_2015.pdf

E. Family Education Rights and Privacy Act

In accordance with The Family Educational Rights and Privacy Act (FERPA) of 1974 and Accreditation Standards for Physician Assistant Education, student materials, grades, records and files are considered confidential. For the University's FERPA policy, please see the "Family Education Rights and Privacy Act" and "FERPA: Notice for Directory Information" in Chapter Six of the *Key to UB*.

F. Grievance Procedures

For the following student grievance procedures, please refer to Chapter Six of the *Key to UB*: Student Grievance Procedure, Grievance Procedures under Title IX and Title VI, and Disability Grievance Procedure. Chapter Six is available at: <https://www.bridgeport.edu/key-to-ub>

² <http://www.portal.ct.gov/DPH/PractitionerLicensingInvestigations/PLIS/Practitioner-Licensure-General-Policies-and-Procedures>

APPENDICES

Professional Dispositions Competency Assessment--RI

Student Dispositional Incident Report

Student Name: _____ Date of Filing: _____

Person Filing the Report: _____

Instructions: 1) Check the DISPOSITIONAL box most closely associated with the nature of the feedback you wish to offer. If desired, more than one box may be checked. 2) Write a detailed explanation of the situation leading to the filing of the form; be as specific as possible and please use behavioral terms. 3) Check the level of concern (R/Y/B/G) in the box on the far right using key below. 4) Describe the student's behavior as it relates to the expected standard in the space provided. 4) Recommend specific action in the space provided; and 5) If a group decision is involved, record the decision of the group.

Note: If this form becomes part of the student's academic file, per FERPA students have legal access to their records. Do not consider the form confidential if it is being utilized in an academic setting and is part of the student record.

Green: You consider this student **outstanding**, and are calling it to the attention of the faculty to foster ideas about special opportunities that could be given to the student. **Student will not be notified, though they may at some point access their academic file.**

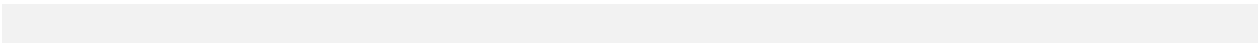
Blue: You have some concerns to share with other faculty, but do not believe the situation warrants remediation or gate keeping strategies--unless other faculty have additional information. A Blue signifies that additional faculty support, attention, and/or encouragement is needed. **Student will not be notified, though they may at some point access their academic file.**

Yellow: You have **some concerns to share** about this student and believe remediation should be considered. **Student will be notified that a yellow has been filed.**

Red: You have very strong concerns and believe **gatekeeping should be considered**. **Student will be notified that a red has been filed. If, as a result of this form, it is determined that student discipline is appropriate the ADAC will be convened.**

	Description	Level of Concern Check one
<i>DESCRIPTION OF THE BEHAVIORS ASSOCIATED WITH THE DISPOSITIONAL AREA</i>		
<input type="checkbox"/>	<p>Conscientiousness: Meets Expectation--A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.</p> <p>Conscientiousness: Below Expectation-- A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.</p>	<input type="checkbox"/> B <input type="checkbox"/> G <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Emotional Stability: Meets Expectation--Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.</p> <p>Emotional Stability: Below Expectation--Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.</p>	<input type="checkbox"/> B <input type="checkbox"/> G <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Self-Awareness: Meets Expectation--Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.</p> <p>Self-Awareness: Below Expectation-- Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.</p>	<input type="checkbox"/> B <input type="checkbox"/> G <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Interpersonal Skills: Meets Expectation-- Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.</p> <p>Interpersonal Skills: Below Expectation-- Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.</p>	<input type="checkbox"/> B <input type="checkbox"/> G <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Cooperativeness: Meets Expectation--Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.</p> <p>Cooperativeness: Below Expectation--Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.</p>	<input type="checkbox"/> B <input type="checkbox"/> G <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Coping and Self-Care: Meets Expectation--Consistently displays the following behaviors: well groomed; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; behaviors indicative of effective time management. Not overextended.</p> <p>Coping and Self-Care: Below Expectation-- Displays for extended period of time one or more of the following behaviors: Disheveled</p>	<input type="checkbox"/> B <input type="checkbox"/> G <input type="checkbox"/> Y <input type="checkbox"/> R

	physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management skills; behaviors indicative of excessive use of substances.	
<input type="checkbox"/>	<p>Honesty: Meets Expectation--No evidence of questionable behaviors such as plagiarism; cheating; manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.</p> <p>Honesty: Below Expectation-- Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.</p>	<input type="checkbox"/> B <input type="checkbox"/> G <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Openness: Meets Expectation--Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.</p> <p>Openness: Below Expectation-- Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.</p>	<input type="checkbox"/> B <input type="checkbox"/> G <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Cultural Sensitivity: Meets Expectation--Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.</p> <p>Cultural Sensitivity: Below Expectation--Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a 'one size fits all' model of counseling; behavior reflecting racist or discriminatory attitudes.</p>	<input type="checkbox"/> B <input type="checkbox"/> G <input type="checkbox"/> Y <input type="checkbox"/> R
<input type="checkbox"/>	<p>Ethical Behavior: Meets Expectation--Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.</p> <p>Ethical Behavior: Below Expectation-- Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.</p>	<input type="checkbox"/> B <input type="checkbox"/> G <input type="checkbox"/> Y <input type="checkbox"/> R
Description of Behavior:		
Recommended Response:		
Decision/Action:		



COUNSELING PROGRAM
GRADUATE ADMISSIONS RUBRIC

	0 Not Present	1 Meets Admissions Expectation	2 Exceeds Admissions Expectations
Personal Reflection Statement	Personal statement is superficial and does not demonstrate reflection, insight, or clear professional goals	Personal statement shows reflection and insight, evidence of openness to self-examination, and career goals relevant to the CMHC program	Personal statement shows careful reflection, insight and openness to self-examination activities (e.g. personal counseling); strong identification of clear career goals relevant to the CMHC program
Experience with Diversity	Experience with diversity is extremely limited; responses suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors, lack of respect for cultural differences or intolerance for differences	Evidence of experience with diversity; responses suggest competence in cultural awareness and/or sensitivity, an awareness of diversity factors and respect for cultural differences	Evidence of extensive experience with diversity, responses suggest competence in cultural awareness and/or sensitivity, an awareness of diversity factors and respect for cultural differences; can apply competencies to helping relationships
Openness to Learning	Shows a reluctance to learn professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view; lacks curiosity about new or novel situations.	Tolerance for ambiguity; curious; open to new experiences; intellectually interested and engaged; able to experience novel situations; able to provide examples	Tolerance for ambiguity; displays courage and embraces opportunities to engage in new cultural and professional experiences; initiates opportunities to learn from new experiences; able to provide examples
Interpersonal Relational Awareness	Personal statement is superficial and does not demonstrate reflection or interpersonal insight	Evidence of awareness regarding one's interactions with and impact on others, able to reflect upon personal relationships; able to provide examples	Evidence of awareness regarding one's interactions with and impact on others; reflection on personal relationships, provides examples, has pursued and engaged in personal growth activities to increase awareness

<p>Awareness of Personal Characteristics</p>	<p>Limited and superficial self-awareness as evidenced by written, verbal, and/or non- verbal communication; difficulty identifying personal strengths and weaknesses; no evidence of interest in personal learning</p>	<p>Evidence of self-awareness as evidenced by written, verbal, and/or non-verbal communication and orientation to the connection between one's career/academic interests and one's personal characteristics; able to identify personal strengths and weaknesses; provides examples</p>	<p>Evidence of self-awareness and orientation to the connection between one's career/academic interests and one's personal characteristics; able to identify and discuss personal strengths and weaknesses; provides examples; has engaged in various activities or has experienced events that have led to greater understanding of one's match to the field.</p>
<p>Aptitude for Graduate Study- History of Academic Performance Writing Skills</p>	<p>Transcripts show a pattern of low academic performance as indicated by GPA and/or unsatisfactory grades in courses critical to potential success in the CMHC program or previous graduate study. Poor grammar and writing style; flow of paper somewhat unorganized</p>	<p>Transcripts show a clear pattern of successful and satisfactory academic performance as indicated by GPA and/or grades in courses critical to potential success in the CMHC program or previous graduate study. Proper grammar and adequate writing style; logical and organized flow of ideas and writing structure</p>	<p>Consistent outstanding academic performance as indicated by GPA and grades I courses critical to potential success in the CMHC program or previous graduate study. Proper grammar and writing style; exemplary flow of ideas and writing structure</p>
<p>Relevance of Career Goals</p>	<p>Goals do not align with the goals of the CMHC program and/or are unclear and difficult to identify</p>	<p>Proper grammar and adequate writing style; logical and organized flow of ideas and writing structure Goals are clear, easy to identify, and consistent with the goals and objectives of the CMHC program</p>	<p>Goals are consistent with CMHC program objectives and exhibit careful reflection and consideration as evidenced by examples provided.</p>

Self-Care and Stress Management	Poorly developed or ineffective use of self-care and stress management strategies; no indication of a wellness orientation	Use of self-care and stress management strategies and evidence of wellness orientation as evidenced by examples provided	Long-term or intentional use of self-care and stress management strategies, knowledge of wellness orientation and philosophy as it pertains to one's own life and working with clients
Emotional Awareness and Tolerance for Emotional Experience	No evidence of emotional awareness; appears to lack tolerance for one's own emotional experience as well as that of others	Open to one's own emotional experiences as well as that of others; comfort with managing emotions as well as emotional evoking contexts; examples provided	Open to one's own emotional experiences as well as that of others; understanding of how one's emotional awareness and tolerance will impact ability to successfully help others; examples provided
Experience with the Field of Counseling	Experience is minimal and/or does not demonstrate sustained commitment to the field of counseling and/or mental health; experience is not or is minimally related to preparation needed for success in CMHC program	Experience demonstrates sustained commitment to the field of counseling and/or mental health and is related to preparation needed for success in CMHC program	experience demonstrates a sustained commitment to the field of counseling and is directly related to preparation needed for success in CMHC program
Professional References	References do not demonstrate a strong knowledge of the applicant; references from sources not able to assess aptitude for graduate study and/or fitness for the field of counseling	References demonstrate adequate knowledge of the applicant; references from sources appropriate for assessment of aptitude for graduate level study and field of counseling	References demonstrate strong knowledge of the applicant; references from source directly able to assess aptitude for graduate level study and fitness for the field of counseling

CERTIFICATE OF ADVANCED GRADUATE STUDIES (CAGS) FAQS & CHECK LIST

1. Start the process of applying for your LPC or LPCA <https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Professional-Counselor/Professional-Counselor-Licensing>
2. If you **started** your Masters program **prior to July 2017** go here to download the form that lists your course requirements https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/practitioner_licensing_and_investigations/plis/ProfessionalCounselor/COS.pdf
3. If you **started** your Masters program **after July 2017** go here to download the form that lists your course requirements https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/practitioner_licensing_and_investigations/plis/ProfessionalCounselor/lpc_COS_Mat2017.pdf
4. Look at your transcript from the university that granted your Masters degree. Determine which of the courses on the DPH form were completed as part of your Masters degree. The program that granted your masters must agree to sign off on the courses on the form. **UB does NOT sign off on courses you took at other programs. Go IMMEDIATELY to the person in charge of your Masters program and have them complete the form and send it directly to CT DPH.** Also get a copy of the signed form for your records.
5. If there are courses on the form that you did not take (OR that the Masters institution refused to sign for) you have to take those courses at UB. The UB Clinical Mental Health Counseling Program Director or designee will sign for any course **taken at UB.**
6. When thinking about your UB degree plan note that some UB courses are only offered in the Fall, Spring or Summer. **Be sure you have a plan to meet all the requirements on the form.**
7. **60 graduate credits** are required for licensure in addition to the specific courses. You can take courses in Motivational Interviewing (COUN 505, Helping Relationships), DBT Skills (COUN 572 Supporting Self-Regulation and Competency), Advanced Strategies of Counseling (COUN 570), Psychopharmacology (COUN 582, Topics in Behavioral Medicine) or other courses that seem interesting to you.
8. You need to take **Practicum**, Internship 1 and Internship 2 if you started your Masters After July 2017.
9. You need to take Internship 1 and Internship 2 if you started your Masters before July 2017.
10. Talk to the Practicum and Internship Coordinator right away to plan your field experience.

You can do your clinical work at the agency where you work IF you have different duties and a different supervisor from your paid job.

11. You cannot just register for Practicum, Internship 1 or Internship 2. Special permission is required. You will have to obtain professional liability insurance privately or through a professional organization like the ACA or AMHCA. You will submit your proof of insurance to the Practicum and Internship Coordinator.
12. To the best of our knowledge, you can begin accruing supervised hours as soon as you were granted your original Masters degree. That means you should explore the possibility that you have already met the requirement for 3000 post graduate hours. Note if there is no one willing to sign the DPH form, the hours worked will not count. Consider asking for your supervisor to sign off on a record of your hours to protect yourself. Obtain that form here https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/practitioner_licensing_and_investigations/plis/ProfessionalCounselor/LP_CVerifExp.pdf
13. The hours you spent in Practicum, Internship 1 and Internship 2 CAN count toward your 3000 supervised hours requirement IF your supervisor is willing to sign the form above.
14. You can sign up for and take the NCE or NCMHCE as soon as you feel ready.
15. The UB Clinical Mental Health Counseling Program encourages you to pursue excellence by becoming a Board-Certified Counselor (NCC). You can apply to the Board at the same time you apply to take the NCE.
16. If you meet (or plan to meet) the qualifications, the UB Clinical Mental Health Counseling Program encourages you to apply to become a Licensed Alcohol and Drug Counselor (LADC) <https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Alcohol-Drug-Counselor/Alcohol-and-Drug-Counselor-Licensure-Requirements> . We can sign for any course taken at UB that meets the requirements for the LADC https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/practitioner_licensing_and_investigations/plis/alcohol_drug_counselor/ADCVerifEducation.pdf .