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PROFESSION TAB PAGE
THE COUNSELING PROFESSION

“Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

American Counseling Association

The Counselor Education Department sits in the counseling profession; a profession anchored in the humanistic narrative, influenced by the traditions of Carl Rogers, Harry Stack Sullivan, Karen Horney, and Irvin Yalom. Since its beginnings at the turn of the 20th century, the field of professional counseling has flourished. In these early years a counselor’s work was focused on vocational and school guidance, and evolved into a helping profession as societal needs arose. In the 1950’s a new profession of master’s level professional counselors was created and in the decades to follow state laws were enacted to license professional counselors at the master’s level. Counseling has grown from a specialty in psychology focused on career counseling to a holistic profession focused on the empowerment of individuals to reach their goals.

Constructs relevant to our profession include: prevention, early intervention, wellness, and empowerment. We also hold the view that emotional problems are related to client’s development and that mental health is viewed on a continuum that individuals are constantly moving along depending on life circumstances (Gray & Kozak, 2016). We aim to meet individuals where they are and acknowledge life’s barriers that may be keeping them from where they want to be. The goals and treatment of each client is different, as each person is different and unique.

The work we do as counselor educators within our interpersonal profession animates us on many levels. We cherish the counselor-client relationship which continues to account for the most variance in therapeutic outcomes. We train our students in the school counseling and clinical mental health counseling programs in the competencies to develop and maintain effective therapeutic relationships. Additionally, we give wholehearted attention to helping our students develop a professional identity that accentuates clients’ meaning systems. We believe through attention to meaning systems we learn and understand the totality of our clients’ needs and concerns (Hansen 2016). The nature of a counselor is one of being wholeheartedly present (Horney 1987). Without this ability to actively be with another person, our job cannot be accomplished.

Although professional counseling is relatively new in comparison to other helping professions, its impact is tremendous and the field continues to grow. Counselors can work in a great variety of settings from hospitals, to mental health agencies, to schools. However no matter where their work is done the core of our work remains the same: a focus on creating a therapeutic relationship, understanding client’s meaning systems, and helping individuals achieve their goals.


ARE COUNSELORS UNIQUE?

Prevention; early intervention; wellness; empowerment; these four concepts remain uppermost in differentiating counselors from other mental health professionals. If counselors are to be successful in gaining societal recognition as a separate profession, it is imperative to continue to discuss, debate, analyze, evaluate, and establish ways to articulate the profession’s unique contributions.

Counselors must formulate a common philosophical foundation, different from that of other professionals, yet acceptable to the many specializations. Counselors must develop an identity that both reflects the core beliefs shared by all counselors and acknowledges the more specific knowledge and skills possessed by specialists within the field.

The focus on prevention distinguishes counseling from other professions. Counselors offer interventions that equip people to deal successfully with the developmental issues that we all must face. Developing a client’s ability to manage problems to his or her own satisfaction is the goal. Preventing a problem before it occurs may not be as dramatic as treating a mental disorder, but it is important to society. Even counselors who work with seriously mentally ill or severely disabled clients believe that preventing future problems is part of their goal.

A philosophy that embraces early intervention leads counselors to work with normal, healthy populations when they are at risk, before mental or emotional problems become severe. From a counselor’s perspective, recognizing early warning signs and using effective early interventions can produce long-lasting positive results.

Counselors seem to be the only mental health practitioners who emphasize mental health rather than mental illness. Promoting wellness and healthy lifestyles, and helping the clients achieve these goals distinguishes counselors from other mental health professionals.

The medical model of mental health treatment relegates clients to being recipients of services rather than acknowledging them as participants. The counseling process empowers clients to make choices and emphasizes informed participation by clients.

Counselors are still searching for answers to the question, “What makes counseling unique?” It is important that scholars and practitioners will continue to explore this important question. Looking at the methods we use to help the clients – prevention, early intervention, wellness, and empowerment – would be a good place to start.

Adapted from Theodore P. Remley, Jr.
PROFESSIONAL IDENTITY AND AFFILIATION

Matriculated students in the Counselor Education Department are urged to consider affiliation with a professional association serving the counseling profession. The primary organization within the counseling profession is the American Counseling Association (ACA). Benefits of membership include access to professional journals published by ACA, identification with current professional issues, opportunities to attend state, regional and national meetings, and the availability of professional liability insurance. In addition, ACA offers the opportunity to join divisions that relate to a wide variety of specialty areas within the counseling profession. Student membership in ACA is available at a reduced membership cost.

Students in the school counseling program may choose to join the American School Counseling Association (ASCA). ASCA provides benefits similar to ACA and deals more specifically with school counselor issues and content.

Students are also encouraged to join the Connecticut Counseling Association (CCA) and/or the Connecticut School Counseling Association (CSCA), or an appropriate specialty division. Announcements for state, regional and national professional meetings are posted on the Department bulletin board in the faculty corridor on the first floor of Canisius Hall (near CNS 122) and communicated electronically to students through the current student distribution list.
THE COUNSELOR EDUCATION DEPARTMENT

The Counselor Education Department at Fairfield University is a part of the Graduate School of Education and Allied Professions (GSEAP). Degrees are offered in both School and Clinical Mental Health Counseling. Both master degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). A master’s degree in counseling represents the terminal degree for practice. The Department strives to create a community of reflective learners who are committed to academic excellence and personal development. The Department fosters students’ professional development with opportunities to focus on multicultural dynamics and the role of social justice. Congruent with our Graduate School’s Conceptual Framework, our Department emphasizes four theoretical components in our course instruction: Scholar/Practitioner, Developmental Human Growth and Learning, Reflective Practitioner, and Advocacy for All Children and Families.

In the core courses, The Counselor Education Department uses a mix of lecture, experiential learning activities, power point presentations, on line discussions through Blackboard, and reflection papers. In the practicum and internship courses we utilize state of the art iPad technology for instruction and supervision in the Counselor Education Lab and Training Center.

The School Counseling program prepares students to work as counselors in elementary, middle and secondary schools. In addition to general counseling skills, students, congruent with the ASCA (American School Counselor Association) guidelines, learn about skills unique to working in school settings (classroom guidance, teacher/parent consultation regarding developmental issues, implementation of peer facilitated programs). Graduates of the Clinical Mental Health Counseling program are prepared to work in a variety of human service settings, including mental health centers, substance abuse treatment centers, career planning and placement centers and other clinical mental health agencies offering counseling/therapy services, consultation and prevention programs.

Master’s degree programs are offered in School and Clinical Mental Health Counseling. The M.A. degree in School Counseling requires the completion of a minimum of 48 semester hours of graduate-level course work. The M.A. degree in Clinical Mental Health Counseling requires the completion of a minimum of 60 semester hours of graduate-level course work. Coursework consists of a strong base of theoretical knowledge with a comprehensive experiential component. Students may complete the Master’s degree on a part- or full-time basis. However, no student may complete the program in fewer than four academic semesters.

Courses are offered in a variety of formats to accommodate different schedules and needs, and courses are rotated to increase accessibility to students. All content courses are offered in Canisius Hall where faculty offices are located on the Fairfield University campus. The skills courses (Counseling Relationships and Skills, Practicum, and Internship) are held in The Counselor Education Lab and Training Center located in Dolan West on the Fairfield University campus.

Students may choose to continue their studies with a Sixth Year Certificate (SYC) in School or Clinical Mental Health Counseling. The SYC certificate requires students to complete 30 semester credit hours of post-Master’s graduate-level coursework.

The Department also offers two 12-credit, 4 course Advanced Training Certificates. The Advanced Training Certificate in the Integration of Spirituality and Religion in Counseling is based on the 14 competencies identified by the Association of Spiritual, Ethical and Religious Values in Counseling, a division of the American Counseling Association. The Advanced Training Certificate in Substance Abuse Counseling is based on competencies established by the Connecticut Certification Board for Drug and Alcohol Counseling; the completion of these courses is required in order to sit for the certification exam that leads to licensing as a licensed or certified alcohol/drug abuse counselor.
MISSION STATEMENT

The Counselor Education Department faculty members acknowledge our obligation as gatekeepers to students who will pursue professional preparation as clinical mental health counselors or school counselors and to the larger public to be served by our graduates. In our role as gatekeepers, we value the need to create a climate of professional care and consistency from a compassionate, supportive view.

As a program within a Jesuit community, we maintain a primary focus on issues of social justice and the use of Ignatian pedagogy in our pursuit of academic, as well as clinical, excellence. We subscribe to a belief in the inherent worth and dignity of each person; to the need to develop throughout the lifespan a greater sense of self-realization; to a commitment to serving a diverse society; to a commitment of service to others both for the prevention and remediation of life’s problems; and to the pursuit of the highest standards of excellence in the counseling profession.

Fairfield University is located in Fairfield County, Connecticut, a county comprised of diverse communities that span urban, suburban, and rural constituencies, and include neighborhoods of tremendous affluence as well as intense poverty. Our student population consists primarily of individuals residing in the local suburban communities that our diverse location includes. We are committed to training our students to meet the needs of these diverse communities by including experiences throughout their training that provide exposure to a variety of settings. Within these experiences we provide students with support and opportunities for challenges that encourage them to become reflective and critical practitioners as they work with individuals in the pursuit of increased self-awareness and well-being.

DISPOSITION STATEMENT

The Counselor Education programs in School and Clinical Mental Health Counseling (CMHC) at Fairfield University align with the humanistic narrative; a narrative that recognizes the major role that the counselor-client relationship plays in promoting therapeutic change. As such, the program faculty emphasize interpersonal learning as a core competency, along with academic and clinical skill competencies.

Central to the mission of the Graduate School of Education and Allied Professions (GSEAP) are the personal and professional qualities and characteristics of students who aspire to be practicing school and clinical mental health counselors. Therefore, the Counselor Education Department reviews students’ professional dispositions during the application process, in all courses, and in practicum and internship experiences. Faculty factor students’ professional dispositions into the awarding of final grades, as noted in all syllabi.

As gatekeepers for the counseling profession, the Counselor Education faculty have adapted items from the Evaluation of Counselor Behavior Checklist to assess counseling students’ proficiencies in

- recognizing defensive behavior
- accepting and applying feedback from instructors and supervisors
- exhibiting a balance between self-assurance and awareness of the need for supervision
- recognizing personal feelings while handling them appropriately
- demonstrating awareness about how one’s behavior impacts others
- communicating responsibility for self and
- behaving in an ethical manner
GATEKEEPING PROCESS FOLLOWED BY THE COUNSELOR EDUCATION DEPARTMENT

**Setting the Stage**
Graduate Information Session

**New Student Orientation**
Student Handbook
Evaluation Procedures for Program
ACA Code of Ethics
Verification Form: Sign & Return

**Practicum Review**
Application Form, Evaluation of Counselor Behaviors (ECB-short form) Data
Letter stating evaluation in three areas: academic, clinical, professional
Identified strengths & areas for development

**Pre-Admissions**
Invitation for Interview
CFI-R Short Form

**Admissions Day**
Individual & Group Interviews
Reflections on CFI-R Short Form

**Practicum Evaluation**
Mid-Point
Behavioral Assessment (ECB)
Feedback from site, on campus and faculty
Supervision using same tool
Final Assessment
Remediation Strategies

**Internship**
Final Evaluation from Site and Faculty Supervisors (ECB)
PROGRAM ACCREDITATION

Accreditation in the United States is a voluntary process performed by nongovernmental units, such as institutional agencies or professional associations. These organizations establish criteria and procedures for evaluating the quality of education offered by institutions or academic programs.

There are two types of accreditation:

1) **Institutional Accreditation** - This type of accreditation is granted by regional and national accrediting commissions of schools and colleges. It is awarded to total units such as state universities or private colleges.

2) **Specialized Accreditation** - This type of accreditation is awarded to professional programs within institutions, or to occupational schools offering specific training, skills, and knowledge. Often, specialized accrediting bodies are organized by professional associations representing such fields as business, counseling, law, or public health.

BENEFITS OF ACCREDITATION

To the *public*, accreditation provides:

a. An assurance of external evaluation of the institution or program and an assurance that there is conformity to general expectations in higher education or the professional field;

b. An identification of institutions and programs which have voluntarily undertaken explicit activities directed at improving the quality of the institution and its professional programs, and are carrying them out successfully;

c. An improvement in the professional services available to the public, as accredited programs modify their requirements to reflect changes in knowledge and practices generally accepted in the field.

To the *students*, accreditation provides:

a. An assurance that the educational activities of an accredited institution or program have been found to be satisfactory and therefore meet the needs of students;

b. Assistance in the transfer of credits between institutions, or in the admission of students to advanced degrees, through the general acceptance of credits among accredited institutions when the performance of the student has been satisfactory and the credits to be transferred are appropriate to the receiving institution;

c. A prerequisite in many cases for entering a profession.

To the *institutions* of higher education accreditation provides:

a. Enhancement of visibility and recognition;

b. Attraction and recruitment of highly qualified students and faculty;

c. Clarification of the program's mission and future direction;

d. A stimulus for self-evaluation and program improvement.

Fairfield University’s Counselor Education M.A. Degree programs in Clinical Mental Health Counseling and School Counseling first received accreditation by the Council for Accreditation of
Counseling and Related Educational Programs (CACREP) in 1986; they were the first counselor education programs in Connecticut to do so. Receipt of this accreditation required meeting a rigorous set of program and faculty standards.

In January, 2017, after a 2016 site visit by an accreditation team, the Clinical Mental Health Counseling and School Counseling programs were accredited again for an eight-year period through March 31, 2025. "Programs receiving accreditation for an eight-year period deserve to be commended for the work completed throughout the accreditation process. This is indeed a worthy achievement," said Carol Bobby, Ph.D., President and CEO of CACREP.

**COUNSELOR EDUCATION LAB AND TRAINING CENTER**

The Counselor Education Lab and Training Center is housed in Dolan West on the Fairfield University Campus. This state-of-the-art facility was created with the purpose of training our Counselor Education students.

Our training facility includes an office for the clinical coordinator, two seminar classrooms, an observation room with a two-way mirror, and six rooms equipped with iPad technology allowing faculty to observe and monitor students practicing counseling skills and interventions.
FACULTY

All full-time faculty members within the Counselor Education Department hold doctoral degrees in Counselor Education. Other faculty members who teach required counseling courses are from the disciplines of psychology, marriage and family therapy, and education. In addition, adjunct faculty members are sometimes called upon to teach specialty courses in the theory or practice of counseling.

FULL-TIME FACULTY

**Dr. Tracey Robert** is Department Chair, Professor and Director of Clinical Training in the Counselor Education Department. She is the director of clinical training in the Counselor Education Department. She holds a B.A. from Dunbarton College, a master’s degree in community counseling from Fairfield University, and a Ph.D. in counselor education from Mississippi State University. Her teaching and research interests, about which she has published numerous scholarly articles, include career counseling, spirituality, and clinical supervision. She has delivered 37 peer-reviewed presentations. Dr. Robert initiated the development of the Certificate of Completion: Integrating Spirituality and Religion into Counseling and Therapy, a certificate now offered in the Counselor Education Department.

Dr. Robert is a past president of the Connecticut Association of Counselor Education, and past president of the Association for Spiritual, Ethical and Religious Values in Counseling, the Board of Directors, Center for Women and Families, and the North Atlantic Region Association for Counselor Education and Supervision. Dr. Robert also served as an assistant dean for Fairfield University’s School of Continuing Education. Other affiliations include the National Career Development Association and the American Counseling Association. She is lead author with Dr. Virginia Kelly of an edited book titled, *Critical Incidents in Integrating Spirituality into Counseling*.

Dr. Robert is a Licensed Professional Counselor in Connecticut and maintains a private practice providing career counseling and consulting to individuals and organizations.

**Dr. Stephaney S. Morrison** is an Assistant Professor in the Counselor Education Department. Originally from Jamaica, West Indies she completed her doctorate in Counselor Education and Supervision, with specialization in school counseling at Western Michigan University. She received a master’s degree in school counseling from the University of Wisconsin-Platteville and a BA in Theology/Guidance & Counseling from the Jamaica Theological Seminary in Jamaica. Dr. Morrison is formerly an elementary/junior high school counselor in Jamaica, where she developed and implemented the school’s first comprehensive developmental school counseling program. As a result of this program, Dr. Morrison received an outstanding award for school counseling and exemplary program from the Ministry of Education and the Jamaican Association of Guidance Counselors in Education. The school was also recognized for its’ effective parent education program.

Formerly, Dr. Morrison was Assistant Professor of Counselor Education, and School Counseling Program Director, at Hunter College-CUNY. She currently works as an Assistant Professor of Counselor Education in the Graduate School of Education & Allied Professions, and she serves as the faculty advisor for Gamma Lambda Chi, the Fairfield Chapter for Chi Sigma Iota, the international counseling honor society. Dr. Morrison has memberships in several professional counseling organizations including American Counseling Association, American School Counselor Association, and Chi Sigma Iota. Previously, she was co-membership chair in North Atlantic Region Association of Counselor Education and Supervision.

Dr. Morrison’s research is focused on various issues that impact Caribbean immigrant families and children, focusing on the advocacy and social justice roles of school counselors. Her research area has garnered several articles and two book chapters.
In her teaching, Dr. Morrison emphasizes the importance of collaboration, advocacy, and diversity. In utilizing the principles of the American School Counselor Association National Model (ASCA), other counseling approaches, and best practices, students are challenged to be culturally competent leaders, collaborators and advocates- essential for school counselors, and mental health counselors.

Dr. Jocelyn Novella is an Assistant Professor in the Counselor Education Department. She holds a B.A. in English from Johns Hopkins University, a master’s in community counseling from Fairfield University, and a Ph.D. in counseling from Oregon State University. Before coming to Fairfield University, she was a university counselor at Sacred Heart University for 24 years, including being director of counseling for the last 3 years. She is a Licensed Professional Counselor, an Approved Clinical Supervisor, and Board Certified in Telemental Health.

Her clinical expertise is in the area of emerging adult issues, including treatment of eating disorders, anxiety disorders, and trauma related to gender violence. While working at a college counseling center, she created the Body Image Task Force and Virtual Women’s Center on campus. She worked on the Culture of Respect Committee to establish protocols and policies around the reporting of sexual misconduct which led to her being the co-chair for the Connecticut College Consortium to End Sexual Violence (CCESV) from 2012-2015.

Dr. Novella’s research interest focus on the efficacy of online counseling for emerging adults, as well as gender and social justice issues. She has published a peer-reviewed article on body image and a book chapter on eating disorders, as well as presented at numerous professional conferences on telemental health and best practices in online counselor education.

Dr. Novella’s emphasis in teaching is in using constructivist and experiential models to encourage self-efficacy in her students. She focuses on preparing counselors for an ever changing, complex mental health marketplace.

*Dr. Diana Hulse is Professor Emerita in the Counselor Education Department at Fairfield University. She served as the department chair of Counselor Education from 2007-2019. From 1996-2007 she was coordinator of the Counseling Graduate Program at the University of New Orleans (UNO). She holds a B.Mus. from the Oberlin Conservatory of Music, as well as an M.S. and an Ed.D from Indiana University. Her teaching and research interests include group work training and practice, corrective feedback exchange in group settings, process observation as a teaching tool, counseling supervision, and mentoring for professional development. She has co-authored three books: Critical Incidents in Group Therapy, Making Task Groups Work in Your World, and Policing in the 21st Century: Talk Trumps Technology. In addition Dr. Hulse has published numerous referred articles. She presented an invited webinar for Chi Sigma Iota titled Preplanning for Feedback: A Key to Effective Supervision. In spring 2016 she was lead instructor for a pilot training program in interpersonal skills for police, sponsored by the Counselor Education Department and the Center for Applied Ethics.

Dr. Hulse is past president of the Association for Specialists in Group Work (ASGW) and the North Atlantic Association for Counselor Education and Supervision (NARACES). She served on the Governing Council of the American Counseling Association (ACA) from 1993-1996. She was a trustee and chair of the ACA Foundation. She is a Fellow in ASGW and was the recipient of the 1994 ASGW Eminent Career Award. In 2002, Dr. Hulse received the David K. Brooks, Jr. Distinguished Mentor Award from the ACA Foundation and in 2004 she was honored as one of four inaugural fellows in ACA. In 2003, she was featured on a DVD, Four Models for Women in Counselor Education, sponsored by the Association for Counselor Education and Supervision (ACES). In spring 2007, she received the Distinguished Mentor Award from ACES and was selected as a UNO Research Professor. In 2012, she received the Alpha Sigma Nu Graduate Teacher of the Year Award.
Dr. Hulse has served as both counselor and training faculty member at several university counseling centers. She has been a counselor educator at Ball State University and The University of Maine. She is a National Certified Counselor and a Licensed Professional Counselor in Connecticut.

VISITING INSTRUCTOR

JoAnn O’Connell is a Visiting Instructor in the Counselor Education Department. She holds a B.A. from Western Connecticut State University, as well as a M.S. and Sixth Year in Counselor Education from the University of Bridgeport. Her teaching interests include clinical supervision in practicum and internship. Mrs. O’Connell is a retired Guidance Department Chairperson at Trumbull High School. She is a campus supervisor in the Counselor Education Department at Fairfield University. Mrs. O’Connell is a Licensed Professional Counselor and has been a school counselor and a counselor educator at University of Bridgeport.

REGULAR ADJUNCT FACULTY

Pam Anderson is an adjunct faculty member and clinical coordinator in the Counselor Education Department. She holds a B.S. from Southern Connecticut State University, an M.S. from Southern Connecticut State University, an M.A. from Fairfield University, and a Sixth Year from Southern Connecticut State University. Teaching interests include procedures, organization, and evaluation along with clinical supervision in practicum and internship. Mrs. Anderson is past president of the Connecticut School Counseling Association and board member of the Connecticut Counselor Association. Mrs. Anderson is a Licensed Professional Counselor in Connecticut and has worked as a school counselor for twenty-five years.

Dan Sullivan holds a B.S. from SUNY Oneonta, an M.A. from Long Island University Brooklyn, a Sixth Year from Southern Connecticut State University, and an Ed.D. from the University of Bridgeport. Mr. Sullivan is Assistant Principal and former Director of Guidance at Norwalk High School and has served as a Site Supervisor for the Counselor Education Department practicum students. Mr. Sullivan teaches School Internship.
FACULTY CONTACT INFORMATION

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ADVISING SYSTEM

When students are admitted into the Counselor Education Department, they are each assigned an academic advisor. Advisors remain in that role to their advisees unless a request to change advisors is made. Although in most cases it is desirable for students to stay with their permanent advisor, the Department supports students’ rights to change advisors at any time during their course of study. It is the responsibility of students to make regular contact (usually once a semester) with their advisors regarding courses to be taken and overall progress in the program.

It is recommended that students not take more than two courses during the summer semester due to the intensity of the course schedule and the coursework requirements. Students must meet with their advisors if they would like to take more than two courses during this time.

**Please note: Program faculty are usually unavailable for advising during the summer. If you need to discuss course registration or your plan of study, please contact the Department Chair.**

Among the advisor's responsibilities are the following:

a. To develop a plan of study with each advisee for timely completion of the degree requirements.

b. To advise the student each semester about courses to take in the subsequent semester.

c. To communicate any corrective feedback to the student as a result of faculty evaluations of students.

d. To review the advisee's records at the time he or she registers to graduate in order to determine that the student has met all program requirements.

e. To serve overall as a liaison between the Department and the advisee.

STATEMENT ON TECHNOLOGY IN THE CLASSROOM

Use of technology (i.e. iPads, iPhones, laptops) is for learning purposes only.
COUNSELOR EDUCATION FLOW CHARTS

M.A. in Clinical Mental Health Counseling

1. Complete a minimum of 60 credit hours, including a 600-hour internship
2. Take and pass the comprehensive exam during the semester prior to expected graduation
3. Complete 3000 hours of post-masters' supervised counseling experience with a minimum of 100 hours under a licensed professional counselor
4. Take and pass the NCE during the semester prior to expected graduation
5. Apply for and receive certification as a National Certified Counselor (NCC) through NBCC
6. Apply for LPCA status with the Connecticut Department of Public Health
7. Graduate with an M.A. in Clinical Mental Health Counseling
8. **Apply for and receive LPC status with the Connecticut Department of Public Health

M.A. in School Counseling

1. Complete a minimum of 48 credit hours, including an internship (700 hours over one semester for students with a valid CT teaching certificate and 3 years of experience in a CT public school; 700 hours, 10-month internship for all other students
2. Take and pass the comprehensive exam during the semester prior to expected graduation
3. Apply for and receive state certification through the Connecticut Department of Education
4. Graduate with an M.A. in School Counseling
CERTIFICATION AND LICENSURE

STATE CERTIFICATION AS A SCHOOL COUNSELOR

Upon successful completion of the School Counseling Master’s program, students will be eligible to apply for Connecticut State Certification as school counselors for grades K-12. Certification is granted by the Connecticut State Department of Education. To apply for state certification, students must obtain an application from the Certification Officer, Room 102, Canisius Hall. Upon completing the application, students should obtain an official transcript of graduate work from the Registrar's Office, in the Kelley Center, to include with the application. Official transcripts must be in a sealed Fairfield University envelope. Student are then responsible for submitting the certification application, transcript and a personal check made payable to the State Department of Education to the Certification Officer, GSEAP, Room 102, Canisius Hall. Upon receipt of students’ application materials, the Certification Officer will confirm with the Counselor Education Department chair that students have met all state of Connecticut and University requirements for school counselor certification and will forward the application to the Certification Office of the State Department of Education.

LICENSURE AS A PROFESSIONAL COUNSELOR

Connecticut's counselor licensure law (PL 97-311) became effective on October 1, 1997, providing eligible individuals accessibility to Licensed Professional Counselor (LPC) status. Graduates wishing to apply for licensure must:

1. Accrue 60 graduate semester hours in or related to counseling, including a graduate degree of no less than 42 semester hours.
2. Pass the National Counselor Examination (NCE) produced by the National Board for Certified Counselors (NBCC).
3. Complete 3,000 hours of post-degree supervised counseling experience, with accompanying evidence of at least 100 hours of supervision by a licensed mental health professional as listed under state requirements.
4. Upon successful completion of these requirements, individuals are eligible to apply for licensure.

*A two tier licensure process will go into effect October 1, 2019.

NATIONAL COUNSELOR EXAM

The National Board for Certified Counselors (NBCC) is an independent, not-for-profit organization whose primary purposes are to establish and monitor a national certification system, to identify to professionals and the public those counselors who have voluntarily sought and obtained generic counselor certification, and to maintain a registry of these counselors. This process grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination (NCE). A counselor who is certified by the NBCC becomes a National Certified Counselor (NCC). In addition, the NCE examination serves as the State Licensure examination in the state of Connecticut. The NCE is not required for graduation, but is highly recommended, as it is one of the requirements to become a Licensed Professional Counselor.

Students in the Clinical Mental Health Counseling and the School Counseling program are eligible to take the National Counselor Examination (NCE) upon completion of the courses focusing on the eight core CACREP areas. The NCE application process varies according to your status as either a
Master’s degree student or a CAS student. Please be sure to discuss your particular circumstance with your advisor or with the testing coordinator. The exam is administered at a Pearson Vue Test Center off campus during the fall and spring semesters. Students can take both exams, NCE and CECE, in the same semester if they so choose. Students will be notified of the NCE application deadline and test date via e-mail at the start of each semester. Registration and payment will be processed by NBCC online. Students will receive their score from the National Board for Certified Counselors 6-8 weeks after taking the exam.

Please see page 39 of this text for more information on instructions for the NCE, as well as other testing instructions. Further information about the NCE as well as study materials can be found on the NBCC website and at http://www.nbcc.org/Certification/StudentInformation.

GSEAP Certification Application Process (for School Counselors)

1. Meet or contact your advisor about the status of your program plan. Request that an updated program plan be completed and physically available for review with your certification materials.

2. Obtain and complete page one and the top of the second page of the ED170A (CT SDE Form Revised 12/18).
   a. Note: The 170A form must be done in blue ink.

3. Complete the Verification of Student Teaching/Internship Form with original signatures.

4. Turn in the following to the Dean’s Office in Canisius 102 for processing:
   a. The 170A form
   b. An updated program plan
   c. Either a signed copy of the Verification of Student Teaching/Internship Form with original signatures or the ED 126 Statement of Professional Experience
   d. Original testing score reports (Praxis II, ACTFL, Foundations of Reading, EdTPA, etc.) if they are not already in your GSEAP student file. You can find out if these scores are in your file by contacting the Dean’s Office graduate assistant at graded@fairfield.edu
   e. A Memo to Dr. Lolis listing your current address and information on how you would like the ED 170 and any other certification related document returned to you.

5. The Certification Officer (Dr. Lolis) will review your file and materials for the following:
   a. Evidence of passing Praxis I or equivalent
   b. Transcripts (undergraduate and graduate) demonstrating evidence of the completion of: (1) all certification prerequisites, (2) all courses in an approved program plan, and (3) all relevant degrees.
   c. Evidence of Praxis II, ACTFL, CT Foundations of Reading, EdTPA, and all other relevant passing test scores
   d. Evidence of a completed supervised clinical experience or equivalent experience

6. If your file is complete, the Certification Officer will finish completing the ED 170A (questions 1b through the bottom of page 2). If your file is not complete, someone from the Dean’s Office will contact you. No file will be reviewed until it is complete.
7. Your signed Ed 170A (and ED 126 if applicable) will be returned to you.

If you have any further questions contact the GSEAP Dean’s Office at graded@fairfield.edu or 203.254.4000 Ext. 4250.

State Licensure Process for Licensed Professional Counselors
Applicants Matriculating After July 1, 2017

Applicants who matriculated into a graduate degree program on or after July 1, 2017 shall have:

Earned a graduate degree in clinical mental health counseling as part of a program of higher learning accredited by the Council for Accrediting of Counseling Related Education Programs;

OR

Completed at least sixty graduate semester hours in counseling or a related mental health field at a regionally accredited institution of higher education that included coursework in each of the following areas: Human growth and development; social and cultural foundations; counseling theories; counseling techniques; group counseling; career counseling; appraisals or tests and measurements to individuals and groups; research and evaluation; professional orientation to mental health counseling; addiction and substance abuse counseling; trauma and crisis counseling and diagnosis and treatment of mental and emotional disorders.

Earned from a regionally accredited institution of higher education a graduate degree in counseling, social work, marriage and family therapy or psychology;

Completed a one-hundred-hour practicum in counseling taught by a faculty member licensed or certified as a professional counselor or its equivalent in another state;

Completed a six-hundred-hour clinical mental health counseling internship taught by a faculty member licensed or certified as a professional counselor or its equivalent in another state;

AND

Acquired three thousand hours of postgraduate experience under professional supervision, including a minimum of one hundred hours of direct professional supervision, in the practice of professional counseling, performed over a period of not less than two years;

“Under professional supervision” means the practice of professional counseling under the supervision of a licensed professional counselor, a physician licensed pursuant to chapter 370, who is certified in psychiatry by the American Board of Psychiatry and Neurology, an advanced practice registered nurse licensed pursuant to chapter 378, who is certified as a psychiatric and mental health clinical nurse specialist or nurse practitioner by the American Nurses Credentialing Center, a psychologist licensed pursuant to chapter 383, a marital and family therapist licensed pursuant to chapter 383a or a licensed clinical social worker licensed to pursuant to chapter 383b.

“Direct professional supervision means face-to-face consultation between one supervisor, who is a professional counselor described above, and one person receiving supervision that consists of
not less than a monthly review with a written evaluation and assessment by the supervisor of such person’s practice of professional counseling.

Successfully completed the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) administered by the National Board for Certified Counselors.

In an applicant has not successfully completed the NCE or NCMHCE and wishes to sit for the examination for purposes of obtaining a Connecticut license, you need to register online via NBCC’s website at [http://www.nbcc.org/](http://www.nbcc.org/). Choose the ‘ProCounselor Login’ tab in the upper right-hand corner of the page. Select ‘Register to Take a State Licensure Exam’.

**PERSONAL COUNSELING SERVICES FOR GRADUATE STUDENTS**

Graduate students seeking counseling services at Fairfield University are able to make appointments from the Counseling and Psychological Services webpage under Make An Appointment. Graduate students are offered a single counseling session free of charge. If necessary, a referral is made to a mental health professional in the student’s geographical area.
**PROGRAM OBJECTIVES**

The following program objectives denote what our curriculum will provide in terms of educational experiences to our students. They reflect the 2016 standards outlined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Individual course syllabi will specify expected student outcomes.

<table>
<thead>
<tr>
<th>Program objectives for our curriculum are:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to provide educational and practical experiences that foster students’ professional counseling orientation and ethical practice</td>
<td></td>
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<tr>
<td>2. to provide learning and educational experiences that promote an understanding of, and support for, social and cultural diversity</td>
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<tr>
<td>3. to provide educational experiences that cover human growth and development across the lifespan</td>
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<tr>
<td>4. to provide educational and practical experiences that promote an understanding of career theory, development, and related life factors</td>
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<tr>
<td>5. to provide educational and experiential opportunities that cover both the theoretical and practical information relevant to counseling and helping relationships</td>
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<tr>
<td>6. to provide educational experiences that promote theoretical and experiential understandings of group counseling and group work</td>
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<tr>
<td>7. to provide educational experiences that cover assessment and testing</td>
<td></td>
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<tr>
<td>8. to provide educational experiences that cover research and program evaluation</td>
<td></td>
</tr>
<tr>
<td>9. to provide educational and experiential opportunities to students in the Clinical Mental Health Counseling program that promote the acquisition of the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling</td>
<td></td>
</tr>
<tr>
<td>10. to provide educational and experiential opportunities to students in the School Counseling program that support the acquisition of professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs</td>
<td></td>
</tr>
</tbody>
</table>
CURRICULAR REQUIREMENTS

COMMON CORE CURRICULAR EXPERIENCES

CN 468: Professional Issues in Counseling
CN 433: Multicultural Issues in Counseling
CN 447: Lifespan Human Development
CN 457: Career Development: Theory and Practice
CN 500: Theories of Counseling and Psychotherapy
CN 553: Counseling Relationships and Skills
CN 455: Group Work: Theory and Practice
CN 467: Assessment in Counseling
CN 566: Research Methodology
CN 558: Counseling Practicum
CN 590: Counseling Internship

SPECIALTY CURRICULAR EXPERIENCES

For Clinical Mental Health Counseling Program:
CN 432: Clinical Mental Health Counseling: Management, Delivery and Evaluation
CN 465: Introduction to Substance Abuse and Addictions
CN 515: Trauma and Crisis Intervention
CN 585: Introduction to Clinical Supervision
PY 437: Psychopathology and Classification II
FT 550: Introduction to Marriage and Family Therapy

For School Counseling Program:
CN 531: School Counseling: Procedures, Organization and Evaluation
PY 436: Psychopathology and Classification I
SE 403: Foundations in Research*

* courses required by the Connecticut State Department of Education for certification as a school counselor
PLANS OF STUDY

To ensure that all students complete all of the program requirements in a systematic, well-defined manner, an individualized plan of study must be developed in cooperation with the student’s academic advisor. The advisor’s role is to guide the student throughout his or her program of study. It is in the student’s best interest to utilize the advisor’s knowledge and resources. The plan of study represents a map for the completion of program requirements that takes into account a logical sequencing of courses, the student’s desired timeline, and programmatic expectations. Use of this structure is designed to enhance the student’s graduate studies at Fairfield and provide for the optimal learning experience.

The following is a suggested sequence of classes to consider when determining a plan of study.

SUGGESTED COURSE SEQUENCE

*to be taken in the first semester of study  
**required for all school counseling students  
***required for all clinical mental health counseling students

Suggested courses to complete early in the program:  
*CN 447  Lifespan Human Development  
*CN 500  Theories of Counseling and Psychotherapy  
*CN 553  Counseling Relationships and Skills  
CN 433  Multicultural Issues in Counseling  
**CN 531  School Counseling: Procedures, Organization and Evaluation  
***CN 432  Clinical Mental Health Counseling: Management, Delivery and Evaluation

Suggested courses to complete midway through the program:  
CN 457  Career Development: Theory and Practice  
CN 467  Assessment in Counseling  
CN 468  Professional Issues in Counseling  
***CN 465  Introduction to Substance Abuse and Addictions  
***CN 515  Trauma and Crisis Intervention  
CN 455  Group Work: Theory and Practice

Suggested courses to complete toward the end of the program:  
CN 566  Research Methodology  
CN 558  Practicum in Counseling  
CN 590  Internship in Counseling  
CN 99-01  Comprehensive Exam in Clinical Mental Health Counseling  
CN 99-02  Comprehensive Exam in School Counseling  
**PY 436  Psychopathology and Classification I  
***PY 437  Psychopathology and Classification II
Courses suggested to be taken at any time during the program:
**SE 403** Foundations in Research
***FT 550*** Introduction to Marriage and Family Therapy

Courses suggested to be taken post or concurrent with fieldwork:
***CN 585*** Introduction to Clinical Supervision

Electives:
CN 410 Grief and Loss Counseling
CN 446 Spirituality & Counseling
CN 454 Introduction to Counseling Children and Adolescents
CN 466 Substance Abuse Interventions
CN 525 Spirituality & Wellness
CN 533 Advanced Multicultural Counseling Strategies and Skills
CN 554 Group Facilitation
CN 555 Substance Abuse Counseling: Skills and Strategies
CN 557 Co-Occurring Disorders in Substance Abuse and Addiction Counseling
CN/FT 565 Substance Abuse and the Family

NOTE: Above is a suggested sequence of classes to consider when determining your plan of study. Please be advised that the program does not offer practicum or school sections of internship during the summer term. Clinical mental health internship is offered during the summer term.
### Plan of Study

**M.A. in Clinical Mental Health Counseling (60 Credits)**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Prior to Practicum (39 Credits):</th>
<th>Typically Offered</th>
<th>Plan</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CN 553 Counseling Relationships &amp; Skills*</td>
<td>F/Sp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CN 447 Lifespan Human Development*</td>
<td>S/F/Sp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CN 500 Theories of Counseling/Psychotherapy*</td>
<td>F/Sp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CN 433 Multicultural Issues in Counseling</td>
<td>F/Sp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CN 457 Career Development: Theory &amp; Practice</td>
<td>F/Sp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>PY 437 Psychopathology &amp; Classification II</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CN 468 Professional Issues in Counseling</td>
<td>F/Sp</td>
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</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Practicum and Internship (12 Credits):</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>CN 558 Practicum in Clinical Mental Health Counseling</td>
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<tr>
<td>3</td>
<td>CN 585 Introduction to Clinical Supervision</td>
<td>F/Sp</td>
<td></td>
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<tr>
<td>6</td>
<td>CN 590 Internship: Clinical Mental Health Counseling</td>
<td>S/F/Sp</td>
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<tr>
<td></td>
<td>CN 099 Counselor Education Comprehensive Examination (CECE)</td>
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</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Additional Coursework (9 Credits):</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>FT 550 Introduction to Marriage and Family Therapy</td>
<td>S/F/Sp</td>
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<tr>
<td>3</td>
<td>Elective: _____________________________</td>
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<tr>
<td>3</td>
<td>Elective: _____________________________</td>
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</tr>
</tbody>
</table>

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*To be taken in first semester of study
+CN 465: Recommend the summer and fall sections

Approved:

Student: ____________________  Advisor: ____________________  Date: ____________________

---
# M.A. in School Counseling (minimum of 48 Credits)

**Student Name:** ____________________________________________  **Email:** ______________________

**Phone:** ______________________  **Date Admitted:** ___/___/____

## Credits:

### Required Prior to Practicum (33 Credits):

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Typically Offered</th>
<th>Plan</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CN 553 Counseling Relationships &amp; Skills*</td>
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<tr>
<td>3</td>
<td>CN 447 Life-span Human Development*</td>
<td>S/F/Sp</td>
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<tr>
<td>3</td>
<td>CN 500 Theories of Counseling/Psychotherapy*</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Typically Offered</th>
<th>Plan</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CN 433 Multicultural Issues in Counseling</td>
<td>F/Sp</td>
<td>______</td>
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</tr>
<tr>
<td>3</td>
<td>CN 457 Career Development: Theory &amp; Practice</td>
<td>F/Sp</td>
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<td>______</td>
</tr>
<tr>
<td>3</td>
<td>CN 468 Professional Issues in Counseling</td>
<td>F/Sp</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Typically Offered</th>
<th>Plan</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CN 531 School Counseling: Procedures, Organization &amp; Evaluation</td>
<td>F/Sp</td>
<td>______</td>
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<tr>
<td>3</td>
<td>CN 455 Group Work: Theory &amp; Practice</td>
<td>F/Sp</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>3</td>
<td>CN 467 Assessment in Counseling</td>
<td>F/Sp</td>
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<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Typically Offered</th>
<th>Plan</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>PY 436 Psychopathology &amp; Classification I</td>
<td>F/Su</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>3</td>
<td>CN 566 Research Methodology**</td>
<td>F/Sp</td>
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</tbody>
</table>

**Note:** **Recommended before Practicum, but can be taken with Practicum or Internship**

### Practicum and Internship (9 Credits):

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Typically Offered</th>
<th>Plan</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CN 558 Practicum in Counseling</td>
<td>F/Sp</td>
<td>______</td>
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<tr>
<td>6</td>
<td>CN 590 Internship: School Counseling</td>
<td>F/Sp</td>
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<td></td>
<td>CN 098 Counselor Education Comprehensive Examination (CECE)</td>
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</tbody>
</table>

### Required Additional Coursework (6 Credits):

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Typically Offered</th>
<th>Plan</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>SE 403 Foundations in Research</td>
<td>S/F/Sp</td>
<td>______</td>
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<tr>
<td>3</td>
<td>Elective: ___________________________________________________________</td>
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</tbody>
</table>

*To be taken in first semester of study*

Approved:

---

**Student**  **Advisor**  **Date**
Fairfield University  
Graduate School of Education and Allied Professions  
Counselor Education Department  
Plan of Study  
Sixth Year Certificate in School Counseling or Clinical Mental Health Counseling (30 Credits)

Student Name: _____________________  E-mail: ___________________  Phone: __________  Date admitted __________

Students enrolled in a SYC program must complete a total of 30 hours, 18 of which must have a CN prefix.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Number and Title</th>
<th>Plan</th>
<th>Taken</th>
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<tbody>
<tr>
<td>3</td>
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</tbody>
</table>

Approved:  

_________________________  ___________________________  ________________
Student  Advisor  Date
The following course listings by semester are presented below to help students plan their program curriculum with their advisor.

Please note that selected courses in the ATC programs in Spirituality and Religion in Counseling and Substance Abuse Counseling will be offered each semester as the need arises.

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN 99</td>
<td>Comprehensive Exam in Clinical Mental Health Counseling</td>
</tr>
<tr>
<td>CN 98</td>
<td>Comprehensive Exam in School Counseling</td>
</tr>
<tr>
<td>CN 433</td>
<td>Multicultural Issues in Counseling</td>
</tr>
<tr>
<td>CN 447</td>
<td>Lifespan Human Development</td>
</tr>
<tr>
<td>CN 455</td>
<td>Group Work: Theory and Practice</td>
</tr>
<tr>
<td>CN 457</td>
<td>Career Development: Theory and Practice</td>
</tr>
<tr>
<td>CN 465</td>
<td>Introduction to Substance Abuse and Addictions</td>
</tr>
<tr>
<td>CN 467</td>
<td>Assessment in Counseling</td>
</tr>
<tr>
<td>CN 500</td>
<td>Theories of Counseling and Psychotherapy</td>
</tr>
<tr>
<td>CN 553</td>
<td>Counseling Relationships and Skills</td>
</tr>
<tr>
<td>CN 558</td>
<td>Counseling Practicum</td>
</tr>
<tr>
<td>CN 566</td>
<td>Research Methodology</td>
</tr>
<tr>
<td>CN 590 (C)</td>
<td>Internship – Clinical Mental Health</td>
</tr>
<tr>
<td>CN 590 (S)</td>
<td>Internship – School Counseling</td>
</tr>
<tr>
<td>PY 436 (S)</td>
<td>Psychopathology and Classification I</td>
</tr>
<tr>
<td>PY 437 (C)</td>
<td>Psychopathology and Classification II</td>
</tr>
<tr>
<td>SE 403 (S)</td>
<td>Foundations in Research</td>
</tr>
<tr>
<td>FT 550 (C)</td>
<td>Introduction to Marriage and Family Therapy</td>
</tr>
<tr>
<td>CN 531</td>
<td>School Counseling: Procedures, Organization &amp; Evaluation</td>
</tr>
</tbody>
</table>
**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN 99</td>
<td>Comprehensive Exam in Clinical Mental Health Counseling</td>
</tr>
<tr>
<td>CN 98</td>
<td>Comprehensive Exam in School Counseling</td>
</tr>
<tr>
<td>CN 432</td>
<td>Clinical Mental Health Counseling: Management, Delivery and Evaluation</td>
</tr>
<tr>
<td>CN 447</td>
<td>Lifespan Human Development</td>
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<tr>
<td>CN 455</td>
<td>Group Work: Theory and Practice</td>
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<td>CN 457</td>
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<tr>
<td>CN 465</td>
<td>Introduction to Substance Abuse and Addictions</td>
</tr>
<tr>
<td>CN 467</td>
<td>Assessment in Counseling</td>
</tr>
<tr>
<td>CN 500</td>
<td>Theories of Counseling and Psychotherapy</td>
</tr>
<tr>
<td>CN 531</td>
<td>School Counseling: Procedures, Organization and Evaluation</td>
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<td>CN 553</td>
<td>Counseling Relationships and Skills</td>
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<td>Counseling Practicum</td>
</tr>
<tr>
<td>CN 566</td>
<td>Research Methodology</td>
</tr>
<tr>
<td>CN 585 (C)</td>
<td>Introduction to Clinical Supervision</td>
</tr>
<tr>
<td>CN 590 (C)</td>
<td>Internship – Clinical Mental Health</td>
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<td>CN 590 (S)</td>
<td>Internship – School Counseling</td>
</tr>
<tr>
<td>SE 403 (S)</td>
<td>Foundations in Research</td>
</tr>
<tr>
<td>FT 550 (C)</td>
<td>Introduction to Marriage and Family Therapy</td>
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</tbody>
</table>

*Note:* Selected courses in the ATC programs in Spirituality and Substance Abuse will be offered each spring semester.

**SUMMER SESSION**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CN 410</td>
<td>Greif and Loss Counseling</td>
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<td>CN 433</td>
<td>Multicultural Issues in Counseling</td>
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<td>CN 465</td>
<td>Introduction to Substance Abuse and Addictions</td>
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<tr>
<td>CN 500</td>
<td>Theories of Counseling and Psychotherapy</td>
</tr>
<tr>
<td>CN 515</td>
<td>Trauma and Crisis Intervention</td>
</tr>
<tr>
<td>PY 436 (S)</td>
<td>Psychopathology and Classification I</td>
</tr>
<tr>
<td>SE 403 (S)</td>
<td>Foundations in Research</td>
</tr>
<tr>
<td>FT 550 (C)</td>
<td>Introduction to Marriage and Family Therapy</td>
</tr>
<tr>
<td>CN 590 (C)</td>
<td>Internship – Clinical Mental Health</td>
</tr>
</tbody>
</table>

*Note:* Selected courses in the ATC programs in Spirituality and Substance Abuse will be offered as need arises.
## COURSES REQUIRED FOR ADVANCED TRAINING CERTIFICATES

### Advanced Training Certificate in Spirituality and Religion in Counseling

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CN 410</td>
<td>Grief and Loss Counseling</td>
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<tr>
<td>CN 446</td>
<td>Spirituality and Counseling</td>
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<tr>
<td>CN 515</td>
<td>Trauma and Crisis Intervention</td>
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<tr>
<td>CN 525</td>
<td>Spirituality and Wellness</td>
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**CN 410 Grief and Loss Counseling**

An introductory course in the exploration of conceptual models and clinical interventions related to grief and loss. The focus of this course is on developing sensitivity, knowledge, and practical skills working with grief, bereavement, and end of life issues in counseling and cross-cultural approaches. It is designed to inform students how loss is a pervasive, natural process of life and with skilled understanding and intervention can provide healing, meaning and transformation to self and others. The impact of religious and spiritual belief systems on bereavement, grief, and loss will be covered. Family interventions and conceptualizing grief and loss from a systems perspective will be discussed. Three credits.

**CN 446 Spirituality and Counseling**

An introductory course in the exploration of developmental models and clinical interventions related to the interface of spirituality and counseling. The focus of this course is on developing knowledge and practical skills in working with spiritual and religious issues in counseling. Three credits.

**CN 515 Trauma and Crisis Intervention**

This course addresses current history, research, and models relevant to trauma and crisis intervention. Specific focus will be placed on understanding the role of spirituality, across cultures, in counseling children, men, women, and families. In addition, skills essential for response to trauma while working with groups will be addressed. Conceptualization from a systems perspective will be addressed. Forgiveness, hardness, resiliency, and the dynamics of violence, religious and political, will be discussed. Emphasis will be placed on understanding the role of spirituality while working with individuals and groups. An overview of the affective, behavioral, cognitive, and neurological sequelae in response to trauma and crisis will be discussed, with emphasis on skills essential for crisis intervention, including assessment of safety and security concerns, triage, lethality, mass disaster, death notification, suicide, murder, and natural disaster. In addition, models essential for the care of the caregiver will be identified. The course’s instructional format will combine experiential, demonstration, and discussion methods. Active learning is essential to continued development. Three credits.

**CN 525 Spirituality and Wellness**

This course provides a holistic approach to wellness integrating mind, body, and spirit interventions into the counseling process. An overview of wellness models, assessment tools, and spiritual practices as strength resources will be explored. Students will explore lifespan and cross cultural influences on wellness. Development of wellness and prevention plans and research on health and spirituality will be a focus. Three credits.
COURSES REQUIRED FOR ADVANCED TRAINING CERTIFICATES

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<tr>
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<tbody>
<tr>
<td>CN/FT 465</td>
<td>Introduction to Substance Abuse and Addictions</td>
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<tr>
<td>CN 466</td>
<td>Substance Abuse Interventions</td>
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<tr>
<td>CN/FT 565</td>
<td>Substance Abuse and the Family</td>
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<td>CN 557</td>
<td>Co-occurring Disorders in Substance Abuse and Addictions Counseling</td>
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<tr>
<td>CN 455</td>
<td>Group Work: Theory and Practice</td>
<td>2 HOUR MODULE</td>
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<tr>
<td>CN 555</td>
<td>Substance Abuse Counseling: Skills and Strategies</td>
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**CN/FT 465 Introduction to Substance Abuse and Addictions**
Candidates explore basic information about the history and current use and abuse of various drugs and alcohol. Topics include addiction, 12-step programs, physiological effects, FAS, COAs, and family systems, as well as culturally relevant prevention, intervention and treatment strategies for individuals and families. Cross-referenced as FT 465. Three credits.

**CN 466 Substance Abuse Interventions**
This course uses didactic and experiential techniques to understand and facilitate interventions with substance abusers and their families. Topics include the role of motivational counseling and techniques developed by the Johnson Institute. (Prerequisite: CN 465 or a basic understanding of the addictions field). Three credits.

**CN/FT 565 Substance Abuse and the Family**
This course brings together substance abuse studies and family systems approaches. Students are presented with a knowledge base of skills and methods for assessing and treating family systems. The course identifies the addictive and intergenerational patterns with families. Students are encouraged to reflect upon the theoretical frameworks to understand and create interventions for alcoholic and substance-abusing family systems. Relational clinical models including developmental, systemic, solution-focused, and narrative approaches are reviewed and evaluated. The course examines the history and methods of treatment models. Issues of social justice are emphasized in a review of socio-cultural and social policy that influence family behaviors and treatment. Cross referenced as FT 566. (Prerequisite: CN 465). Three credits.

**CN 557 Co-occurring Disorders in Substance Abuse and Addictions Counseling**
This course will introduce students to major concepts in the treatment of co-occurring substance use disorders and mental health disorders. Students will develop an awareness of the unique challenges that face clients who are struggling with multiple diagnoses. Students will practice conducting assessments, recovery plans, counseling skills and continuum of care issues relevant to the recovery process for this special population. Combines didactic and experiential learning opportunities (Prerequisite: CN 465). Three credits.

**CN 455 Group Work: Theory and Practice**
This course focuses on the broad methodology of group work and theories and tasks in interpersonal and multicultural contexts. Candidates observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the current theories and models. Understanding of group work with substance abusers will be explored. (Prerequisites: matriculation in a counselor education or applied psychology program and either CN 500 and CN 553 for counselor education candidates or PY 435 and PY 471 for applied psychology candidates; or permission of the instructor). Three credits.

**CN 555 Substance Abuse Counseling: Skills and Strategies**
This course focuses on learning, practice and developing counseling skills and strategies as it relates to substance abuse counseling. An overview of assessment, treatment planning, relapse prevention and recovery will be explored. The course addresses theories that are fundamental to addiction counseling with emphasis on the relationship between theory and the practice of effective skills. Candidates will reflect on their roles as counselors and define the qualities, knowledge and essential skills to becoming a competent, ethical, culturally aware counselor in training specific to the treatment of substance abuse. (Prerequisite: CN 465). Three credits

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EVALUATION OF STUDENTS

Students must maintain an overall GPA of 3.0 to remain in the Counselor Education program. In addition, students must receive a grade of B or better in clinical courses (Counseling Relationships and Skills, Practicum, and Internship) in order to proceed to the next course within the clinical sequence.

Students are evaluated informally on an ongoing basis at faculty meetings. If a concern arises regarding a student’s academic or clinical performance, the student’s faculty advisor will be asked to meet with the student to share the faculty concerns. In the event that the faculty is not satisfied with the resolution of a particular issue, more formal means of evaluation may ensue. These more formal means are described below.

Students are advised to take the Counseling Relationships and Skills course during their first semester in the Master’s program. This course is used to assist in the screening of students based on clinical skills. Toward the end of this course, students will be evaluated on clinical and professional skills using a modified version of the Evaluation of Counselor Behaviors Checklist. In the event that students do not receive a grade of B or better in this course, they will be required to repeat the course before continuing in the program.

Every semester, the Counselor Education faculty meets to evaluate the overall progress of matriculated students who have applied for Practicum during the subsequent semester. Each student who applies for Practicum will receive a letter stating the faculty decision regarding entrance into practicum. This correspondence will also include an overall rating of student progress in academic, clinical and professional areas as determined by the faculty. These ratings will range from above target to below target. The Department Chair will collect relevant feedback from the faculty about a particular student, and students will be encouraged to schedule a meeting with their advisor to discuss this feedback and the student rating.

Students will be evaluated at the mid-semester point during the semester in which they are enrolled in Practicum. This evaluation will include a comprehensive assessment of each student’s clinical and professional skills using the full version of the Evaluation of Counselor Behaviors Checklist. The same evaluation tool will be utilized at the end of the same semester. It is the expectation of the faculty that students will use the feedback they receive at the mid-semester evaluation and work toward improving their clinical and professional skills throughout the remainder of the semester. These evaluations will include input from the student’s practicum instructor, the student’s on-site supervisor and the student’s on-campus supervisor.

Students are continually evaluated by site and faculty supervisors using the Evaluation of Counselor Behavior Checklist during their internship experience.

In the event that a student's progress is rated as below target academic, clinical or professional criteria, she or he may be placed on probation. The following process will occur for each of the three levels designating lack of progress or lack of competence:

**Level I:** The first level deals with less serious issues that typically may be resolved in the course of one semester.

a. The student will receive a letter from his or her advisor (following the evaluation meeting) outlining the faculty's concerns and stating that the student has been put on probation.

b. The letter will delineate what conditions the student must meet to be removed from probationary status. In addition, the student will be informed of the consequences should the faculty's conditions not be met, including the possibility that the student will be dismissed from the Department.

c. Finally, the letter will state how long the probationary period is to last. Usually, a probationary period is
one semester. Subsequently, at the end of the probationary period, the faculty will again assess the student and the advisor will inform the student (in writing) of the faculty’s evaluation. Usually, a student is either reinstated fully or is dismissed from the Department at this time. However, it is possible for probation to be extended if the student has met prior conditions outlined by the faculty but has shown evidence of new deficits, or has not met conditions at a satisfactory level.

**Level II:** Issues at the second level are more serious and require more careful planning on the part of the faculty and student in order to address the problem.

a. Student will be encouraged to meet with the faculty to discuss the lack of progress or competence. This meeting is devoted to working on a remediation plan that would include some actions as well as outcomes so that all parties may be able to judge that the deficiency has been remediated.

b. A letter from the faculty will describe the problem that needs to be remediated, the actions that need to be taken to remediate the problem, and the outcomes that will be assessed to determine changes in the student’s performance.

**Level III:** The third level involves chronic unresponsiveness to remediation plans or egregious violations that might include issues such as academic or professional dishonesty, or serious ethical violations.

a. If a student is determined by faculty to be chronically unresponsive to remediation plans, then the problem is considered serious and one that might result in termination from the program.

b. In cases where the problem involves a serious lack of progress or lack of competency in coursework, research and scholarship, comprehensive examinations, clinical work, professional behavior, personal behavior, or adherence to the program’s mission, or in cases of serious ethical or legal violations, the faculty will initially seek professional consultation within the university, and in some cases outside the university, to determine a course of action, one of which would be termination from the program.

*Adapted from the University of Notre Dame Counseling Psychology Program Policies, 2007*

**PROFESSIONAL DISPOSITIONS AND ETHICAL BEHAVIOR**

Students are expected to demonstrate the personal and professional dispositions and ethical behaviors that are embodied in the mission statement of the GSEAP, outlined in the professional Code of Ethics, stipulated by the department, and expected of all professionals. This includes interacting professionally and ethically with agency, school, and university staff, clients, parents, students, and others in the school. Please review the rubric for attendance, participation, and dispositional behavior for specific criteria from your instructors, as well as the list of standards on the GSEAP website.

Instructors will evaluate students’ dispositional proficiencies in the following areas and factor this evaluation into the awarding of final grades:

- Behaving in an ethical manner
- Accepting and applying feedback from instructors and supervisors
- Exhibiting a balance between self-assurance and awareness of the need for feedback
- Recognizing defensive behavior
- Recognizing personal feelings while handling them appropriately
- Demonstrating awareness about how one’s behavior impacts others
- Communicating responsibility for self
STUDENT EXPECTATIONS

The counseling profession is anchored in the ability of counselors to both give and receive corrective feedback when working with supervisors, co-workers, and clients to encourage thoughtful self-examination and to express the perceived need for change in others. As a result, our programs focus on feedback exchange as an essential learning instrument. Throughout their time in the program, students will encounter The Corrective Feedback Instrument-Revised (CFI-R), a feedback instrument developed by Department Chair Dr. Diana Hulse, to assist them in reflecting on their own experiences and perceptions related to feedback.

Selected Items from the Corrective Feedback Instrument-Revised (CFI-R) by Hulse

Instructions: Please circle the number that reflects your response to each item below

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Slightly disagree</th>
<th>Slightly agree</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>1 2 3 4 5 6</td>
<td>1. I always felt criticized whenever I received corrective feedback as a child.</td>
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<td>2. I feel criticized when I receive corrective feedback.</td>
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<td>3. I remember corrective feedback delivered as a child to be critical.</td>
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<td>4. I think negative thoughts about myself when I receive corrective feedback.</td>
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<td>5. Because my childhood memories of corrective feedback are negative ones, I am very sensitive about receiving corrective feedback now.</td>
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<td>6. It is hard for me not to interpret corrective feedback as a criticism of my personal competence.</td>
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<td>7. Receiving corrective feedback as a child was painful for me.</td>
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<td>8. When I receive corrective feedback, I think I have failed in some way.</td>
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<td>9. I fear conflict because of my negative experiences with corrective feedback as a child.</td>
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<td>10. When I am given corrective feedback, I think my skills are being questioned.</td>
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<td>11. When I reflect on the corrective feedback I received as a child, I hesitate to give others corrective feedback.</td>
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ENDORSEMENT

Students who successfully complete all requirements for the Master of Arts degree in Counselor Education Department will receive formal endorsement in their area of specialization by the faculty of the training program. Formal endorsement includes recommendation for state certification and employment for those students successfully completing the program in school counseling, or recommendation for employment as a clinical mental health counselor in a setting consistent with the training provided by each program. Students will receive formal program endorsement only in that program for which they have met training requirements.

Successful completion of a program means the completion of all didactic and experiential course work, including practicum and internship, and marked by performance sufficient to insure that the candidate possesses the skills and competencies necessary for ethical provision of services to clients in the setting for which endorsement is made. For the M.A. degree in School Counseling candidates must complete a minimum of 48 semester hours of graduate-level course work. For the M.A. degree in Clinical Mental Health Counseling candidates must complete a minimum of 60 semester hours of graduate-level course work. Candidates must maintain a 3.0 (B) average throughout the program. Students whose grade point average falls below a 3.0 will be placed on academic probation.

Students in the School and Clinical Mental Health Counseling programs should read about their options under "Certification and Licensure."
COMPREHENSIVE EXAMINATION

Students pursuing a M.A. degree in the Counselor Education Department must complete and pass a Comprehensive Examination near the end of their academic program. It is highly recommended that students plan to complete their comprehensive exam during the semester prior to the one in which they plan to graduate.

The Counselor Education Comprehensive Exam (CECE) is a standardized multiple choice exam with a total of 120 questions focused around the eight core CACREP areas. A grade of 60% is needed to pass. Students will be informed by the Department within 10 days of their Pass/Fail status.

If a student does not pass the CECE with a score of 60% the program will provide an alternative assessment in order for the student to demonstrate competency. Graduation is contingent upon a passing grade on the CECE.

EXAM REGISTRATION PROCEDURES

There are TWO DIFFERENT exams that require TWO DIFFERENT registration and application processes. Each exam is offered once a semester in the fall and in the spring. Students must create a Pearson VUE account for the NCE. The password lasts 30 days. You must change your password every 30 days.

CECE (also known as COMPS): Required for Graduation

1. Register online through the university registrar. There are two courses listed, one for Clinical Mental Health Counseling (CN 099) and one for School Counseling (CN098). Please register for the correct section.
2. After registration, students will receive an email from the Comps Coordinator confirming your registration and location. This exam is a paper and pencil exam and there is no fee charged for this exam. Answer sheets are provided with the exam booklet.
3. On the exam date, be at the site (TBA) no later than 8:30am. Students must bring their Fairfield ID to the test.

NCE: Required for licensure

1. An application link for the NCE will be emailed directly from NBCC to students, often 4 months in advance of the exam.
2. Students should watch for email from NBCC and check their junk mail folder. Students must register and meet ALL the deadlines (no exceptions will be made). You must create an account with Pearson VUE and follow instructions carefully.
3. Payment is made according to NBCC instructions.
4. On the exam date, be at the site (TBA, off site) no later than 8:30am. Students must bring a state-issued ID (e.g., driver’s license) to the test.

If you have any questions regarding the COMPS or NCE, please contact Dr. Tracey Robert, the Testing Coordinator, at trobert@fairfield.edu.
GRADUATION

Please Note:
All students must register for graduation during the final semester of their program. The date by which a student must register to graduate is printed in the course catalog of the Graduate School of Education and Allied Professions. Graduation occurs three times per year in January, May, and August, and students may walk in the annual commencement ceremony in May. Students must complete an application found in the Dean’s office, Canisius 102, or on the Fairfield University Web site, and pay a fee of $200.

If payment is not made on time, students will have to graduate the subsequent semester. It is the student's responsibility to be aware of the deadline for graduation and to register; however, students will be notified via the current student distribution list of the deadlines during each semester.

GRADUATION CEREMONY

All students who have graduated over the course of the academic year (summer to spring) are invited to attend the Counselor Education Graduation Celebration in addition to the University Graduation. The Counselor Education Celebration is a special event in which graduates are recognized and celebrated for their hard work and determination while studying at Fairfield. The graduates’ on-campus and on-site supervisors are invited to attend the event as well as the graduates’ family and friends.

The annual Counselor Education Graduation Celebration is held on the first Friday each May and is sponsored by Gamma Lambda Chi of Chi Sigma Iota. Graduates and their guests join with faculty, students, alumni, and supervisors to celebrate the start of their journeys as certified counselors.

Three graduates are selected by the faculty to receive awards for the following:

Outstanding Clinical Mental Health Counseling Graduate
Criteria include evidence of outstanding academic and clinical performance throughout the program

Outstanding School Counseling Graduate
Criteria include evidence of outstanding academic and clinical performance throughout the program

Outstanding Service
Criteria include evidence of outstanding service to the Department, which can extend to contributions to GSEAP, the larger campus, and the Fairfield Chapter of Chi Sigma Iota

Department Chair’s Award
Criteria include evidence of strong academic and clinical performance and demonstration of citizenship within the Department and in the surrounding community
PREREQUISITES FOR PRACTICUM AND INTERNSHIP

Students must have the faculty’s permission to enroll in Counseling Practicum. For your information, the following courses must have been COMPLETED prior to receiving permission to take Counseling Practicum:

Clinical Mental Health Counseling:

CN 447  Lifespan Human Development
CN 500  Theories of Counseling/Psychotherapy
CN 553  Counseling Relationships and Skills
CN 432  Clinical Mental Health Counseling: Management, Delivery and Evaluation
CN 433  Multicultural Issues in Counseling
CN 455  Group Work: Theory and Practice
CN 457  Career Development: Theory and Practice
CN 465  Introduction to Substance Abuse and Addictions
CN 467  Assessment in Counseling
CN 468  Professional Issues in Counseling
CN 515  Trauma and Crisis Intervention
PY 437  Psychopathology and Classification II

School Counseling:

CN 447  Lifespan Human Development
CN 500  Theories of Counseling/Psychotherapy
CN 553  Counseling Relationships and Skills
CN 433  Multicultural Issues in Counseling
CN 455  Group Work: Theory and Practice
CN 457  Career Development: Theory and Practice
CN 467  Assessment in Counseling
PY 436  Psychopathology and Classification I
CN 468  Professional Issues in Counseling
CN 531  School Counseling: Procedures, Organization and Evaluation
PRACTICUM

In addition to the academic program objectives established by CACREP, the Counselor Education Department at Fairfield University adheres to CACREP's standards for clinical instruction. Didactic instruction and pre-practicum training (Counseling Relationships and Skills and Group Work) are intended to prepare the student to be placed in a counseling setting (school or agency) that matches the student's career objectives. The following guidelines are important to adhere to regarding practicum:

COURSE REQUIREMENTS

a. The student must commit 100 clock hours to the site to meet the requirements of practicum.
b. Of these 100 hours, forty (40) must be direct service hours. Direct service hours involve “face-to-face” interaction with clients which includes the application of counseling, consultation, or human development skills.
c. The student MUST be allowed to audio (or video) record the direct service hours (individual counseling) for the purposes of supervision. (For supervision expediency, all students are required to use an approved digital recorder.)
d. In addition to the above-mentioned requirements, additional course requirements will be listed on your practicum syllabi and are at the discretion of individual faculty members.

SUPERVISION

Because practicum represents the first opportunity for the student to engage in direct service with "real" clients, the faculty assumes primary responsibility for the student's supervision. This allows the faculty the opportunity to tie in didactic instruction and pre-practicum (Counseling Relationships and Skills) preparation with the counseling process itself. Intensive individual and group supervision of practicum will occur on campus. The site supervisor, therefore, is not expected to provide intensive supervision during practicum. Rather, the Department requests that the site supervisor:

a. Organize the practicum experience and assure that the student will have an opportunity to work with appropriate clients in both individual and group counseling. The site must allow the student to audio (or video) record direct service hours for the purposes of supervision.
b. Help orient the student to the site.
c. Provide appropriate space for the student to meet with clients.
d. Monitor the practicum generally in order to determine that the student's needs and the clients' needs are being met.
e. Provide the faculty supervisor with evaluation of the student's overall performance and professionalism during the practicum.
f. Be available to the student in case of emergency.
g. Provide any additional supervision for reasons of necessity or preference. (In other words, the university faculty welcomes the site supervisors’ involvement in supervision above and beyond the minimum expectations listed above).
EARLY PLANNING FOR PRACTICUM

This is the first field experience course that requires a significant time commitment. At the time of matriculation into the program, when the student first meets with his or her advisor, it is appropriate to begin planning for the approximate time of practicum. Later, after the student has taken several prerequisite courses, more deliberate planning should begin to take place. Students must submit an Application for Practicum form to the Clinical Coordinator during the semester prior to actual enrollment in the course. Deadline dates for turning in applications for practicum are listed on the calendar and reminders are e-mailed to all students. In addition, for school counseling students, at least one semester of clinical instruction (during either Practicum or Internship) must take place within a school in an urban setting. This may require advanced planning on the part of the student.

FINDING A PRACTICUM SITE

1. Students must turn in a completed, signed, Application for Practicum to the Clinical Coordinator by the date indicated on the Departmental Calendar.

2. Students must contact the Clinical Coordinator or the Director of Clinical Training and arrange to meet. This meeting should include:
   a. Discussion around the student's career objectives and the availability of practica sites within the student's area of interest.
   b. Formulation of a plan for the Clinical Coordinator and the Director of Clinical Training to identify appropriate sites.

3. Clinical Coordinator contacts students and provides final site placement information.

4. Students must go to the interview at the site with a completed Practicum Agreement Form (contract). This form should be signed by the Practicum on-site Supervisor and returned to the Clinical Coordinator by the date indicated on the Departmental Calendar.

Note: Practicum is not offered in the summer.

Failure to meet the appropriate deadlines with respect to submitting both the practicum application and/or the practicum agreement form may result in the student’s inability to enroll in Counseling Practicum during the desired semester.
Name:____________________________________ Phone:_________________________
Address:__________________________________________________________________
Email:____________________________________ Program:________________________

**Practicum prerequisites:**
Advisor:____________________________________

### School Counseling

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<tr>
<th>Class</th>
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<tbody>
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<td>CN 433</td>
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<td></td>
<td>Multicultural Issues in Counseling</td>
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<td>Lifespan Human Development</td>
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<td>PY 436</td>
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<td>Psychopathology &amp; Classification I</td>
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### Clinical Mental Health Counseling

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<th>Class</th>
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<tr>
<td>CN 432</td>
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<td>CMHC: Management, Delivery, &amp; Evaluation</td>
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<td>CN 433</td>
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<td>Multicultural Issues in Counseling</td>
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<td>Career Development: Theories &amp; Practice</td>
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<tr>
<td>CN 457</td>
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<td></td>
<td>Assessment in Counseling</td>
<td></td>
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<tr>
<td>CN 465</td>
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<td></td>
<td>Introduction to Substance Abuse &amp; Addictions</td>
<td></td>
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<tr>
<td>CN 467</td>
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<td>Assesment in Counseling</td>
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<tr>
<td>CN 468</td>
<td></td>
<td></td>
<td>Professional Issues in Counseling</td>
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<tr>
<td>CN 500</td>
<td></td>
<td></td>
<td>Theories of Counseling &amp; Psychotherapy</td>
<td></td>
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<tr>
<td>CN 515</td>
<td></td>
<td></td>
<td>Trauma &amp; Crisis Intervention</td>
<td></td>
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<tr>
<td>CN 553</td>
<td></td>
<td></td>
<td>Counseling Relationships &amp; Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 437</td>
<td></td>
<td></td>
<td>Psychopathology &amp; Classification I</td>
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<td></td>
</tr>
</tbody>
</table>

**Preferred practicum site/s** (Please specify specific type of setting, target group)

1.________________________________________________________________________
2.________________________________________________________________________
3.________________________________________________________________________

Student signature: ________________________________ Date: _______________________

- Please attach a copy of your course transcript to date. This can be obtained from my.fairfield.edu
- Please submit a current résumé that reflects valid counseling training experience to date. Please refer to the attached résumé templates.

All documents and application form are due to the Clinical Coordinator.
PRACTICUM APPLICATION EVALUATION

Student Name: ___________________________  Program: ___________________  Date: __________

Assessment of academic skills/potential:
Overall GPA to date: ________________
Above Target: _______  Target: _______  Below Target: _______

Assessment of clinical skills/potential:
Grade in Relationships and Skills course: ________________
Score on the clinical portion of the modified version of the Evaluation of Counselor Behaviors Checklist
Above Target: _______  Target: _______  Below Target: _______
Overall Clinical Rating:
Above Target: _______  Target: _______  Below Target: _______

Assessment of professional skills/potential:
Score on the professional portion of the modified version of the Evaluation of Counselor Behaviors Checklist
Above Target: _______  Target: _______  Below Target: _______
Overall Professional Rating:
Above Target: _______  Target: _______  Below Target: _______

Overall Strengths:

Areas to focus on for future development:
RÉSUMÉ TEMPLATE

SCHOOL COUNSELING

Name (Bold)
Address
Phone
E-mail

PROFILE

Connecticut state certified school counselor. Strengths in developmental guidance, assessment, group and individual counseling. (Add any unique skills such as language, etc.)

EDUCATION

M.A., School Counseling, Fairfield University, Fairfield, CT 2011
Member, Chi Sigma Iota, International Counseling Honor Society
Courses included:
Multicultural Counseling, Lifespan/Human Development, Psychopathology of Children and Adolescents, Assessment, Professional Issues in Counseling (you can select)
G.P.A., 3.8/4.0

B.A., French literature, cum laude, Smith College, Northampton, MA 1985

PROFESSIONAL EXPERIENCE

School Counseling Intern 2003-2004
Rippowam Middle School
Stamford, CT

*Provided academic, career and personal counseling for 6th grade students, class of 250.
*Delivered developmental guidance units on bullying, healthy relationships, and career decision-making.
*Designed and facilitated a divorce support group.
*Attended and organized PPT meetings for case load of ___ students.
*Administered and coordinated Connecticut Mastery testing.
*Presented at CSCA conference on group work with children experiencing loss.

School Counseling Practicum Student 2003
Hurlbutt School (K-5)
Weston, CT

*Provided academic, career, and social counseling for six students.
*Co-facilitated friendship group for second grade girls.
*Participated as part of team for students at-risk.
*Planned transition program for fifth graders.
Volunteer
Infoline (crisis intervention)
Stamford, CT

2001-2003

*Attended 85 hour training for crisis intervention services.

*Delivered public seminars on community mental health resources.

PRIOR EXPERIENCE

This would include work experience other than in not for profit or helping fields. Use the same format as above.

Account Coordinator
Company name, Inc., Stamford, CT

• Coordinated national radio media tour for Ultra Slim Down national product launch and organized satellite media tours
• Compiled 325-page media coverage report for 2002 Johnson & Johnson national SAFE KIDS campaign
• Wrote 5-10 weekly new business pitches and contributed to new business proposals and participated in strategic planning client meetings
• Updated editorial calendars for client companies
• Wrote press release for Connecticut Technology Council
• Researched and coordinated company-wide continuing education program
• Tracked and monitored media coverage for 20+ domestic and international clients

PROFESSIONAL ASSOCIATIONS

ACA
ASCA
CSCA
ASERVIC

COMMUNITY ACTIVITIES

Member, Board of Directors, Center for Women & Families, Bridgeport, CT
RÉSUMÉ TEMPLATE

CLINICAL MENTAL HEALTH COUNSELING

Name (Bold)
Address
Phone
E-mail

PROFILE

Connecticut license-eligible professional counselor. Nationally certified counselor. Strengths in assessment, group and individual counseling, and diagnosis and treatment planning. (Add any unique skills such as language, etc.)

EDUCATION

M.A., Clinical Mental Health Counseling, Fairfield University, Fairfield, CT 2011
Member, Chi Sigma Iota, International Counseling Honor Society
Courses included:
Multicultural Counseling, Lifespan/Human Development, Psychopathology, Professional Issues in Counseling (you can select)
G.P.A., 3.8/4.0

B.A., Political science, Brandeis University, Waltham, MA 1983

PROFESSIONAL EXPERIENCE

Counseling Intern 2003-2004
Child Guidance Clinic
Stamford, CT

*Provided individual counseling for children, ages 4-16, referred by Department of Children & Families. Caseload of 8.
*Designed and facilitated psychoeducational groups on healthy relationships, divorce, bullying, and anger management.
*Attended and coordinated meetings with DCF, community agencies and parents.
*Conducted forensic interviews for children who were victims of sexual abuse.
*Presented at CSCA conference on group work with children experiencing loss.

Counseling Practicum Student 2003
Hall Brook Hospital
Westport, CT

*Provided intake, assessment and group counseling for substance abuse clients in a day treatment program. Caseload of 8 clients.
*Co-facilitated recovery, relapse prevention, and interpersonal skills groups for adult men and women.
*Participated and presented at case conference meetings weekly.
*Participated in DBT training for use with inpatient population.
Volunteer
Infoline (crisis intervention)
Stamford, CT

2001-2003

*Attended 85 hour training for crisis intervention services.
*Delivered public seminars on community mental health resources.

**PRIOR EXPERIENCE**

This would include work experience other than in not for profit or helping fields. Use the same format as above.

**Account Coordinator**

Company name, Inc., Stamford, CT

- Coordinated national radio media tour for Ultra Slim Down national product launch and organized satellite media tours
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- Updated editorial calendars for client companies
- Wrote press release for Connecticut Technology Council
- Researched and coordinated company-wide continuing education program
- Tracked and monitored media coverage for 20+ domestic and international clients

**PROFESSIONAL ASSOCIATIONS**

Member, American Counseling Association, 2002- present
Member, AMCHA (spell out professional associations)
CCA
ASERVIC

**COMMUNITY ACTIVITIES**

Member, Board of Directors, Center for Women & Families, Bridgeport, CT
INTERNSHIP

Following successful completion of the counseling practicum, students must complete a counseling internship in a site appropriate to their major. This internship is a 700-hour, 10-month commitment for those school counseling students who do not hold a Connecticut Teaching Certificate but wish to be certified as school counselors. For clinical mental health counseling students, the internship will consist of a 600-hour experience that can be completed in two semesters (20 hours per week).

Note: School counseling interns cannot maintain full time employment throughout their internship experience.

COURSE REQUIREMENTS

There are five requirements for internship that are necessary to consider in identifying an appropriate site.

a. The student must commit a minimum of 600 or 700 clock hours to the site to meet the requirement of internship.
b. Of these 600 or 700 hours, 240 must be direct service hours. Direct service hours involve face-to-face interaction with clients, which includes the application of counseling, consultation, or human development skills. The student is expected to engage in both individual and group counseling.
c. The site must allow the intern to audio (or video) record direct service hours for the purposes of supervision.
d. The site (school or agency) must provide supervision by a supervisor deemed qualified by the Counselor Education Department. The identified site supervisor must hold a minimum of a Master's Degree in the program emphasis area and possess appropriate certifications and/or licenses. In addition, the site supervisor must have a minimum of two years of experience as a professional counselor.
e. The site must permit the student intern to participate in a variety of professional activities in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would be expected to perform. In addition, school counseling majors must be able to complete a 10-week teaching experience using a Developmental Guidance instructional unit.
f. In addition to the above-mentioned requirements, additional course requirements will be listed on your internship syllabi and are at the discretion of individual faculty members.

SUPERVISION

The site supervisor is the primary supervisor for the student intern and must commit a minimum of one hour weekly of individual supervision to the intern. Clinical supervision should include supervision of counseling cases and related professional activities. It is HIGHLY RECOMMENDED that site supervisors make use of the intern's audio recorded counseling sessions for supervision. The site supervisor will be asked to provide the Counselor Education Department with evaluations of the student intern's overall performance and professionalism during the internship.
EARLY PLANNING FOR INTERNSHIP

Few internship sites are ideal. The search for an acceptable site involves a number of variables including the mission of the site, whether the site will fulfill the Department's diversity requirement, qualifications of the site supervisor, availability of experiences that will enhance the intern's professional growth, and physical proximity of the site to the intern's residence and to the university. Sometimes a site will appear acceptable to the intern but not to the Coordinator; at other times the intern may find the site unacceptable, or the site supervisor will not find the intern to be a good fit for the site. Considering all of these variables, it is important that the student not delay the search for the best-fitting site. Preparing for the internship to begin is equally as important as planning when other required courses will be taken. Early in the program, with an advisor’s help, students should identify approximately when they will reach the internship. Internship can never be earlier than the latter part of a student’s second year of the program. In the first month of practicum, students should inform the Clinical Coordinator of their plans for internship (expected semester to start internship, sites under consideration, deadline for informing the Clinical Coordinator, etc.) In other words, if you are beginning practicum in the fall semester, you should make contact with the Coordinator in September to discuss your internship experience.

FINDING AN INTERNSHIP SITE

1. The Director of Clinical Training meets with the practicum student to review appropriate sites.

2. Ultimately, students must submit the Internship Agreement Form to the Clinical Coordinator by the date indicated on the Departmental Calendar.

Failure to meet the appropriate deadlines with respect to submitting both the internship application and/or the internship agreement form may result in the student's inability to enroll in the Internship course during the desired semester.

CREDIT HOURS FOR CLINICAL INSTRUCTION

Students will complete 9 credit hours of clinical instruction (practicum and internship). The precise number of hours will be dependent upon the student’s program (school or clinical mental health) and the student’s prior experience and credentials. For the purposes of registration, Practicum will always be worth three credits. A full-time internship experience (approximately 40 hours/week) will be worth six credit hours. It is expected that CMHC students can complete the 600-hour internship requirement in two semesters and School students can complete the 700-hour internship requirement in two semesters.

a. To be eligible for Certification as a School Counselor in Connecticut, students who are pursuing a Master's degree in School Counseling and who have not completed three years of successful elementary, middle, or secondary school teaching must complete a 700-hour Internship over two semesters in a public, charter, or private school as long as a certified school counselor is available for site supervision. These students do not have the option of completing their Internship in one semester.

b. Students who are pursuing a Master's degree in School Counseling and who have a valid Connecticut teaching certificate and have completed three years of successful elementary, middle, or secondary school teaching must complete a 700 hour Internship in a public, charter, or private school to be eligible for Certification as a School Counselor in Connecticut. These students would be able to complete this requirement in one semester.

c. Students who are pursuing a Master's degree in Clinical Mental Health Counseling must complete a 600
hour Internship in a setting appropriate to the career objectives of the student, as well as program requirements. This should be done in two semesters of 300 hours each.

Note: It is the faculty's prerogative to require any student to repeat Practicum for credit if it is the faculty's judgment that the student has not demonstrated mastery of skills, professional behavior, or academic progress.
INTERNSHIP CREDITS

At Fairfield, we must meet the requirements of the CT State Department of Education as well as the requirements of CACREP.

CACREP requires that ALL students complete one 600-hour internship experience. Of the 600 total hours, 240 of those hours must be direct service (direct counseling) hours.

The State Department of Education in CT mandates that school counseling students who are not certified teachers with at least 3 years of teaching experience in a school complete a 10-month 700-hour internship in a school. This requirement exceeds the CACREP standards.

**DIRECTIONS FOR ENROLLING IN INTERNSHIP CREDITS**

<table>
<thead>
<tr>
<th>Your Situation</th>
<th>The number of hours you will be putting in at your site per week</th>
<th>The number of hours you should expect to complete in one semester</th>
<th>The number of credits you should register for per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are a clinical mental health counseling student completing your internship over two semesters</td>
<td>20 hours per week</td>
<td>300 hours, 120 of which MUST be direct counseling hours</td>
<td>3</td>
</tr>
<tr>
<td>You are a school counseling student who is not a certified teacher with three years of teaching experience in a school</td>
<td>20 hours per week</td>
<td>You must complete 700 hours over the course of the 10-month internship, 240 MUST be direct counseling hours</td>
<td>3</td>
</tr>
<tr>
<td>You are a school counseling student who is a certified teacher with three years of teaching experience in a school who wishes to complete the internship experience in one semester</td>
<td>35 – 40 hours per week</td>
<td>600 hours, 240 of which MUST be direct counseling hours</td>
<td>6</td>
</tr>
<tr>
<td>You are a school counseling student who is a certified teacher with three years of teaching experience in a public school who wishes to complete the internship experience in two semesters</td>
<td>20 hours per week</td>
<td>300 hours, 120 of which MUST be direct counseling hours</td>
<td>3</td>
</tr>
</tbody>
</table>

Please be advised that completing a 700-hour school counseling internship in one academic semester is difficult. Students who wish to choose this option must make sure that they can obtain a caseload quickly and have access to clients such that they can obtain 240 direct hours in a 15–16 week period.
LIABILITY INSURANCE

All students are required to obtain liability insurance prior to entering the practicum course. It must be maintained during practicum and internship. This means you must resubmit proof of insurance each semester of internship. A copy of liability insurance will need to be submitted to the clinical coordinator at the beginning of practicum and internship for inclusion in a student’s clinical file. While lawsuits involving student counselors are relatively uncommon, any service provided the public by a professional (or a professional in training) is vulnerable to the threat of lawsuit. Liability insurance is included in the student membership rates for ACA and ASCA. Therefore, we highly recommend that you become an ACA or ASCA member while you are enrolled in the program. The information on becoming an ACA or ASCA member and obtaining liability insurance can be found through the American Counseling Association Web site at www.counseling.org or American School Counselor Association at www.schoolcounselor.org.
CALENDAR

SUMMER
Registration for fall courses
Registration for NCE exam for fall semester

SEPTEMBER
Internship/practicum orientation meeting
Registration for CECE for fall semester

OCTOBER
Practicum applications due the first Monday
CECE and NCE exams
Admissions applications due October 1
Admissions Day

NOVEMBER
Signed contracts for practicum/internship due third Monday
New Student Orientation

DECEMBER
Advisory Board meeting
Registration for NCE exam for spring semester
Exit interviews for graduating students
Registration for spring courses

JANUARY
Applications due January 15
Internship/practicum orientation meeting
Registration for CECE exam for spring semester

FEBRUARY
Practicum applications due first Monday

MARCH
Admissions Day
New Student Orientation

APRIL
CECE and NCE exams
Signed contracts for practicum/internship due first Monday
Exit interviews for graduating students
Registration for summer courses

MAY
Graduation
Chi Sigma Iota is the international counseling academic and professional honor society with over 100,000 individual members and 373 chapters. Fairfield's Gamma Lambda Chi chapter invites qualified candidates who are advanced counselor education students to become members each spring. The Gamma Lambda Chi chapter provides a forum for professors, students, alumni, and local professionals to interact, discuss issues, and share professional concerns. Information is available on the first floor of Canisius Hall (near CNS 120).

The requirements for Chi Sigma Iota are as follows:
   a. Minimum GPA of 3.5
   b. At least one full term of graduate study as a matriculated student
   c. At least nine (9) credits completed
   d. A commitment to counseling

The application deadline is during the spring semester, and students will be notified via Student G-mail. The National Chapter Membership Fee is $50 annually in addition to Fairfield University Lifetime Chapter Membership Fee of $25. Students interested in serving as members of the executive committee should express their interest to the coordinating professor.

In the past, Chi Sigma Iota has participated in service activities, the planning of the annual induction ceremony, coordination of workshops hosted by the Department, hosting a discussion symposium, and sponsoring the Graduation Celebration each May for the Counselor Education Department.
COURSE WAIVERS/TRANSFER OF CREDITS

In conformance to CACREP Standards, the Counselor Education Department requires that only graduate level courses be used to meet program curriculum requirements. Students who have taken a graduate level course similar to a Fairfield required course, and earned a grade of B+ or better may be allowed to waive the course requirement. Students need to petition the faculty to request such a waiver. Once the decision has been made that the waiver is appropriate, his/her faculty advisor must submit a "Request for Waiver from Approved Curriculum" on the student's behalf to the Associate Dean of GSEAP.

Students are permitted to transfer in up to nine credits of graduate study toward their Fairfield degree. Again, the student must petition the faculty for approval to transfer specific courses. If the course transfer is approved, both content and credit transfer to Fairfield University.

GRADUATE ASSISTANTSHIPS

The Counselor Education Department typically receives 30 hours of graduate assistantship per semester. Graduate Assistants work under the supervision of the Department Chair. Applications are available on the Fairfield University Web site under Financing Your Studies; however, if you are interested in being considered for the Counselor Education Department assistantship, please notify the Department Chair.

In addition, there are occasional assistantships available in other departments campus-wide. Students are encouraged to look at the following link to the Fairfield University website for a listing of opportunities in other departments. Graduate Assistantship

GRIEVANCE PROCEDURE

If a student believes that she or he has been treated unjustly, either in a particular course or as a result of the formal evaluation process, it is the student's right to initiate a formal grievance process. The grievance process is explained fully in the Graduate School of Education and Allied Professions catalog and should be followed in the event of such an occurrence.
FREQUENTLY ASKED QUESTIONS

Transcripts and Financial Aid

1. Where do I get a transcript from Fairfield University? How long does the Registrar’s office keep transcripts?

Fairfield University transcripts can be requested from the Registrar’s office. All transcripts are kept with the Registrar’s office since their inception.

2. I have a question about financial aid.

For financial aid questions, please go to Fairfield University’s website and click on Admissions → Graduate → Tuition and Financial Aid.

Program and Class Information

1. How long will it take to complete the program?

Students cannot complete the program in less than 2 years. On average, it takes our students approximately 2.5 to 3 years to complete the program.

2. Can I transfer my undergraduate credits?

No. Only credits from graduate courses can be transferred in toward your Fairfield University graduate degree.

3. How many graduate credits can be transferred in?

Up to 6 credits. To do so, a specific form is to be completed by the student and advisor.

4. Can I waive a course?

Yes, if you have taken a similar graduate level course at another university and earned a grade of B+ or better. However, please note that when you waive a course, you will still need to earn the credits to complete your degree by taking another graduate course at Fairfield University.

5. Will I have the opportunity to take elective classes outside of my required classes?

Elective classes are offered in the program; however, depending on your plan of study, you may or may not have an opportunity to take them.

6. Will elective classes I take to earn a Master's degree count toward a Certificate of Advanced Study?

No.
7. Are classes offered on the weekends or at night?

Classes are offered with the graduate student's schedule in mind. We offer weekday classes at night from 4:55-6:55 p.m. and from 7:15-9:15 p.m., as well as occasional weekend classes. Summer courses typically run for one month from 4:00-8:00 p.m. two evenings per week.

Fairfield Accounts

1. How do I set up my NetID?

Go to: https://sspr.fairfield.edu/sspr/private/login → “Click Here to Claim Your Account” → After reading the Policies and Regulations, check the box saying you have done so → Continue → You must fill in the fields for First Name, Last Name, Home Zip Code, Date of Birth, and Fairfield University ID → Continue following instructions through completion

For more information on your NetID visit: http://www.fairfield.edu/its/its4uhelpdesk/netidresettingyourpassword/netidservices.
If you need assistance, contact the Computing & Network Services Help Desk at (203) 254-4000 ext. 4069.

2. How do I log onto my.Fairfield?

Go to my.fairfield.edu → enter your Net ID and Password → login

3. How do I register for courses?

Log onto my.Fairfield.edu → Select Course Registration → Select Register for Classes → Select term → Continue → Select subject, or enter course number → Search → Select class and click add button → Under Summary section, make sure that “registered” is selected → Click Submit when all classes for the semester are selected

*Payment for summer courses is due immediately; payment for fall/spring courses follow due date
*If you are paying for your tuition in full online, proceed to “Finalize Registration”
*If you are paying for your tuition in an alternate way, you must go in person to the Registrar’s Office in the Kelley Center on the same day you submitted the CRN online or it will be lost.

Please note! If you have student loans, you must contact the Financial Aid Office to fill out the paperwork necessary for the Bursar to disburse your loans. This must be done at least 48 hours before registering.

4. How do I log onto my Fairfield G-mail?

Log into my.Fairfield.edu → Enter your NetID and password → Select Student Email icon

5. What is G-mail used for at Fairfield?

G-mail is your student e-mail system at Fairfield University. The University and your professors will use this e-mail to contact you.
Practicum and Internship

1. Can I take practicum or internship during the summer?

Currently, internship 1 and 2 are offered over the summer for CMHC students. Practicum is not offered over the summer for either program.

2. Are internships one semester or a full year?

School Counseling internships are a two-semester, 10-month commitment for those students who do not hold a Connecticut Teaching Certificate but wish to be certified as school counselors. For School Counseling students who do hold a Connecticut Teaching Certificate, internship can be taken full-time in one semester to complete 700-hours of clinical training. For Clinical Mental Health Counseling students, the internship will consist of a 600-hour experience that is completed over in two semesters.

Licensure and Certification

1. Is licensure required to work at a clinical mental health agency or as a school counselor?

You do not need to be licensed to work at a clinical mental health agency. You only need to be license-eligible, which you will be after completing the program. Licensure is also not required to work as a school counselor, but you do need to be certified as a school counselor which you will be upon completing the program.

2. What is the process for securing certification as a school counselor?

Upon successful completion of the 48-credit Master's program, passing the comprehensive exam and receiving formal faculty endorsement, a student will be eligible to apply for Connecticut State Certification as a school counselor, grades K-12. Certification is granted by the Connecticut State Department of Education. To apply for state certification, the student must submit a completed application from the Associate Dean of Education and Allied Professions, an official transcript of graduate work from the Registrar's Office, and a personal check made payable to the State Department of Education to the Associate Dean of the GSEAP. Upon receipt of the student's application materials, the Associate Dean will confirm with the Counselor Education Department chair that the student has met all state of Connecticut and University requirements for school counselor certification and will forward the application to the Certification Office of the State Department of Education.

Certificate of Advanced Study

1. How many credits do I need to complete?

Students enrolled in a CAS program must complete a total of 30 hours, 18 of which must have a CN prefix. Therefore, students must take an additional 12 hours of elective coursework beyond the required courses listed below; at least one of these elective courses must have a CN prefix.

2. Can I only take the elective courses listed at the bottom of the plan of study?

No. Consult with your faculty advisor for other options.
IMPORTANT WEB SITES

NATIONAL ORGANIZATIONS

AMERICAN COUNSELING ASSOCIATION

www.counseling.org

AMERICAN SCHOOL COUNSELOR ASSOCIATION

www.schoolcounselor.org

NATIONAL BOARD FOR CERTIFIED COUNSELORS

www.nbcc.org

STATE ORGANIZATIONS

CONNECTICUT COUNSELING ASSOCIATION

www.ccacounseling.com

CONNECTICUT SCHOOL COUNSELOR ASSOCIATION

www.ctschoolcounselor.org

STATE LICENSURE

CT DEPARTMENT OF PUBLIC HEALTH

www.ct.gov/dph/site/default.asp and follow links

INFORMATION ON PUBLIC SCHOOLS

CT STATE DEPARTMENT OF EDUCATION

www.sde.ct.gov