WINTHROP UNIVERSITY | Department of Counseling, Leadership and Educational Studies, Richard W. Riley College of Education

Master of Education in Counseling & Development Student Handbook

ACADEMIC YEAR 2021-2022

Winthrop University
RICHARD W. RILEY COLLEGE OF EDUCATION | ROCK HILL, SC 29733

Table of Contents

WELCOME

Congratulations and welcome to the Counseling & Development Program (CSDV) at Winthrop University! As you know, students admitted to our program have gone through a competitive selection process. In seeking to become a professional clinical mental health or school counselor, you have demonstrated both your desire and readiness to begin this process. Our goal is to train highly competent and reflective scholars and practitioners who will exert positive professional influence in our society. In an effort to assist you, our faculty wishes to provide you information, resources, and encouragement, while also challenging you to engage in a new learning community.

The foundations of the counseling profession are embedded in a philosophy that promotes mental health, wellness, education, social justice, and unconditional positive regard. Committed to this counseling foundation and a unified professional counselor identity – our program provides a supportive and encouraging learning environment with a full expectation that our faculty and students will be aware of and respectful of individual and cultural differences. Honoring your commitment to educational studies, we fully support your endeavors; embarking on a journey of personal growth and a period of developing important academic knowledge, acquisition of counseling skills, and best-practice methods. This, of course, is a lifelong journey, but over the next two years this process will involve a higher level of personal introspection and commitment as you progress toward becoming a credentialed counselor.

The Counseling & Development Program Handbook (hereafter referred to as Handbook) contains basic information needed to assist you with program and curriculum requirements. A separate Clinical Handbook is available online to facilitate your matriculation through the clinical components: the supervised practicum and internships. You will be responsible for knowing, understanding, and following program requirements, policies and procedures that are established in this Handbook and the Clinical Handbook.

The Handbook is for information purposes only and does not constitute a contract. Winthrop University and the Counseling & Development Faculty reserve the right to make necessary changes without further notice in the curriculum, program, or financial charges. The Handbook is designed to reproduce and supplement information contained in the Graduate School Catalog. You will be notified throughout the year of policy and procedure updates, which will be incorporated into future editions of this Handbook. In general, students are required to follow the Handbook (current version) at the time of enrollment. However, faculty retain the right to require students to follow an updated version if doing so will benefit your academic training in counseling. The CSDV program will house the Handbook online at the CSDV website. Each student is strongly encouraged to maintain a copy of the following information found online:

· Handbook

- · The Graduate Catalog at the time of your admission
- · Course Syllabi
- · Program of Study
- · Clinical Logs / Field Placement Printouts

The Counseling & Development program does not house permanent copies of these materials.

Again, we welcome you to Winthrop University's Master of Education in Counseling & Development Program! Congratulations on your decision to enter the highly respected profession of counseling. We look forward to playing an integral role in your professional development as a counselor.

Sincerely,

CSDV Faculty & Staff

MISSION AND GOALS

WINTHROP UNIVERSITY MISSION STATEMENT

http://www.winthrop.edu/president/default.aspx?id=1620

Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina. All eligible bachelors, masters and specialist degrees are nationally accredited – a reflection of the University's commitment to be among the very best institutions of its kind in the nation.

Building on its 19th century origins as a distinctive women's college, the Winthrop University of the 21st century is achieving national stature as a competitive and distinctive, co-educational public, residential comprehensive, values oriented institution. The values of service, excellence, diversity, community, and leadership provide the foundation for Winthrop's continuing development and success.

Winthrop enrolls an achievement-oriented, culturally diverse and socially responsible student body between 6,500 and 7,000 students. The University recruits South Carolina's most able students as well as highly qualified students from beyond the state whose presence adds diversity and enrichment to the campus and the state. Winthrop prides itself on being an institution of choice for groups traditionally under-represented on many college campuses.

Winthrop is located in a traditional setting of exceptional beauty, and provides a contemporary, collaborative, and supportive environment that fosters engaged student learning and development. Winthrop has a diverse and able faculty and professional staff of national caliber and supports their work as effective teachers, scholars, researchers, practitioners, and creative artists. Through this talented group, Winthrop students acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world,

including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change. Ongoing assessment of programs and services ensures both that all academic programs challenge students at their highest level of ability and that the library, instructional technology and other academic service areas support courses of study that are consonant with best practices. As a result, Winthrop graduates are eminently well prepared to enter the most competitive graduate or professional schools as well as to be leaders in their chosen professions and in their communities. (*Adopted by the Winthrop University Board of Trustees on 6/12/98 and updated by the Winthrop University Board of Trustees: 11/3/00; 04/16/10*)

GRADUATE SCHOOL MISSION STATEMENT

http://www.winthrop.edu/graduateschool/default.aspx?id=10656

Graduate education at Winthrop University provides advanced study in a variety of academic disciplines and professional fields while meeting the growing demands of local, regional, national, and global communities. Through quality teaching, scholarship, and service, Winthrop faculty deliver nationally accredited graduate level education in a wide range of disciplines. Our national caliber programs are intellectually rigorous and incorporate current concepts and practices. Graduate education at Winthrop helps students realize their intellectual and personal potentials and enables them to advance in their fields, enter careers which require education beyond the baccalaureate level, and continue on to doctoral and professional programs. (*Approved by Graduate Faculty Assembly 11/09*)

RICHARD W. RILEY COLLEGE OF EDUCATION MISSION STATEMENT

http://www.winthrop.edu/coe/secondary.aspx?id=1348

The Richard W. Riley College of Education is dedicated to the highest ideas of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation.

CONCEPTUAL FRAMEWORK

http://www.winthrop.edu/coe/default.aspx?id=12866

The conceptual frameworks for the Richard W. Riley College of Education teacher educator programs provide the underlying structure and direction for the unit. The overarching theme of the Richard W. Riley College of Education's conceptual framework is "Educator as Leader." The Undergraduate and MAT frameworks, Teacher as Educational Leader, are similar in their selection of organizing concepts and learning outcomes specific to candidates for initial licensure. Learning outcomes in the undergraduate conceptual framework are organized in developmentally progressive levels of Exploratory, Pre-Professional and Professional Stages. The MAT framework includes a greater focus on scholarship and subject area competency, concepts more representative of a graduate degree program. The Framework for Advanced Programs, Educator as Leader, includes complex outcomes in Leadership, Stewardship,

and Scholarship that are suitable for graduate candidates in many educational programs such as administration, counseling, teaching, and school psychology.

CONCEPTUAL FRAMEWORK FOR ADVANCED PREPARATION PROGRAMS

http://www.winthorp.edu/uploadedFiles/coe/AdvancedConceptualFrameworks.pdf

Relationship to the Richard W. Riley College of Education Graduate Conceptual Framework (GCF)

The mission of the College of Education is to prepare educational leaders who are committed to a lifelong quest for teaching, learning, and service "within a context dedicated to public service to the state of South Carolina." The Winthrop University Mission Statement and the College of Education Mission Statement serve as the foundation for the conceptual framework *Educator as Leader* and for all initial and advanced teacher education programs at Winthrop University. The mission statement and conceptual frameworks developed, selected and reviewed by task forces of University faculty, administrators, Professional Development School representatives, and students and have been approved by all levels of the University shared governance system. Graduate Conceptual Framework for advanced education programs "builds on the skill developed in undergraduate programs or through professional experiences and is organized around three concepts: 1) Leadership, 2) Scholarship, and 3) Stewardship. These learning outcomes build upon candidates' existing and emerging knowledge base and lead to an advanced understanding of their respective program areas." One's knowledge of these concepts and one's ability to perform effectively in these areas are measured through a series of thirty-two learning outcomes. These learning outcomes are also designed to maintain relevance and adherence to professional, state, national, and institutional standards.

Graduate Conceptual Framework (GCF)

LEARNING OUTCOMES: LEADERSHIP (L)

The advanced educational leader:

1. Examines educational policy and demonstrates a familiarity with how such policy is developed and implemented.
2. Evaluates oneself as an educational leader through knowledge, reflection, and professional discourse.
3. Analyzes contemporary issues, reforms, and renewal strategies and applies an understanding of these to one's profession.
4. Applies technology to professional roles and functions
5. Promotes an appreciation and understanding of diversity in families and society
6. Demonstrates the ability to apply problem-solving strategies in diverse situations – e.g., conflict resolution, program development

7. Applies current theories to enhance individual learning of others and promote professional development
8. Demonstrates skills and commitment need to communicate effectively with students, professional colleagues, families and the larger professional community
9. Values collaboration with colleagues, families and the larger professional community
10. Advocates for the development of individuals to their full potential

LEARNING OUTCOMES: SCHOLARSHIP (S)

The advanced educational leader:

1. Demonstrates an understanding of research terminology, concepts, and practices as presented in the professional literature
2. Analyzes, synthesizes, interprets, and disseminates current and historical research and practices
3. Integrates knowledge and practice derived from professional research into various professional settings to enhance individual growth
4. Generates research questions that focus on extending current thought and theory and interprets and applies results of research
5. Generates research questions that focus on the application of content knowledge and methodologies
6. Demonstrates an understanding of a variety of research of methodologies, measurement, analysis procedures, and interpretation/communication of results
7. Selects and applies appropriate methodologies to answer research question
8. Uses technology resources to collect, analyze, synthesize and evaluate information and data
9. Models life-long learning
10. Enhances specific knowledge in content areas

LEARNING OUTCOMES: STEWARDSHIP (S)

The advanced educational leader:

1. Appreciates and articulates the ethical implications surrounding contemporary educational issues
2. Analyzes how antecedents contribute to current issues
3. Understand the interrelationships among issues related to society, schooling, the organization and administration of schools, and professional organization
4. Advocates full and appropriate access to public education and human services for people with special needs and their families
5. Examines and makes appropriate professional decisions based on an advanced understanding of ethics and laws

6. Demonstrates the ability to construct a supportive, well-managed, motivational learning environment that promotes equal access to education for people from diverse cultural backgrounds
7. Develops school curricula and/or educational interventions based on contemporary theories of learning and development, applicable technology, collaborative discourse, and evaluation
8. Works toward solutions to key educational issues that are founded on contemporary research, public policy, and best practice
9. Evaluates, clarifies, and refines personal philosophy of professional practice
10. Links personal philosophy and professional practice to historical, legal, social, philosophical foundations, and developments in the profession
11. Cares for and relates to students, families, and the larger learning community

GRADUATE SCHOOL ADMITTED STUDENTS ORIENTATION

The Graduate School web page provides students with a "New Student Checklist" and multiple support systems to assist you in navigating within the University itself. Online access is located at:

http://www.winthrop.edu/graduateschool/default.aspx?id=25266

Resources and supports located at the Graduate School web page for admitted students include:

Academic Computing

Winthrop University Bookstore

Campus Maps

Course Offerings Directory

Dacus Library

Directions to Winthrop

Faculty & Student Directory

Fee Payment Information

Office of Financial Aid

Five-Year Academic Calendar

Forms On-Line

Health and Counseling Services

Immunization Requirements

International Student Information

Registration Procedures

Student Activities Schedule

Student Computer Accounts

Student IDs

Student Health Insurance

Support for Conference Presentations or Performances

Traffic Parking Regulations

Veterans Benefits

Wingspan Information

Winthrop Writing Center

Winthrop University Student Handbook

Additional information is available at the College of Education link for graduate studies:
http://www.winthrop.edu/coe/graduate/defalut.aspx?id=16777.

ACADEMIC ADVISING AND RELATED INFORMATION

INFORMATION FOR ADVISORS AND ADVISEES

Academic advisement is an integral part of the learning process; accordingly, each student is assigned a faculty advisor who assists with facilitating initial registration and orientation matters. Subsequently, your faculty advisor who assists with facilitating initial registration and orientation matters. Subsequently, your faculty advisor serves as an important liaison between the program and the graduate school. Your faculty advisor will be recommend and approve your program of study at the initial orientation, as well as answer questions related to the program, assist with issues related to academic studies, and mentor you in your overall professional development. Students should follow the course sequence they are given at the initial orientation; **if changes need to be made it is the student's responsibility to initiate an advising appointment.**

Students will complete a preliminary program of study leading toward the M.Ed. during the orientation session of their first semester. The preliminary program of study will be maintained in the student folder by the program's Graduate Assistant in the counseling office. Please be aware that a structure and sequence does exist to guide your graduate study. The final and official program of study will be

completed and submitted to the Office of Records and Registration. The individual program of study must fulfill all of the requirements for the appropriate degree as published in the Graduate School Catalog (the year of the catalog being followed must be indicated on the program of study form.) – See Appendix D: Program of Study.

FINANCIAL AID

The Office of Financial Aid supports Winthrop University's commitment to be among the very best institutions of its kind by delivering excellent customer service, while also providing effective and efficient delivery of financial assistance. We strive to balance responsible stewardship of all financial aid funds while upholding the highest degree of professionalism, confidentiality, and integrity. While pursuing our mission, we strive to work collaboratively with all offices at Winthrop because we recognize that only together can we achieve our common goal to enhance enrollment, retention, and the academic success of our students.

Winthrop offers a comprehensive program of student financial assistance including scholarships, grants, loans, and employment. Use the information provided on the website to assist you in your college planning. You will find explanations of the assistance available, as well as procedures for applying for scholarships and other financial aid. Do not hesitate to contact the Office of Financial Aid with any questions as you explore your financial aid options.

The Office of Financial Aid is located in the Sykes House at the corner of Oakland Avenue and Sumter Avenue. *Please be aware that you are awarded financial aid for the year (Fall, Spring and Summer), therefore you will not get another allotment of aid for the summer term.* You can apply for a specialGrad Plus loan, however the terms of the loan are much different and you will be subject to a credit check.

ADVISOR LISTING

Students' advisors are assigned upon admittance to the program. If you have questions related to the location and how to reach your advisor, you may log into Wingspan to see your advisor's information. You can also find a list of graduate advisors in the College of Education on the "Advising" page.

Currently, Dr. Pierce is the student advisor for all students seeking School Counseling Certification.

NEW STUDENT ORIENTATION

A mandatory formal orientation for new students will be held during the first week of classes in the summer and fall terms. The primary purpose of this meeting is to help new students become familiar with the objectives and operational procedures of the program, as well as other policies and procedures that affect the student (e.g., College, Graduate School, and University).

The student advisory council sponsored by the Chi Delta Epsilon Chapter convenes every semester, and it is your opportunity to meet with fellow students in an open forum discussion environment. These meeting are designed for students to communicate their needs, requests and questions directly to those who can and will do everything to address the issues you raise. Chi Delta Epsilon will be advertising the student advisory council meetings before they take place, and you may also contact your advisor for information.

FACULTY
CORE FACULTY

DR. ANTHONY T. STRANGE, SR
Associate Professor
Program Director
strangea@winthrop.edu
146A Withers

DR. JENNIFER JORDAN
Professor
jordanje@winthrop.edu
145A Withers Building

AFFILIATE FACULTY
DR. YVETTE TOLBERT
Clinical Assistant Professor
tolberty@winthrop.edu

DR. LISA HARRIS
Assistant Professor
harrisl@winthrop.edu
304H Withers Building

COUNSELING AND DEVELOPMENT PROGRAM

COUNSELING AND DEVELOPMENT MISSION STATEMENT

The mission of the Counseling and Development Program is to provide a rigorous, engaging, and transformational experience for skilled and adept counselors-in-training. Faculty work tenaciously to build culturally-responsive and supportive relationships with students in order to implement a developmental, integrative, experiential and strengths-based curriculum. The program goal is to develop ethical professional counselors who are leaders, consultants, advocates, collaborators, and change agents.

PURPOSE

Supporting the mission of Winthrop University and the Richard W. Riley College of Education, the Counseling and Development program is dedicated to serving the diverse academic and community needs of South Carolina, bordering residents in the Charlotte Regional Partnership, and students entering graduate studies in Clinical Mental Health and School Counseling. Within a nurturing community of learners model, faculty seek to strengthen the counseling profession by modeling for students the expectation of lifelong learning, interpersonal awareness, and concrete application of values, professional practice, and identity in their profession as counselor educators.

Our students will acquire knowledge and competencies related to the ethical practice of counseling and leadership of private and public counseling in various capacities. Graduates will be committed to best practice in their roles as clinicians, consultants, educators, and advocates and will seek positions in a variety of human service agencies such as public schools, mental health centers, crisis centers, psychiatric hospitals, drug and alcohol treatment facilities, private practice, and college counseling centers.

PROGRAM OVERVIEW

The Counseling & Development program at Winthrop University is housed within the Department of Counseling, Leadership, and Educational Studies in the Richard W. Riley College of Education and provides a 13 Master of Education degree (M.Ed.). The M.Ed. in Counseling and Development delivers a dynamic curriculum for students interested in meeting the educational requirements for licensure as a Licensed Professional Counselor-Intern/Associate (LPC-I/LPC-A) or licensure/certification as a P-12 School Counselor.

According to the American Counseling Association, counselors are skilled professionals who are trained to help others gain a perspective on their lives, explore options, make decisions, resolve problems and take action. Counselors work with individuals, couples, families, and groups of persons who experience academic, behavioral, career, emotional, interpersonal and social problems. By establishing an effective

and trusting relationship, a counselor assesses a client's strengths and resources and helps the client increase life management skills so that mutually agreed upon goals may be achieved.

Students declare their graduate studies concentration in clinical mental counseling (CMHC) or school counseling (SC), or a dual concentration for both CMHC and SC. Both concentrations are fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Clinical Mental Health Counseling is currently accredited by CACREP as Community Counseling.

Curriculum is structured in categories that is defined by CACREP and relates to core content knowledge that is fundamental for any counselor regardless of their work setting, concentration, or specialization. A second curricula grouping supports the CACREP educational objectives in the concentration areas, and satisfy defined licensure or certification requirements in South and North Carolina. The third component of your training relates to develop of professional practice and skills. Counseling and Development curriculum includes classroom, counseling laboratory and community clinic, and field-based education and training. The coursework includes a designated program of study for each concentration consisting of:

· Clinical Mental Health Counseling (60 semester hours)
· School Counseling (60 semester hours)
· Dual Concentration (72 semester hours)

The program is offered in a cohort format typically completed in two years. A cohort model suggests that students proceed through the program together and that courses are offered in a particular sequence over a period of time. In general, courses are offered once each year. Therefore, if a student fails to take a particular course during a given semester, he or she may have to wait until the following year for the course to be offered again. It is imperative to adhere to your individual program of study, communicate with your advisor, and to be knowledgeable of the consequences of deviating from suggested curriculum sequence.

Students are restricted to the requirements of one specific catalog and must complete their curriculum within a period of six (6) years from the date of the catalog. All curricular work to be counted toward the degree, including transfer work, must be completed within the 6-year period immediately prior to conferring the degree. For more information access the Graduate School Catalog at: http://www.winthrop.edu/GradCatalog/.

Through a combination of classroom and field experiences, the cohort format provides students an opportunity to develop a unique and unified professional identity with an emphasis as a clinical mental health counselor or school counselor. *A distinguishing feature supporting students' professional development is our program's emphasis on practice-based skills acquisition*. Each student is engaged in four skills-based experiential courses. Under direct faculty supervision, the first practicum course affords students the opportunity to develop authentically in the use of self as-counselor and to apply fundamental counseling skills in a program-selected practice setting. The initial 14 practicum is set up by

faculty and your only responsibility is to sign up for a section. Following the initial practicum experience, students continue to learn by doing through a second practicum experience and two internships. The second practicum and internships are field-based in the student's concentration area. These field placements require you to acquire a site and appropriate site supervisor. Complete information about clinical experiences can be found in the CSDV Clinical Handbook.

PROGRAM GOALS AND OBJECTIVES

The program's mission guides the objectives and student learning outcomes (SLOs) adopted by the program.

PROGRAM OBJECTIVES

The program objectives were designed to deliver a wide-ranging educational foundation for graduate students to become competent and effective practitioners. They are as follows:

- All CSDV students will demonstrate and apply knowledge aligned with the CACREP eight common core curricular areas
- Students will demonstrate the ability to use clinical counseling skills and evidenced-based counseling techniques
- Students will demonstrate a professional identity embracing appropriate professional disposition
- Students will demonstrate the ability to practice as ethical practitioners
- Students will demonstrate the knowledge and ability to work with and honor diverse populations
- Students will demonstrate the knowledge and skills particular to their program concentration (i.e., Clinical Mental Health, School Counseling), while maintaining a unified professional counseling identity

STUDENT LEARNING OUTCOMES (SLOs)

SLO 1: Students will demonstrate and apply knowledge aligned with the eight CACREP common core curricular areas

- Assessment Tools: Students' knowledge of the eight common core curricula areas will be measured with the following:

- Assignments and/or tests in the courses including, Foundations and Ethical Issues in Clinical Mental Health Counseling/School Counseling, Diversity Issues in Counseling, Lifespan Developmental Counseling, Career and Lifestyle Development, Counseling Skills, Counseling Theories, Group Counseling, Appraisal of the Individual, Educational Research, Design and

Analysis, Loss, Grief and Crisis Counseling, Diagnosis & Treatment Planning in Counseling, Advanced Counseling Interventions, and Addictions Counseling
· The Pre-Comprehensive Exams
· The CPCE Comprehensive Exam
· NCE scores
· Praxis Exam scores

SLO 2: Students will demonstrate the ability to use clinical counseling skills and evidenced-based counseling techniques

- Assessment Tools: Students' ability to use clinical counseling skills and evidenced-based counseling techniques will be measured with the following:
· Assignments and/or tests in skills-based courses including, Counseling Skills, Group Counseling, Loss, Grief and Crisis Counseling, Diagnosis & Treatment Planning in Counseling, and Advanced Counseling Interventions
· Practicum I and II evaluations by site and faculty supervisors
· Internship I and II evaluations by site and faculty supervisors

SLO 3: Students will demonstrate a professional identity embracing appropriate professional dispositions

- Assessment Tools: Students' ability to demonstrate a professional identity embracing professional dispositions will be measured with the following:

· Each student is evaluated in each course using the Professional Disposition Rubric in Livetext
· Professional Fitness Review I & II
· Practicum I & II evaluations by site and faculty supervisors
· Internship I & II evaluations by site and faculty supervisors

SLO 4: Students will demonstrate the ability to practice as ethical practitioners

- Assessment Tools: Students' ability to demonstrate ethical practice will be measured with the following:
· Assignments and/or tests in the Foundations and Ethical Issues in Clinical Mental Health Counseling/School Counseling courses
· Each student is evaluated in each course using the Professional Disposition Rubric in Livetext
· Professional Fitness Reviews I & II
· Practicum I & II evaluations by site and faculty supervisors
· Internship I & II evaluations by site and faculty supervisors

· Employer Surveys

SLO 5: Students will demonstrate the knowledge and ability to work with and honor diverse populations

- Assessment Tools: Students' ability to demonstrate the knowledge and ability to work with and honor diverse populations will be measured with the following:

- · Assignments and/or tests in the Diversity Issues in Counseling course
- · Practicum I & II evaluations by site and faculty supervisors
- · Internship I & II evaluations by site and faculty supervisors
- · The Pre-Comprehensive Exam Section 2
- · The CPCE Comprehensive Exam Social and Cultural Diversity Section

SLO 6: Students will demonstrate the knowledge and skills particular to their program concentration (i.e., Clinical Mental Health, School Counseling), while maintaining a unified professional counseling identity

- Assessment Tools: Students' ability to demonstrate the knowledge and skills particular to their program concentration (i.e., Clinical Mental Health, School Counseling), while maintaining a unified professional counseling identity will be measured with the following:

- · Comprehensive Clinical Mental Health or School Counseling Exam administered in CSDV 615c/s

- · Assignments and/or tests in courses including, Foundations and Ethical Issues in Clinical Mental Health Counseling/School Counseling, and Clinical Mental Health/School Counseling Program Planning, Consultation, and Supervision
- · NCE scores
- · Praxis Exam scores
- · Practicum I & II evaluations by site and faculty supervisors
- · Internship I & II evaluations by site and faculty supervsiors

- · Employer Surveys

DIVERSITY RECRUITMENT POLICY STATEMENT

We are an **Equal Employment Opportunity** program; and we take positive actions to ensure equal opportunity in the conduct of recruitment activities without regard to gender, race, color, national origin, sexual preference, marital status, pregnancy, age, disability, religious belief, family responsibilities, ethical belief, employment status and any other factors that are not related to individual ability, job performance and potential to develop in the program. We offer flexible class time arrangements, and open communication. We also recognize that we live in a richly diverse community and understand the strategic importance of achieving a diverse program, which reflects that community. We undertake to recruit, develop and retain the most talented people by valuing the varied skills and experiences they bring; by investing in their training and development; by treating students fairly and equitably; by combating harassment and discrimination and by encouraging an honest and open culture which values the differences between us.

ACCREDITATION

Winthrop University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, master's, and specialist degrees. The Council for Accreditation of Counseling and Related Education Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the Counseling and Development Program at Winthrop University in the areas of clinical mental health counseling (formerly called community counseling) (M.Ed.) and school counseling (M.Ed.) for the next eight years (through 2024).

ACADEMIC INTEGRITY / PROFESSIONAL & ETHICAL BEHAVIOR

ACADEMIC INTEGRITY

Adherence to the highest standards of academic integrity, ethics, and professional behavior is vital to achieving the goals of the educational process in becoming a professional counselor. Students are expected to exhibit honesty in all areas of academic and clinical work; it is indeed the essence of maintaining personal integrity. Dishonesty compromises and threatens the pursuit and acquisition of educational requirements and the development of professionalism that is at the core of the counseling profession. Academic dishonesty, deception in clinical experience, and any other form of unethical and incompetent practice will result in disciplinary action that may result in dismissal from the Program.

As University policy dictates, Winthrop University is dedicated to creating an environment conducive to the development of the capacity for critical judgment, to engagement in a sustained and independent search for truth, and to reestablish education for personal and social responsibility. One dimension of personal and social responsibility relates to the cultivation of personal and academic integrity defined as recognizing and acting on a sense of honor, both by being honest in relationships and by upholding academic honor codes. Recognizing and acting on a sense of honor is foundational in ethical practice and in this Program is further explained in University policies, rules and regulations and, the Graduate School Student Conduct Code. Among other topics, the requirements promote student rights, responsibilities, matters relating to academic integrity, and regulations pertaining to academic discipline. Complete rights, obligations, and disciplinary processes may be accessed via the internet at http://www.winthrop.edu/studentaffiars/handbook/ and the Graduate School Catalog at http://www.winthrop.edu/GradCatalog/.

PROFESSIONAL & ETHICAL BEHAVIOR

The CSDV Program has adopted the American Counseling Association (ACA) Code of Ethics and Standards of Practice as the principles for governing the professional behavior of its students. Students are expected to display the highest levels of professional and ethical behavior in their academic and

clinical experiences as representatives of both the CSDV Program and Winthrop University. **Furthermore, students must adhere to state, national, specialization ethical codes and legal requirements of counseling.**

As part of the program's commitment to the standards set forth by CACREP, we promote personal and professional growth as part of the educational process. Students, as well, are encouraged to seek clarity from faculty members and auxiliary professional resources when they have questions regarding professional and ethical behavior. Studies of applicable ethical codes begin in CSDV 604 *Foundations and Ethical Issues in Clinical Mental Health Counseling* and CSDV 613 *Foundations and Ethical Issues in School Counseling.*

BACKGROUND CHECK REQUIREMENTS

As part of the admission process to the Counseling and Development Program, all students are required to undergo a name-based criminal records search and a national sex offender registry check by Surveillance, resources, and Investigations, LLC (SRI) as the Program, many agencies, and schools require this investigation before considering a student for clinical practice. Students are responsible for the fee associated with the required background checks. The purposes of such requirements include:

1. Assuring the public's continuing trust in the counseling profession regarding the safety and well-being of clients;
2. To identify accepted applicants who have a criminal history that may preclude them from participating in clinical training programs, including but not limited to, care of clients in vulnerable populations; and
3. Putting applicants with a criminal history on notice that there may be an issue with respective licensing boards regarding the impact of the criminal history on their ability to obtain professional licensure.

Omission of required information, including failure to provide consent for the background check, or submitting false or misleading information by an individual in any communication with the counseling program may result in withdrawal of conditional acceptance. The program will respect the laws of the state of South Carolina or other state laws with regard to an individual having a sealed juvenile record and having no obligation to reveal records within the juvenile court system.

A final decision with regard to admission will be made only after careful review of factors including but not limited to:

1. The seriousness, circumstances, and frequency of theoffense(s);
2. The relationship between the duties to be performed as part of the educational program and the offense(s);
3. The length of time that has passed since theoffense(s);
4. Evidence of successful rehabilitation; and

5. The accuracy of any information provided by the applicant.

All students who transfer to Winthrop University or are seeking endorsement for Clinical Mental Health Counseling or School Counseling must comply with the background check requirements by Surveillance, Resources, and Investigations, LLC (SRI) before being admitted into the program.

In all circumstances, the Counseling and Development Program retains the right to determine whether or not a student can be placed in field-based experiences and be admitted to the Counseling and Development Program based on the information gathered from the criminal and sex offender record checks such as, certain criminal offenses, arrests, and/or convictions.

FINGERPRINTING & CERTIFICATION FOR SCHOOL COUNSELORS

You must http://ed.sc.gov/educators/teaching-in-south-carolina/aspiring-educators/applying-for-certification/initial-applicants/ and follow directions for fingerprinting prior to entering practicum II. You must show verification of your completion of this form before you can start your practicum. Fingerprinting code is **Agency ORI: SC920060Z.**

In order to meet state certification requirements for school counselors, a second Back Ground Check is required prior to enrollment in CSDV 610B Practicum. To be placed in field experience or internship settings at this point, students must show a satisfactory record and no offenses that would likely make them ineligible for professional licensure and/or certification. Specific information and procedures for the Internship Background Check will be provided during the Internship Orientation.

PROFESSIONAL LIABILITY INSURANCE

Students are required to obtain liability insurance before they begin practicum and internship coursework. A copy of the insurance carrier's liability insurance premium form must be submitted to your advisor at the end of the semester preceding scheduled clinical coursework. Without evidence of appropriate liability insurance, the student will not be allowed to register for the practicum or internship courses. Student membership in the American Counseling Association (ACA) now includes liability insurance (for students enrolled and engaged in a master's degree counseling curriculum at a post-secondary institution). Coverage is available to ACA student members solely while performing counseling services (e.g., practicum and internship) related to such curriculum atwww.counseling.org. Coverage is also available to student members of the American School Counselor Association (ASCA) available at www.schoolcounselor.org and the American Mental Health Counseling Association (AMHCA) available at www.amcha.org.

CLASSROOM DECORUM

Scholarly behavior is a necessary outcome in all professional coursework. The classroom and clinical environment demands certain behavior that creates the decorum in the classroom, with one important ingredient being respect. Faculty, guests, and students expect a certain degree of courtesy regardless of

the similarity or divergence of viewpoint and irrespective of age, difference, or experience. If students demonstrate any disrespectful or disruptive behavior (e.g., talking in class, sleeping, text-messaging, reading non-class-related material, tardy arrivals, or failing to turn off a cell phone), it is the prerogative of the instructor to ask the student 17 to leave the classroom, laboratory or clinic, or clinical site. Penalties for disruptive behavior, absences, and tardiness may also be found in course syllabi. At the conclusion of each course faculty members will submit a Professional/Behavioral/Personal Concern form to the program coordinator documenting any concerns which were presented throughout the semester. A meeting may be called at the discretion of the program coordinator to address the issues if deemed appropriate.

In addition to reduced classroom participation credit and reduced course grades, the University Student Conduct Code may be invoked. See http://www2.winthrop.edu/acad/WU_StudentConductCode.pdf.

BLACKBOARD

Students are responsible for accessing course materials, as applicable, on Blackboard. This is the University's program for course management. Participation grades may be based on student participation on Blackboard discussion forums or other assignments. Additional expectations for coursework will include submission of original papers or selected assignments to be submitted on Blackboard through SafeAssign.

Students can access Blackboard at: http://www.winthrop.edu/blackboard/. Additional information and online Blackboard tutorials are available at:
https://www.winthrop.edu/onlinelearning/default.aspx?id=27860

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) STYLE:

The Counseling and Development Program requires students to use the American Psychological Association (APA), most current edition, style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed.

CURRICULUM
PROGRAM REQUIREMENTS:

CLINICAL MENTAL HEALTH COUNSELING (60 SEMESTER HOURS)

The Clinical Mental Health Counseling Program is a 60 credit hour curriculum leading to the Master of Education degree. The curriculum consists of three core areas:

Area I: Required Core   27 Semester Hours

Area II: Specialized Studies   21 Semester Hours

Area III: Professional Clinical Experiences   12 Semester Hours

The Clinical Mental Health Counseling concentration prepares students to work with children, adolescents, and adults in a variety of mental health settings including clinics, educational and governmental institutions, health care centers and hospitals, and private agencies. Today's clinical mental health counselor works in collaboration with other helping professionals in a variety of community, service and private mental health settings. The vital combination of coursework and field experiences in the clinical mental health counseling program promotes the achievement of appropriate individual and group counseling skills that focus on helping people gain a perspective on their lives, investigate choices, make decisions, work out problems and take action.

This concentration prepares graduates who intend to become a Licensed Professional Counselor (LPC) in the states of North and South Carolina. The credentialing of professional counselors varies by state. Individual students are therefore responsible for reviewing national and state requirements in which you may seek credentialing.

SCHOOL COUNSELING (60 SEMESTER HOURS)

According to the American School Counselors Association, a division of the American Counseling Association, school counselors are skilled professionals who, as members of the educational team, provide a number of services to various individuals within the school program. Counseling denotes a professional relationship that involves a trained school counselor, a student, and significant other in the student's life.

Services provided by the school counseling program are comprehensive and developmental in nature. The school counselor possesses knowledge and skills that enable delivery of an effective program which includes attention to cultural diversity and special needs.

The School Counseling Program is a 60 credit hour curriculum leading to the Master of Education degree. The curriculum consists of three core areas:

Area I: Required Core	27 Semester Hours
Area II: Specialized Studies	21 Semester Hours
Area III: Professional Clinical Experiences	12 Semester Hours

The school counseling program prepares graduates to meet the growing academic, personal/social, and career needs of students in P-12 educational settings. Students satisfactorily completing the School Counseling concentration requirements and receiving a passing score on the PRAXIS specialty examination will be eligible for certification in the state of South Caroline or licensure in the state of North Carolina as a qualified school counselor. The School Counseling concentration is CACREP accredited.

The school counseling program prepares students to become knowledgeable and ethical counseling professionals for employment as school counselors in public and private K-12 schools and related

educational settings for diverse populations. A collaborative approach to school counseling with other school services is endorsed. Clinical and course assignments are designed to provide tangible career benefits for students.

DUAL CONCENTRATION (72 SEMESTER HOURS)

Students who wish to pursue educational studies and attain qualifications in both Clinical Mental Health & School Counseling must fully complete all shared program requirements in addition two specialized courses for each concentration. Additionally, students are required to complete a total of two internships per concentration (total of four).

ADVANCING THROUGH THE PROGRAM

ONGOING STUDENT ASSESSMENT & EVALUATION (SEE APPENDIX E)

Ongoing student assessment and evaluation has three primary purposes: a) the process allows you to reflect on your development as a graduate student and counselor trainee; and b) the process enables faculty to evaluate the effectiveness of the Counseling and Development Program; and c) the process serves to review student performance and progress toward completion of Program requirements.

The Program Assessment Team oversees the implementation and effectiveness of ongoing student assessment and evaluation. This developmental plan summarizes three primary transition points, timeframe, and the developmental criteria used. Ongoing student assessment and evaluation takes into consideration academic attainment, growth in clinical skills, interpersonal functioning, and professional identity development. The process is a constantly evolving, proactive, and correlates with the Program Comprehensive Assessment Plan to create a learning culture supporting the educational process of counselor training. Documentation supporting each of the assessment points is maintained within the program's student files.

The CSDV comprehensive assessment of student learning and performance on professional identity, professional practice and program area standards consist of four benchmark phases:

- · Phase I: Admission to the CSDV Program
- · Phase II: Admission to Field Placement
- · Phase III: Exit from the Program
- · Phase IV: Post-Exit from the Program

Each phase of the comprehensive assessment plan is discussed in depth below.

Phase I: Admission the CSDV Program

- Assessment Process: The CSDV faculty have a rigorous admissions process. It begins with the review of five factors required in the application:

- GPA
- GRE/MAT scores
- Letters of Reference
- Experience
- Letter of Intent

Each factor is worth 10 points for a total of 50 possible points. The committee determines the cutoff score based on the number of student spots available for the program, and invites the top candidates in for an interview. The interview process consists of a half day of group and individual interviews with faculty and students, along with a writing sample and various surveys. After the completion of the interview, the committee meets to discuss the applicants and all scores are tallied. The group collectively decides the total number of applicants who will be offered admission.

Phase II: Admission to Field Placement

- Assessment Process: In order to successfully pass through phase II, students must:

- Be in good academic standing (i.e., have a GPA of 3.0 or higher)
- Have an average of 2.5 on the Professional Fitness Review Rubric I
- Meet all professional dispositional standards (or have met with faculty to reflect on their issues, as indicated by each faculty member on the disposition review)
- Have an average of 3.0 on the Practicum I skills evaluation final rubric

Phase III: Exit from the Program

-Assessment Process: All students must complete the following in order to successfully complete the program:

- be in good academic standing (i.e., having a GPA of 3.0 or higher)
- have an average of 3.0 on the Internship II final skills evaluation final rubric
- have an average of 3.0 on the Professional Fitness Review Rubric II (assessed during Internship I)
- successfully pass the CPCE (Comprehensive Exam)
- take the comprehensive Clinical Mental Health or School Counseling Exam

In accordance with CACREP standards and the Comprehensive Assessment Plan, faculty regularly meet to evaluate students' developmental progress and matriculation in the program. *The performance areas reviewed include consideration of the student's academic record, professional practice development, and personal development.* The student's advisor is responsible for collecting relevant feedback from faculty during regular program faculty meetings and for providing documentation to the Program Assessment Team.

Essential skills curriculum is defined as Tier One and consists of coursework in orientation and ethics (CSDV 604), theories (CSDV 601), skills (CSDV 602), and group counseling (CSDV 606) as evidenced by

receiving a "B" or above in each individual course stated above and maintaining an overall grade point average (GPA) of 3.0 on a 4.0 scale. **A student who fails to maintain a grade point average of 3.0 is placed on probation.** The Program will adhere to all Graduate School policies related to academic regulations.

The objectives of the practicum experiences are to develop proficiency in basic communication and interviewing skills, including the ability to establish therapeutic rapport, regulate the therapeutic interaction, and to terminate the counseling process. Successful completion of Practicum I and II is evidenced by a Satisfactory (S) grade and supervisor evaluations as described in the clinical handbook.

Professional Fitness Review Rubrics I & II (Appendix E)

Similar to performance expectations in academic (knowledge) and clinical skills, CACREP standards and faculty clearly recognize the importance of students acculturating toward high standards of professional behavior. The CSDV Program has clear guidelines for rating student personal and professional readiness scored on a Personal and Professional Readiness instrument. This instrument shows a student's potential to be successful practitioners in the areas listed below:

1. Attitude/Dispositions /Personal Characteristics
2. Counseling Skills and Interventions
3. Professional Responsibility and Proficiency
4. Interpersonal Maturity and Integrity
5. Diversity and Advocacy
6. Academic Development
7. Leadership, Collaboration, and Consultation

Since counselors interact with their clients or students who are particularly vulnerable, counselors must exhibit professional judgement and behavior. In fact, CACREP standards require that program faculty evaluate each student for academic, professional, and personal fitness as evidence of the program's student retention and remediation procedures. CSDV students are expected to display personal and professional integrity in their roles as counselors, students, and citizens. Within the context of personal and professional development and responsibilities of gatekeeping, the program has three processes to enhance growth through self-reflection and through formative evaluation.

Upon review of the Student Performance Profile, the relevant feedback from faculty; the advisor will complete the **Professional Fitness Review Rubric**. In the conference, the advisor and advisee with review and discuss the **Professional Fitness Review Rubric** and the faculty's general recommendation for advancement to internship.

Counselor Preparation Comprehensive Examination (CPCE) (Appendix G)

Students in the Counseling and Development Program are required to pass the Counselor Preparation Comprehensive Examination (CPCE). The exam is nationally standardized exam for counselors-in-

training. It consists of 160 questions in eight core areas. There are 20 questions in each core area as listed below:

- · Human Growth and Development (*CSDV 614*)
- · Social & Cultural Foundations (*CSDV 605*)
- · Group Dynamics (*CSDV 606*)
- · Lifestyle and Career Development (*CSDV 603*)
- · Appraisal and Testing (*CSDV 607*)
- · Research Methods and Program Evaluation (*EDUC 640*)
- · Professional Orientation & Ethics (*CSDV 604*, 613)
- · Helping Relationships (*CSDV 601, 602*)

Students register to take the exam either the semester prior to or the semester of their scheduled graduation. Students must score within one standard deviation of the national mean to pass the exam. Students who do not successfully pass the exam on the first attempt are required to retake the CPCE. If a student does not pass the examination on the second attempt, the student is required to complete a written and oral program exam. Should a student fail to pass the written and oral program exam, the faculty will review the student's scores across all three exams. If it is determined that the student has not pass any competency area (across the three exams), the student will be required to enroll in the course(s) that represent the competency areas and pass with a minimum grade of A-.

Complete Program Requirements and Exit Survey

Each student who has successfully completed all requirements for the M.Ed. in Counseling and Development must apply for graduation and follow the University Graduation Steps. It is the student's responsibility to be aware of graduation deadlines and to complete all graduate requirements.

Students in the M.Ed. CSDV program are required to complete an exit survey during their last semester of the program of study. The survey is conducted to provide evaluative feedback about a student's experience in the program.

RETENTION, SANCTION, REMEDIATION ,TERMINATION AND SEVERE CLAUSE POLICY

Retention

The CSDV faculty strive to retain admitted CSDV students. Faculty will meet with students they observe experiencing professional, personal or academic challenges and access the best plan for helping the student progress in the program. Students are also strongly encouraged to talk with their advisor when they have trouble in any of the above-mentioned areas that may affect their ability to perform in the program.

Sanctions

As gatekeepers of the counseling profession, the CSDV faculty are dedicated to producing legal, ethical, and professional counselors. As such when issues in these areas are notes faculty will issue a sanction

documenting the violation. Sanctions are given for the following reasons:
- · Lack of professionalism
- · Disrespect toward faculty or colleagues
- · Inability to receive feedback from faculty or peers
- · Inability to work cooperatively with others
- · Lack of psychological health
- · Failure to comply program policies and procedures
- · Tardiness / Absenteeism
- · Lack of communication
- · Ethical violation (please specify): _____
- · Lack of initiative

- · Other: _____

When a student is issued two sanctions they are automatically placed on a professional development plan as outline below, unless the infraction is severe enough to warrant dismissal from the program.

Remediation
CSDV students who in some way do not meet the expectations for professional practice will be remediated using Professional Development Plans (PDPs). In addition to the transition points outlined, faculty reserve the right to review a student's professional fitness at any time on the basis of personal characteristics or dispositions, for continuation in the program. Development of a PDP is a documented remediation process. Counseling literature, accreditation standards, and legal renderings provide robust guidance related to student development.

If required, a PDP may be initiated to address areas related to:
1. Expectations of the student
2. Specific behaviors required of the student, both on-campus and in clinical settings and/or sites
3. Remediation tasks required of the student to support the student's success, as well as, tasks in which the student must engage to further his/her success
4. Consequences that the student faces for failing to attend to the agreed upon plan and required behaviors

Separate from program required transition point assessments, student remediation initiated through a PDP may be instituted as follows:

1. An area of concern is identified by faculty or a supervisor related to a student's academic or professional behavior on tasks – the PDP formulated by program faculty will identify specific behavior(s) which are academically or professionally problematic and connect those behavior(s) to proficiencies expected by faculty of students
2. The PDP will entail specific remediation activities related to each task or behavioral concern
3. Students will be fully involved in the process and receive formative feedback from a specific faculty member (usually their advisor) to facilitate understanding of the growth and behavioral

changes required to address the concerns

4. The student will have an opportunity to review the professional development plan, clarify issues, ask questions, and bring concerns to the faculty prior to signing the document and agreeing to the PDP

5. As with any disagreement with program policy, the Graduate School student grievance process remains available to appeal the document

Successful completion of a PDP is required to move forward within the program once a remediation process has begun. Holds on selected curriculum activity, class enrollment, or alteration in the student's program of study may result in the remediation process and are up to the discretion of CSDV faculty. Students with characteristics or dispositions that could prove dysfunctional in the profession and are remediated through a PDP will lead to a recommendation from program faculty for:

- Continuation with conditions
- Recommendation for dismissal from the program

Termination from the Program

The CSDV faculty subscribe to the American Counseling Association (ACA) Code of Ethics and standards, National Board for Certified Counselors (NBCC) Code of Ethics, and related professional codes, the University Code, and local, state, and federal laws. CSDV students are expected to display personal and professional integrity in their roles as counselors, students, and citizens; therefore, any violation of professional ethics and laws as indicated above will be grounds for program dismissal consideration by the Program Assessment Team. Examples of student behavior that could be grounds for termination from the program include but are not limited to:

· Inadequate communication skills

· Lack of maintenance regarding mental illness – students may be asked to obtain a psychological evaluation at their own expense if they are unable to keep their symptoms from interfering with their performance in the program

· Lack of adherence to ACA Code of Ethics

· Personal values consistently interfere with upholding the values of the counseling profession

· Disrespect towards faculty, field supervisors, clients, professional staff and colleagues

· Lack of cultural competence and appreciation for social diversity with respect to race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability or religion

· Breaches in confidentiality

· Unresolved personal issues which impair performance or safety in the classroom or in the field

· Substance abuse – if a student is drug tested at a site and fails, they will be placed on automatic probation; if the faculty feels a student is displaying unusual behavior that points to drug use, the student will be asked to take a drug test at the student's expense and may be placed on probation or terminated from the program if positive results are obtained

· Criminal conviction

- · Excessive tardiness or absenteeism
- · Inability to receive and use feedback from faculty and peers
- · Inability to demonstrate genuineness, empathy, and interest in the welfare of others
- · Inability to establish and maintain effective and functional professional relationships
- · Inability to work cooperatively and collaboratively with others across multiple settings

The program assessment team's recommendation shall be independent of the student's academic achievement and of any decisions made by the University dismissal proceedings, professional organizations or the legal system. If a student's performance in clinical settings and fieldwork is in violation of the CSDV policy on student conduct, appropriate measures will be taken as outlined in the policy statement.

Severe Clause Policy

Each clinical experience has requirements that are evaluated to determine a final grade; however, candidates can be removed from the clinical experience or required to repeat a clinical experience based on the Severe Clause Policy.

The Severe Clause Policy exists to ensure that all CSDV candidates are promoting and creating a safe environment and not committing gross misconduct in a school or other setting. This clause is implemented at the discretion of the university supervisor and/or course instructor, and implies immediate removal from the placement. With the implementation of this clause, suspension from the field or clinical experience would remain pending until the supervisor/instructor and CSDV candidate meet with the Field Site Coordinator and the Dean of the Richard W. Riley College of Education. This meeting should be scheduled within 48 hours from Severe Clause implementation. After the initial meeting, the Field Site Coordinator will meet with the CSDV candidate's program faculty who will determine if the candidate can repeat the experience when the associated course is next offered or recommend the candidate be removed from the CSDV Program.

Counseling & Development Program Policy on Appeals

To appeal a decision regarding a grade or another program matter, the student will first try to settle the disagreement with the faculty/staff member/supervisor involved. If still dissatisfied, the student will next consult their advisor, program coordinator, and finally the department chair. If resolution for the disagreement is not achieved, the Graduate School grievance process remains available to determine an appropriate redress for the grievance. Please see the University Student Handbook for more details.

PROFESSIONAL DEVELOPMENT EXPECTATIONS

PROFESSIONAL ASSOCIATIONS

The CSDV Program identifies with the American Counseling Association (ACA) and ACA divisions. Students are required to become student members of ACA or the American School Counseling

Association (ASCA). Benefits of membership include: free liability insurance to students, reduced conference rates, access to professional journals, newsletters and web-based resources. Within ACA there are twenty divisions that enhance professional growth, identity and practice. Students are encouraged to become professionally involved and active in these associations and divisions in which they have interest. Such memberships will encourage ongoing learning opportunities to introduce students to the counseling profession, as well as to expose counseling students to professional issues and to leaders and workers in the professional field. (see Appendix J: Professional Organizations)

HONORS SOCIETY

Chi Sigma Iota – Chi Delta Epsilon Chapter

Chi Delta Epsilon is the international honor society for individuals in the counseling profession. The recommendation of membership into Chi Sigma Iota is made by the chapter according to chapter by-laws. The Chi Delta Epsilon Chapter is open to students who have completed nine credits of coursework and have a minimum GPA of 3.5.

SPECIAL PROJECT

Each student is required to complete a special project in professional identity, service, or advocacy which can include any of the following:

- Scholarship Project – Many professional scholarship opportunities exist during your graduate studies. As a developing professional, students are urged to participate in research, grant writing, case study, counseling seminars, newsletter contribution, and article submissions. Students are required to complete one scholarship activity during their academic studies that is submitted or presented to an external counseling entity. Generally, faculty is willing to assist students in developing ideas, co-present, co-author, or assist in developing their scholarship plan.
- Professional Conference Project – The American Counseling Association and South Carolina Counseling Association provide many opportunities to students through conference attendance, scholarship, service, and professional presentation. Involvement in association conferences and activities provide students with occasions to network with others in the state. The professional service project must be completed in full by midterm of their final semester ofenrollment.
- Community Action Project – Students are required to complete a planned, organized, and voluntary effort to address a problem or need in the community. The nature of the project will connect the student's interest in a creative way with an identified community problem or need. The project can be a prevention project, an advocacy project, a counseling outreach project, or a combination of all three. The project must be completed in full by midterm of their final semester of enrollment.

Students will show proficiency in the three program objectives for student development:

1. Ethically informed professional behavior and identity
2. Demonstrated proficiency in skills and professional practice
3. Applied behavior, attitude, and skills honoring diversity

STUDENT AWARDS

Each year the faculty celebrate student accomplishments and host an annual awards ceremony. The follow awards may be given depending on faculty discretion:

- Emerging Professional Counselor Award – for a student's professionalism and competence as a rising Clinical Mental Health Counselor
- Emerging Professional Counselor Award – for a student's professionalism and competence as a rising School Counselor
- Emerging Professional Counselor Advocacy Award – in recognition of a student's dedication to social justice and advocacy efforts in the community
- Academic Achievement Award – for demonstrating excellence in pursuit of a scholarship endeavor that contributes to the profession and practice of counseling
- Outstanding Research and Dedication Award – for a student's commitment to research and service to the CSDV program and the Winthrop Community Counseling Clinic
- Outstanding Dedication Award – for a student's unwavering dedication to their education and drive to go "above and beyond" despite the obstacles that may stand in their way

- Community Counseling Clinic Appreciation Award – for a student's hard work and dedication to the Winthrop Community Counseling Clinic
- Student of the Year Award – for demonstrating excellence in the pursuit of scholarship, professionalism, and dedication to the CSDV program and the Community Counseling Clinic
- School Counseling Field Site Supervisor of the Year Award – for demonstrating dedication to the supervision, mentorship and support of our students
- Clinical Mental Health Counseling Field Site Supervisor of the Year Award – for demonstrating dedication to the supervision, mentorship and support of our Winthrop interns

ENDORSEMENT POLICY

Students who graduate with a Master's of Education degree in Counseling & Development from Winthrop University will receive formal endorsement in their concentration area by the faculty of the CSDV Program. For School Counseling, formal endorsement includes a recommendation for state certification by both the CSDV faculty and the RWR College of Education's Teacher Certification Specialist. Program faculty are pleased to make recommendations for employment in a setting consistent with the education provided and will reflect on the student's overall competence.

Program graduates in both concentrations will meet coursework requirements for eligibility to take the examination to become a Nationally Certified Counselor (NCC). Students who earn a master's degree in Counseling & Development from Winthrop University will meet the educational requirements for their concentration areas. Students who wish to explore other types of counselor certification should consult

with their advisor.

CLINICAL TRAINING

<u>PROFESSIONAL PRACTICE</u>

While academic knowledge development is fundamental to the educational process, an essential element of the counselor education is the applied experiences, where students put into practice the skills / interventions they have learned through work with clients. Program faculty develop experiences within the curriculum that facilitate the student's ability to develop a comprehensive, ethical, theory-based counseling approach that supports the populations with whom they work. The program curriculum features a variety of practical, applied requirements offered through coursework and professional clinical experiences, designated as practicum and internship. Practicums precede internship, with no deviation from that sequence allowed.

Students should understand and be prepared for the rigorous demands and increasing expectations of the clinical experiences in the program. It is during this time that students involve themselves in synthesizing prior learning of information and concepts, counseling skills, techniques and interventions; as well as professional roles and self-development. The CSDV faculty is committed to preparing professional counselors and promoting the development of the student's professional counselor identity.

Practicum and Internship are time-intensive, requiring a commitment to defined clock hours in the practicum and internship site, in addition to required supervision. Practicum and Internship experiences involve systematic supervision and evaluation of counseling cases with emphasis on the counselor-client relationship, applying knowledge of cultural differences, conceptualizing cases, diagnostic impressions and treatment planning, consultation, recording/listening to and evaluating taped counseling sessions, developing intakes, writing case notes, responding in self-reflection, and participating in supervision in both individual sessions and small groups. It is essential that students become thoroughly familiar with the Clinical Handbook contents and procedures.

A minimum of 775 clock hours of supervised practicum and internship experiences are required during the program. The clock hours include at minimum 280 hours of direct services as defined in the Clinical Handbook. Clinical experiences vary from site to site, and in consideration of the skills required in concentration areas. Graduate students receive a minimum of 100 hours of individual and group supervision.

<u>SITE SELECTION</u>

Selecting your Practicum II and Internship sites is one of the most important stages involved in the development of your counseling skills and professional experiences. Important considerations when selecting your site include: your specific goals and needs, sites that represent a good fit with your personal and professional needs, interests, program requirements and certification requirements, sites that offer a variety of professional experiences (e.g., individual, group, classroom guidance, outreach,

consultation, etc.) and provide a designated area for clinical work, as well as sites that provide opportunities to make video recording of client's sessions.

It is extremely important that students identify potential sites they believe are a good fit and review placement criteria early. Once students have identified site opportunities, they must obtain approval before scheduling an interview. The Field Site Coordinator is responsible for reviewing and approving all field placements.

SUPERVISOR QUALIFICATIONS

Available and qualified supervision is a requirement for any approved site. Site supervisor qualifications include: a) a minimum of a master's degree in counseling or a related profession with equivalent qualification, including appropriate certifications and/or licenses; b) a minimum of two years pertinent professional experience in the program area in which the student is enrolled; c) knowledge of the program's expectations, requirements, and evaluation procedures for students; and d) relevant training in counseling supervision.

PRACTICUM AND INTERNSHIP REQUIREMENTS

The practicum requirements provide an opportunity for students to demonstrate counseling skills under close supervision. The primary goals of the Practicum I experience are to develop relationship building techniques and counseling skills. Practicum II and Internships allow students to broaden their individual/group skills and professional roles necessary for counseling specialized populations, and to provide opportunities to work with diverse populations.

CSDV 610A (*Counseling Practicum I*) consist of 75 clock hours in the Winthrop Community Counseling Clinic or in a program-selected field site. CSDV 610B (*Counseling Practicum II*) is a 100 clock hour clinical experience including at least 40 hours of direct client service, averaging about ten hours per week at a site. CSDV 611 (*Counseling Internship I*) and CSDV 612 (*Counseling Internship II*) are 600-hour clinical experiences including at least 240 hours of direct client service, averaging about twenty hours per week at a site each semester. Each course has additional requirements including, but not limited to, individual and group supervision requirements.

Additional Practicum and Internship requirements, policies, procedures are found in the Clinical Handbook.

LICENSURE

To become a licensed professional counselor (LPC), you must complete a 60-hour program, pass the National Counselor Exam (NCE), and practice under a licensed professional counselor supervisor for a minimum of two years post masters. If you do not secure a position that offers supervision, it is your responsibility to pay for supervision during your provisional licensure status. South Carolina requires 150 hours of supervision over a two-year period.

As clinical mental health and school counseling graduates from the CSDV program, you will be eligible for *provisional licensure* in most states. It is your responsibility to research additional state requirements and talk to the program coordinator about specific needs you may need to have met in order to obtain licensure in another state.

Students will be introduced to the licensure/certification process for school and clinical mental health counselors in CSDV 604 Professional Identity and Ethics. School counseling students will apply for K-12 School Counseling Certification in CSDV 613, then follow up with completing all the required forms in 615s, clinical mental health students will fill out licensure paperwork in CSDV 615c.

UNIVERSITY RULES, REQUIREMENTS, RESOURCES AND SUPPORT

Students must adhere to all University rules, policies, and requirements for graduate students. For detailed information and resources please refer to the Graduate School homepage at: http://www.winthrop.edu/graduateschool/default.aspx?id=3239; and the Student Resource Page at: http://www.winthrop.edu/graduateschool/default.aspx?id=27971.

There you will find information related to:

Academic Computing	Immunization Requirements
Bookstore	International Student Information
Calendars	Registration Procedures
Campus Maps	Student Activities Schedule
Commencement Information	Student Health Insurance
Course Offerings	Thesis Guidelines and Instructions
Dacus Library	Traffic and Parking Regulations
Faculty and Student Directory	Transfer Credit Policy
Fee Payment Information	Travel Support Request
Office of Financial Aid	Veteran Benefits
Five-Year Academic Calendar (pdf)	Wingspan Information
Forms On-Line	Winthrop Writing Center
Health and Counseling Services	Winthrop University Student Handbook

Contact Information:

Graduate School

209 Tillman Hall

Rock Hill, SC 29733

(803) 323 2204

gradschool@winthrop.edu

APPENDIX

A. Confirmation of Handbook and ACA Code of Ethics

B. Student Information

C. Graduate School New Student Checklist

D. Program of Study

E. Personal and Professional Readiness Evaluation/Student Performance Profile Form

F. Termination Policy

G. CPCE Exam Application

H. Special Projects Verification Form

APPENDIX A

CONFIRMATION OF HANDBOOK AND ACA CODE OF ETHICS
A signed copy of the following will be maintained in the student's file

· I acknowledge that I have read and maintain a copy of the Counseling & Development Program Student Handbook and accept responsibility for the information presented.

· I agree to abide by the program requirements, policies, and procedures as outlined in the Student Handbook. I understand that I am responsible for following the most current handbook and will seek clarification of any questions from my academic advisor.

· I acknowledge that Winthrop University has provided me with the opportunity to attain a student email account and understand that the student's email account is the formal method of communication with the Counseling & Development Program. I accept responsibility for obtaining and monitoring the information conveyed via this form of technology.

· I agree to abide by the American Counseling Association Code of Ethics (2014) and will follow the appropriate procedures as written in the Student Handbook.

· I agree that the Counseling & Development Program faculty has the right and responsibility to monitor and review my academic progress, and my personal counselor dispositions as they relate to competence as a counselor. I understand that if in the judgement of the CSDV faculty my academic progress, professional and ethical behavior, and personal disposition as a counselor are in question, I may be subject to remediation or removal from the program. Faculty may also request or require I seek personal counseling to address issues they feel are keeping me from being as appropriate or effective as I should be. I understand this professional development action may be a condition in the Counseling & Development Program.

I_____(print name) have received a copy of the Counseling & Development Program Handbook and accept responsibility for the information presented within.

I_____(print name) have access to the ACA Code of Ethics and will adhere to this code through this program and in my future capacity as a Professional Counselor.

_____

Student Signature   Date

_____

Program Coordinator / Advisor Signature   Date

APPENDIX B
STUDENT INFORMATION FORM

Date:
Name:
Winthrop University Email Address:
Personal Email Address:
Current Street Address:
City, State, Zip Code:
Phone Number (Home):
Phone Number (Cell):
Phone Number (Work):

PROGRAM CONCENTRATION (PLEASE CHECK APPROPRIATE AREA):

⌡ Clinical Mental Health

⌡ School Counseling

⌡ Dual Concentration

⌡ School Counseling Certification

ADVISOR (PLEASE CHECK ONE):

⌡ Dr. Jordan

⌡ Dr. Paolini

⌡ Dr. Pierce

APPENDIX C
GRADUATE SCHOOL NEW STUDENT CHECKLIST

1. Make note of your Winthrop Student ID Number
2. Request a student email account. You can do this online at https://asap.winthrop.edu/studentaccount/newaccount.aspx. Information Technology (IT) can be reached by phone at: (803) 323 2400.
3. Once you have a student email account, you can use your username and password to sign in to Wingspan, the student registration system. Wingspan is where you will register for classes, apply for a parking permit, check your Winthrop account balance, and check schedules and grades among other things.
4. Pay your account balance online via Wingspan, or in person at the Cashier's Office in room 22 of Tillman Hall. You can find more details about this process on the Cashier's Office website. Make sure that you have paid in full OR set up a payment plan prior to the fee payment deadline; otherwise your course schedule will be dropped. If you balance is $0 due to financial assistance, then you must VALIDATE your schedule – validation lets the Cashier's Office know that you still intend to take classes, if you fail to validate your schedule then all the courses you registered for will be dropped.
5. Ensure that your legal presence is verified. The State of South Carolina requires that legal presence in the United States be verified for all students before enrollment in a public college or university. For most students, legal presence will be verified through a process that has been adopted by the University. If Winthrop University is unable to verify your legal presence in the U.S., then you will be contacted and asked to provide documentation. If you are contacted, you must respond immediately with the requested information. Complete information about your legal presence requirements can be found on the Records and Registration website.
6. Register for classes on Wingspan. You can review the registration procedures on the Records and Registration office website.
7. Obtain your Student ID Card. This done at the Technology Services office. You can stop by anytime during their operating hours: M-TH 8:00 am – 7:00 pm, Friday 8:00 am – 6:00 pm. The office is located in Tillman room 15. Please note that a valid student ID is required to access the library, West Center, and several other campus areas.
8. Request a parking permit online using Wingspan or by registering at the Campus Police Office, located on 526 Myrtle Dr. Parking office hours are M-F 9:00 am – 5:00 pm.
9. Review the immunization requirements and submit your immunization form (pdf) to the Health and Counseling Services office. The Health/Immunization form can be dropped off at the Health and Counseling Services office, or faxed/mailed to them. Make sure to keep a copy for your own records.
10. For more information, take a look at the Graduate School New Student Orientationpage.

APPENDIX D

PROGRAM OF STUDY

Name: Date Entered the Program (Month/Year):

WU ID#:   Comprehensive Exam Date (Month/Year):

Email: Anticipated Completion Date (Semester/Year):

To be submitted to the Program Coordinator in the first semester

	T/W
⌐ Clinical Mental Health Concentration	
⌐ School Counseling Concentration	
Course Number & Title	
REQUIRED CORE [27 SH]	
CSDV 618 Addictions Counseling	
CSDV 601 Counseling Theories	
CSDV 602 Counseling Skills	
CSDV 603 Career & Lifestyle Development	
CSDV 605 Diversity Issues in Counseling	
CSDV 606 Group Counseling	
CSDV 614 Lifespan Developmental Counseling	
CSDV 607 Appraisal of the Individual	
EDUC 640 Educational Research, Design & Analysis	
SPECIALIZED STUDIES [21 SH]	
CSDV 604 Foundations & Ethical Issues in Clinical Mental Health Counseling	
CSDV 613 Foundations & Ethical Issues in School Counseling	
CSDV 608 Loss, Grief & Crisis Counseling	
CSDV 617 Family Counseling	
CSDV 621 Diagnosis & Treatment Planning in Counseling	
CSDV 615C Clinical Mental Health Program Planning, Consultation, and Supervision	
CSDV 615S School Program Planning, Consultation, and Supervision	
CSDV 622 Counseling Children & Adolescents	
CSDV 623 Advanced Counseling Interventions	
PROFESSIONAL CLINICAL EXPERIENCES [12 SH]	
CSDV 610A Practicum I	
CSDV 610B Practicum II	
CSDV 611 Counseling Internship I	
CSDV 612 Counseling Internship II	
TOTAL PROGRAM HOURS [60 SEMESTER HOURS (SH)] Total:	

APPENDIX E

PROFESSIONAL FITNESS REVIEW

NOTE: The Student Performance Profile and Professional Fitness Review will be conducted twice.

STUDENT INFORMATION

Name:_____Winthrop ID: _____

Year in Program:_____Advisor: _____

Student on track with the Preliminary Program of Study (circle one): Yes   No

Comments:

GRADES & CLINICAL EXPERIENCE INFORMATION

Current GPA:_____Semester Hours Earned as of Dec. 31st: _____

# of Incompletes:_____ # of C's: _____

Grades in the following courses: CSDV 600:_____CSDV 601:_____CSDV 602:_____CSDV 606: _____

Counseling Practicum I: Quality of Work (circle one):   Satisfactory   Unsatisfactory

Site: _____

Comments:

Counseling Practicum II: Quality of Work (circle one):   Satisfactory   Unsatisfactory

Site: _____

Comments:

ON TARGET FOR INTERNSHIP CANDIDACY (circle one):   Yes   No

DEVELOPMENTAL PORTFOLIO: *Provide a short note of strength/weaknesses.*

ACCOMPLISHMENTS OVER THE PAST YEAR:

Professional Membership(s)		Professional Conference Proposal/Project	
Honor Society Membership		Community Action Proposal/Project	
Scholarship Proposal/Project		Other	

STUDENT PROGRESS TOWARD DEGREE OVER THE PAST YEAR (circle one):

Excellent Very Good   Target   Low Average   Poor (PDP Required)

AREAS FOR CONTINUED GROWTH & DEVELOPMENT IN THE NEXT YEAR:

_____   _____
Student's Signature/Date   Advisor Signature/Date

Professional Fitness Review I

PROFESSIONAL FITNESS CATAGORIES:				
	4	3	2	1
Professional Responsibility	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. The student relates to peers, professors, and others in an appropriate professional manner.	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. The student does not exploit or mislead other people during or after professional relationships.	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. The student applies legal and ethical standards during the training program.	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
Competence	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. The student takes responsibility for compensating for his/her deficiencies.	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. The student provides only those services and applies only those techniques for which he/she is qualified by education, training or experience.	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. The student demonstrates basic cognitive skills and appropriate affect in response to	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level

clients/students.				
Comportment	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. The student demonstrates honesty and fairness both personally and professionally.	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. The student is aware of his/her own belief systems, values, and limitations do not actively effect his/her professional work.	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
Integrity	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. The student does not make statements that are false, misleading, or deceptive.	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. The student respects the fundamental rights, dignity, and worth of all people.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-	Exceeds criteria consistently at program	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level

determination.	level			
4. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
5. The student behaves in accordance with the programs accepted code(s) of ethics/standards of practice.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
Student Proposed Changes to Remediate Problem(s):				

PROFESSIONAL FITNESS CATAGORIES:				
	4	3	2	1
Competence	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. Demonstrates cognitive and sensory capacities needed to effectively and professionally interact with clients, students, faculty, & staff	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. Demonstrates interpersonal skills ** necessary to effectively and professionally interact with clients, students, faculty,& staff	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. Demonstrates interpersonal skills ** necessary to enhance professional relationships with peers, faculty & staff	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
** examples of interpersonal skills include, but not limited to: mood control, appropriate boundaries, & clear communication skills				
Interpersonal Fitness	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. Exhibits interpersonal fitness necessary to provide effective counseling interventions with clients or work with students	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. Exhibits interpersonal characteristics that enhance the personal ability to work with clients &	Exceeds criteria consistently at program	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level

professionally interact with others	level			
3. Demonstrates emotional stability, personal security, strength, confidence	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
Integrity	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. Refrains from making statements that are false, misleading or deceptive	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. Avoids improver and potentially harmful dual relationships	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. Respects the fundamental rights, dignity and worth of all people	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
4. 3 Respects cultural, individual, and role differences, including but not limited to those due to gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
Maturity	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. Demonstrates appropriate self-control (e.g., anger control, impulse control) in interactions with faculty,	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level

peer, staff, and clients				
2. Demonstrates the ability to receive and use feedback from peers, faculty, staff, & supervision to enhance skills or performance	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. Exhibits appropriate levels of self-assurance, confidence, and trust in personal abilities	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
4. Exhibits awareness of own belief system, values, needs and limitations and of the potential effects of these on his/her personal work	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
5. Follows professional recognized problem solving processes, such as seeking to informally solve problems first with the individual(s) with whom problems may exist before using appropriate grievance procedures if necessary	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
Disposition Characteristics				
1. Demonstrates empathy, understanding, and genuineness in interactions with clients, students, faculty, & staff	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. Communicates and relates effectively with others in responding to verbal and non-verbal behavior in meaningful ways	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3.Tolerates ambiguity	Exceeds criteria	Meets criteria consistently at	Meets criteria only minimally or	Does not meet criteria for

	consistently at program level	program level	inconsistently for program level	program level
4.Projects a future-mindedness	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
5.Exhibits a high degree of patience	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
6. Exhibits a sense of humor	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
7.Exhibits creativeness	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
8.Demonstrates ability to think, reason, and solve problems through the use of logic and discovery of problem areas through intelligent inquiry	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
Professional Responsibility	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
Conducts him/herself in an ethical manner that promotes confidence in the counseling profession, and relates to clients, peers, faculty & staff in a manner consistent with recognized professional standards	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
Student Proposed Changes to Remediate Problem(s):				
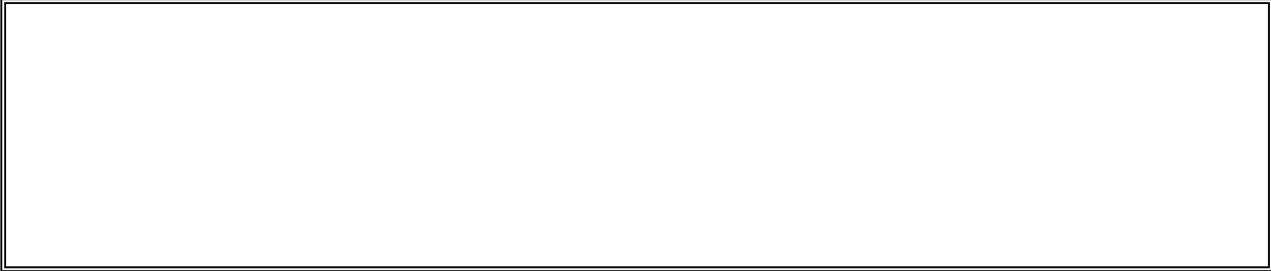
APPENDIX F
RETENTION, TERMINATION, REMEDIATION POLICY

RETENTION, TERMINATION AND REMEDIATION POLICY

The Counseling & Development faculty subscribe to the American Counseling Association (ACA) Code of Ethics and standards, National Board of Certified Counselors (NBCC) Code of Ethics, and related professional codes, as well as the University Code, and local, state, and federal laws. CSDV students are expected to displays personal and professional integrity in their roles as counselors, students, and citizens; therefore, any violation of professional ethics and laws as indicated above will be grounds for program dismissal consideration by the Program Assessment Team.

Examples of student behavior that could be grounds for termination from the program include, but are not limited to:

·   Inadequate communication skills
·   Lack of adherence to the ACA Code of Ethics
·   Personal values that consistently interfere with upholding the values of the counseling profession
·   Disrespect towards faculty, field site supervisors, clients, professional staff and colleagues
·   Lack of cultural competence and appreciation for social diversity with respect to race, ethnicity, gender, sexual orientation, socioeconomic status, age, disability, and religion
·   Violations of confidentiality
·   Unresolved personal issues that impair performance or safety in the classroom or in the field
·   Substance abuse
·   Criminal conviction
·   Excessive tardiness or absenteeism
·   Inability to receive and use feedback from faculty and peers
·   Inability to demonstrate genuineness, empathy, and interest in the welfare of others
·   Inability to establish and maintain effective and functional professional relationships
·   Inability to work cooperatively and collaboratively with others across multiple settings

The Program Assessment Team's recommendation shall be independent of the student's academic achievement and of any decisions made by University dismissal proceedings, professional organizations or the legal system. If a student's performance in clinical settings and field work is in violation of the CSDV policy on student conduct, appropriate measures will be taken as outlined in this policy statement.

As gatekeepers of the counseling profession, CSDV faculty are dedicated to producing legal, ethical, and professional counselors. Counseling students, who in some way do not meet the expectations for professional practice may be remediated using Professional Development Plans (PDPs). In addition to the transition points outlined, faculty reserve the right to review a student's professional fitness at any time, on the basis of personal characteristics or dispositions for continuation in the program. Utilizing

the PDP is a documented remediation process. Counseling literature, accreditation standards, and legal renderings provide robust guidance related to student development and this process. For greater detail about remediation policy, please review Kress, V.E. & Protivnak, J.J. (2009). Professional development plans to remedy problematic counseling student behaviors. *Counselor Education and Supervision, 48,* 154-166.

If required a PDP addresses areas related to a) expectations of the students, b) specific behaviors required of the student, both on campus and in clinical settings/sites, c) remediation tasks required of the student to support the student's success, and d) consequences that the student faces for failing to attend to the tasks and engaging in required behaviors.

Separate from the program required Transition Point Assessments, student remediation initiated through a PDP may be instituted as follows: A) an area of concern is identified by faculty or supervisor related to a student's academic or professional behavior. The PDP formulated by the program faculty will identify specific behavior(s) which are academically or professionally problematic and connect those behavior(s) to competencies expected by faculty of students. B) The PDP will entail specific remediation activities related to each task or behavioral concern. C) Students will be fully involved in the process and receive formative feedback from a specific faculty to facilitate understanding of the growth and behavioral changes required to address the concerns. D) The student will have an opportunity to review the PDP, clarify issues, ask questions, and bring concerns to the faculty prior to signing the document and agreeing to the PDP. E) As with any disagreement with Program policy, the Graduate School student grievance process remains available to appeal the document.

Successful completion of a PDP is needed to advance within the program once a remediation process has begun. Holds on selected curriculum activity, class enrollment, or alteration in the student's program of study may result in the remediation process. Students with characteristics or dispositions that could prove dysfunctional in the profession and in need of remediation will lead to a recommendation from CSDV faculty for:

- Continuation with Conditions
- Dismissal from the Program

COUNSELING AND DEVELOPMENT PROGRAM POLICY ON APPEALS

To appeal a decision regarding a grade or another program matter, the student will first try to settle the disagreement with the faculty, staff member, or supervisor involved. If still dissatisfied, the student will next consult the advisor, coordinator, or finally the Department Chair. If resolution for a disagreement is not achieved, the Graduate School student grievance process remains available to determine an appropriate redress for the grievance.

APPENDIX G
CPCE EXAM APPLICATION

1. APPLICANT NAME: _____

2. WINTHROP STUDENT ID#: _____

3. SEMESTER/YEAR: _____

4. PAYMENT:

   a. $50.00 MONEY ORDER FOR THE EXAM FEE

   b. PLEASE MAKE MONEY ORDER PAYABLE TO CCE

   c. KEEP TAB FROM YOUR MONEY ORDER UNTIL YOU RECEIVE THE RESULTS

5. STUDENT ADDRESS: _____

6. PERMANENT EMAIL: _____

7. PHONE NUMBER: _____

8. PLEASE STATE BELOW ANY SPECIAL ACCOMODATIONS REQUIRED TAKING THIS EXAMINATION.

   PLEASE NOTE: SPECIAL ACCOMODATIONS MUST BE REGISTERED BY THE OFFICE OF DISABILITY SERVICES.

   _____

9. CHECK THE COURSES COMPLETED BEFORE COMPS:
   - CSDV 601 – COUNSELING THEORIES
   - CSDV 602 – COUNSELING SKILLS
   - CSDV 603 – CAREER AND LIFESTYLE DEVELOPMENT
   - CSDV 605 – DIVERSITY ISSUES IN COUNSELING
   - CSDV 606 – GROUP COUNSELING
   - CSDV 607 – APPRAISAL OF THE INDIVIDUAL
   - CSDV 614 – LIFESPAN DEVELOPMENTAL COUNSELING
   - EDUC 640 – EDUCATIONAL RESEARCH, DESIGN & ANALYSIS

10. PLEASE SUBMIT THIS APPLICATION FORM TO DR. JORDAN

    MY SIGNATURE BELOW SIGNIFIES THAT I HAVE READ AND UNDERSTOOD THE INFORMATION OF THIS COMPREHENSIVE EXAMINATION APPLICATION.

    I AGREE TO ABIDE BY THE WINTHROP UNIVERSITY CODE OF STUDENT ACADEMIC INTEGRITY IN TAKING THE EXAMINATION.

    SIGNATURE: _____   DATE: _____

WINTHROP UNIVERSITY

Name _____ID# _____

Method of Completing Special Project

Directions: Please check the method that you have employed or will employ to complete the "Special
       Project" requirement. Additionally, provide all other information requested under the
       method you select.

_____1. Submission of a manuscript for publication in a professional journal (Prior to submitting an
       APA manuscript for publication, students must present the article for review and the name
       of the proposed journal to the CSDV faculty. Upon written faculty approval, the student
       must provide evidence that the article is under review.)
       a.) Title of manuscript: _____

       _____

       b.) Collaborators: _____

       _____

       c.) Professional Journal submitted to: _____

       _____

       d.) Attach a copy of the manuscript along with the submission letter to the journal editor.

_____2. National, Regional, or State professional presentation
       a.) Name of conference: _____

       _____

       b.) Title of presentation: _____

       _____

       c.) Date of presentation: _____

       _____

       d.) Co-presenters, if applicable: _____

       _____

       e.) Attach a copy of the conference program or a letter of verification from the conference
program chair acknowledging your participation.

_____3. Workshop (skill based)

      a.) Title of Workshop: _____

      _____

      b.) Human Service Agency/ Setting: _____

      _____

      c.) Attach a copy of the workshop program along with evaluation results by participants.

      d.) Attach a verification letter that is signed by an appropriate official of the human services agency where you conducted the workshop.

_____4. Other (Attach proposal for approval consideration)

_____   _____

Student Signature   Date

_____   _____

Advisor Signature   Date

NOTE: The original "Special Project Verification Form" is to be filed in the advising folder of each student. Photocopies will be provided to students upon request.