



*Richard W. Riley College of Education,  
Sport, and Human Sciences*

# **Master of Education in Counseling and Development**

## **Student Handbook**

**Academic Year 2024-2025**

# Table of Contents

[Welcome](#)

[Program Mission and Objectives](#)

[Degree Requirements and Resources](#)

[Expectations of Students and Student Conduct](#)

[Technology Resources and Competency](#)

[Student Assessment Procedures](#)

[Academic Policies and Procedures](#)

[Diversity, Equity, Inclusion, Wellness, and Accessibility](#)

[Certification and Licensure Requirements](#)

# Welcome

Congratulations and welcome to the Counseling and Development (CSDV) program 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 as you embark 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 during your program this process will involve a higher level of personal introspection and commitment as you progress toward becoming a credentialed counselor.

The CSDV Student 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 CSDV faculty reserve the right to make necessary changes without further notice in the curriculum, program, or financial charges. You will be notified throughout the year of policy and procedure updates, which will be incorporated into future editions of this Handbook.

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 created from Supervision Assist

Again, we welcome you to Winthrop University's Master of Education in Counseling and 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 and Staff

Return to [Table of Contents](#)

# Program Mission and Objectives

## Program Mission

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 to implement a developmental, integrative, experiential, and strengths-based curriculum. The program's goal is to develop ethical professional counselors who are leaders, consultants, advocates, collaborators, and change agents.

## Program Objectives

1. Develop awareness and understanding of cultural diversity: Enable students to critically examine their own cultural biases, develop cultural competence, and understand how culture influences counseling practices, in line with the mission of building culturally responsive relationships with students.
2. Enhance knowledge and application of evidence-based counseling theories and techniques: Provide students with a strong foundation in counseling theories and assist them in applying these theories effectively in diverse counseling settings, aligned with the mission of providing a rigorous and transformational experience for skilled and adept counselors.
3. Foster ethical and professional conduct: Instill ethical principles and professional standards in students to ensure responsible and culturally sensitive counseling practices, in accordance with the mission of developing ethical professional counselors.
4. Promote self-reflection and personal growth: Encourage students to engage in self-reflection, personal exploration, and self-care practices to enhance their own well-being and ensure their effectiveness as counselors, supporting the mission of fostering supportive relationships with students.
5. Develop counseling skills and techniques: Provide opportunities for students to develop and sharpen their counseling skills through supervised practice, role-playing, and practical experiences with diverse populations, aligning with the mission of providing an experiential and strength-based curriculum.
6. Foster collaboration and cultural responsiveness: Cultivate collaborative skills and teach students how to engage in effective communication and collaboration with individuals from different cultural backgrounds and perspectives, in line with the mission of building supportive relationships and being change agents.
7. Promote advocacy and social justice: Enable students to become advocates for their clients and contribute to social justice initiatives by addressing systemic barriers, promoting inclusivity, and challenging social inequalities, in accordance with the mission of training counselors to be advocates and change agents.
8. Enhance research and assessment skills: Equip students with the necessary skills to critically evaluate research, conduct sound assessments, and utilize data to inform counseling practice and program evaluation, aligning with the mission of providing a rigorous and developmental curriculum.
9. Provide practical experience and supervised internships: Provide opportunities for students to gain practical experience in diverse counseling settings under the supervision of experienced professionals to enhance their clinical skills and competence, supporting the mission of providing a transformational experience.
10. Develop professional identity and leadership skills: Assist students in developing a strong professional identity, fostering leadership skills, and preparing them to contribute to the field of counseling through research, teaching, and other professional endeavors, in alignment with the mission of developing counselors who are leaders, consultants, advocates, collaborators, and change agents.

These objectives, rooted in the program's mission, will be regularly evaluated to ensure the program's effectiveness in providing a rigorous, engaging, and transformational experience for students, and in building ethical professional counselors who are leaders and change agents in a multicultural and pluralistic society.

Return to [Table of Contents](#)

# Degree Requirements and Resources

## Purpose

Supporting the mission of Winthrop University and the Richard W. Riley College of Education, Sport, and Human Sciences, the CSDV program is dedicated to serving the diverse academic and community needs of South Carolina, bordering residents in the Charlotte region, 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.

## Overview

The CSDV program at Winthrop University is housed within the Department of Counseling, Leadership, and Educational Studies in the Richard W. Riley College of Education, Sport, and Human Sciences. 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 Associate (LPC-A), Licensed Clinical Mental Health Counselor Associate (LCMHCA), or licensure/certification as a P-12 School Counselor.

According to the American Counseling Association (ACA), 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 Health Counseling (CMHC), School Counseling (SC), or a dual concentration in both CMHC and SC. Both concentrations are fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Curriculum is structured in categories that are defined by CACREP and related 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 the development of professional practice and skills. CSDV 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 years from the date of the catalog. All curricular work to be counted toward the degree, including transfer work, must be completed within the six-year period immediately prior to conferring the degree.

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 skill acquisition. Each student is engaged in four skill-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 going 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 Field Placement Handbook.

### Minimum Degree Requirements

Requirements for the Master's of Education include:

- Earning a minimum of 60 semester hours of course credit, including the core counseling courses.
- Successful completion of 700 hours of clinical placement in the field.
- Satisfactory formative reviews from university and site supervisors.
- Successful completion of professional fitness evaluations by program faculty.
- Verification of completion of the special project.
- Completion of exit examination processes (including completion of the Counselor Preparation Comprehensive Examination (CPCE)).

### Special Project Assignment

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 ACA 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 of enrollment.

*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.

## School of Graduate, Continuing, and Online Education Admitted Students Orientation

The School of Graduate, Continuing, and Online Education (SGCO) webpage provides new students with a variety of resources that can aid in the transition to Winthrop. Review the [New Student Checklist](#) for current information to aid with the acclimating to Winthrop. Current students at all levels will find information through the [Resources for Current Graduate Students](#) collection as well.

## 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 and/or a RisePoint advisor who assists with facilitating registration and orientation matters.

Your faculty advisor serves as an important liaison between the program and the SGCO. Coursework follows a cohort model and your advisor will answer questions related to the program, assist with issues related to academic studies, and mentor you in your overall professional development. Due to the cohort model, individuals that find themselves off sequence will be required to wait until the next scheduled offering of a course.

Your assigned advisor is indicated in DegreeWorks accessible through Wingspan once you are fully admitted to the program.

### 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.

The Office of Financial Aid is located in the Sykes House at the corner of Oakland Avenue and Sumter Avenue. The office also provides opportunities for virtual appointments. Please be aware that you are awarded financial aid for the year (Fall, Spring and Summer), therefore you will not get an additional allotment of aid for the summer term.

### New Student Orientation

A mandatory formal orientation for new students will be held before the first week of classes or will be available online based on cohort modality. 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; SGCO; and University).

## Student Identification Cards

Winthrop student identification cards are issued by the Technology Services Office in 1 McBryde Hall upon a student’s admission. The first ID card is free; replacement ID cards are \$10 each. All students are required to have an identification

card. ID cards are non-transferable and must be presented to appropriate university officials upon request. ID cards are necessary to gain entry into the library and some on-campus classrooms. For more information concerning ID cards, visit [https://www.winthrop.edu/technology/departments.aspx#Technology\\_Services](https://www.winthrop.edu/technology/departments.aspx#Technology_Services) or contact the Technology Services Office at 803/323-2400 or [helpdesk@winthrop.edu](mailto:helpdesk@winthrop.edu).

Return to [Table of Contents](#)

# Expectations of Students and Student Conduct

## General Student Responsibility

Each academic unit establishes requirements that must be met prior to a degree being granted. It is important that the student become familiar with these requirements and complete them within the prescribed deadlines. Advisors, department heads and deans are available to offer assistance, but the ultimate responsibility rests with the student.

## Student Conduct Code

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom of the individual may be defined as the right to act or speak, as long as it does not adversely affect the rights of others. Believing in this concept, Winthrop University protects freedom of action and freedom of speech for both students and employees, so long as it is not of an inflammatory or demeaning nature and does not interfere with the students' living and study conditions, and the administration of institutional affairs. It constitutes a disruptive act for any member of the Winthrop community to engage in any conduct which would substantially obstruct, interfere with or impair instruction, research, administration, authorized use of University facilities, the rights and privileges of other members of the University community, or disciplinary proceedings. Moreover, Winthrop University is committed to improving the quality of student life by promoting a diversified educational and cultural experience for all its students. Therefore, racist conduct or other acts of bigotry are not tolerated.

Rights and freedoms imply duties and responsibilities. A student who exercises their rights as a private citizen-whether individually or as a member of a group-must assume full responsibility for their actions. All students and employees of Winthrop must abide by local, state and federal laws and with all published University policies and regulations. Violations of laws and regulations subject the perpetrator to disciplinary action by the University and/or the appropriate civil or criminal court.

Responsibility for good conducts rests with students as adult individuals. Student organizations have similar responsibility for maintaining good conduct among their members and guests at activities they sponsor. All members of the University community are expected to use reasonable judgment in their daily campus life and to show due concern for the welfare and rights of others.

Students who violate University policies, rules and regulations are subject to expulsion or lesser sanctions. A complete outline of obligations and the disciplinary process is contained in the Student Conduct Code in the Student Handbook, found online at <https://www.winthrop.edu/studentconduct/winthrop-university-student-handbook.aspx>.

## Academic Discipline

Infractions of academic discipline are dealt with in accordance with the Student Academic Misconduct Policy which is contained in the University's [Student Handbook](#). Academic misconduct includes but is not limited to providing or receiving assistance in manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects and examinations; presenting, as one's own, the ideas or words of another for academic evaluation without proper acknowledgement; doing unauthorized academic work for which another person is to receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more

courses without the explicit permission of the professors involved. In addition, academic misconduct involves attempting to influence one's academic evaluation by means other than academic achievement or merit. More explicit definitions of academic misconduct specific to certain academic disciplines may be promulgated by academic departments and schools.

Winthrop holds its graduate students to the highest standard of academic and professional responsibilities. Because of these high standards, and due to specific accreditation requirements for many of our graduate programs, students found responsible for academic misconduct may be dismissed from the graduate program in which they are enrolled. Students dismissed from a graduate program because of academic misconduct may apply for admission to a different graduate program after a period of two years. All documentation related to the prior academic misconduct will become part of the subsequent application. More information regarding the judicial process related to academic misconduct at the graduate level is in the Student Handbook.

## **Sexual Harassment**

It is the policy of Winthrop University that sexual harassment by its employees or students against other employees or students shall not be condoned. The University is committed to maintaining a workplace and a campus environment that are free of such harassment and will enforce Federal guidelines as they relate to sexual harassment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually-oriented "kidding" or "teasing," practical jokes," jokes about gender-specific traits, foul or obscene language or gestures, display of foul or obscene printed or visual material, and physical contact such as hugging, patting, pinching or brushing against another's body.

Unwelcome sexual advances, requests for sexual favors and other offensive physical, verbal or visual conduct based on sex constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile or offensive work environment.

A student who believes they have been subject to harassment is encouraged to review the resources available from the [Office of Title IX and ADA Compliance](#). If concerns involve an employee, additional help is available from the Dean of Students in 246 DiGiorgio Center, extension #4503; or the Associate Vice President for Human Resources in 303 Tillman, extension #2273.

## **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 SGCO 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 <https://www.winthrop.edu/studentconduct/winthrop-university-student-handbook.aspx> and the SGCO Catalog at <https://www.winthrop.edu/sgco/graduatestudies/graduate-catalogs.aspx>.

## Professional and Ethical Behavior

The CSDV program has adopted the ACA Code of Ethics and Standards of Practice as the principles for governing the professional behavior of its students. Students are required to read and acknowledge the ACA Code of Ethics as part of the orientation experience. 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.

The program promotes personal and professional growth as part of the educational process. Students with questions or concerns related to professional and ethical considerations are encouraged to seek clarity from either their advisor, program director, the department chair in Counseling, Leadership, and Educational Studies and/or auxiliary professional resources. 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. The developmental commitment of the program includes Professional Fitness Reviews and Professional Development Plans that are discussed in length elsewhere in this Handbook.

## Background Check Requirements

As part of the admission process to the CSDV program, all students are required to undergo a name-based criminal records search and a national sex offender registry check by S2Verify (<https://s2verify.com/services/personal-background-check/>) 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. Identifying 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 the offense(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 the offense(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 S2Verify (<https://s2verify.com/services/personal-background-check/>) before being admitted into the program.

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

### Fingerprinting and Certification for School Counselors

School Counseling students must undergo a review through the FBI and SLED and well as provide fingerprints in advance of the internship experiences. The South Carolina Department of Education (SCDE) governs all processes and procedures required for certification. Information will be provided by the College of Education, Sport, and Human Sciences Student Academic Services Office by e-mail to your @winthrop.edu address. Once you have completed your application, the state will correspond directly on appropriate steps for the fingerprinting and review process. The application and fee must be paid to the SCDE in advance of the fingerprinting process. Failure to respond in a timely fashion and as directed can delay an individual's clearance for the internship experience.

### Professional Liability Insurance

Candidates must upload proof of liability insurance when they complete their site application in Supervision Assist. Candidates must maintain this insurance throughout the fieldwork experience. Candidates are prohibited from beginning a field placement until proof of insurance is submitted in Supervision Assist. Liability insurance only covers you for 12 months so as soon as it expires, you are required to renew and upload the new liability form in a site placement application. Liability insurance can be obtained by joining the ACA at [www.counseling.org](http://www.counseling.org) or American School Counselor Association at [www.schoolcounselor.org](http://www.schoolcounselor.org). Both organizations offer additional benefits beyond coverage, but liability insurance can also be obtained independently. ***This is required and you cannot see clients until this has been obtained.*** Please ensure the liability has a minimum coverage of \$1 million and is appropriate for a school/counseling setting. If you have questions, please ask in advance of purchase.

### 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 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. This can be found in the Student Handbook at <https://www.winthrop.edu/studentconduct/winthrop-university-student-handbook.aspx>.

## **American Psychological Association (APA) Style**

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

Return to [Table of Contents](#)

# Technology Resources and Competency

## Resources

### Computing and Information Technology

The mission for Computing and Information Technology is to provide the appropriate technological infrastructure to support teaching, research and service, and to provide high-quality, efficient, and effective technological support service to all academic and administrative functions at Winthrop University. There are six areas under the IT umbrella which include: Academic Technologies; User Support Services; User Support Service Desk; Technology Services; Administrative Systems and Programming; and Telecommunications. More information including hours of operation is updated regular on the division's [website](#).

### Instructional Technology Center

The [Instructional Technology Center](#) (ITC) is located in 307 Withers. The ITC encourages, assists, and provides support for the use of technology as an innovative tool to facilitate and enhance teaching and learning. ITC staff members actively support faculty and students as they use technology to solve problems, present research, and teach. The ITC is also a great place to collaborate and work. We have plenty of furniture for comfortable studying or group projects. There are couches in the new student lounge and many other spaces designed for individual or group work. Ask about our Smart Kapp IQ board that allows you to take notes collaboratively or display your device for group work.

## Technological Competence

Instructors will assume that you have the following skills on the first day of class:

- Ability to create folders/directories
- Ability to find files
- Ability to save files to removable media
- Ability to use a web browser and search the Internet
- Ability to bookmark webpages for future reference
- Ability to play audio and video files
- Familiarity with a word processing program
- Familiarity with a spreadsheet program
- Familiarity with a computer operating system (Windows or MacOS)
- Have and use an e-mail account
- Ability to send and receive e-mail attachments
- Ability to troubleshoot basic technology issues
- Familiarity with fair use and ADA considerations

To acquire these skills, students may take courses at a continuing education program, a computing-training center, or community college. These skills can also be self-taught with the help of a textbook or the instruction manual for the specific software.

## 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.

## **Student Learning and Licensure**

Due to the rigorous assessment requirements of CACREP, the program's accrediting body, the program will use Student Learning and Licensure to collect student work, provide feedback, and monitor cohort progress over time. For information on access, see <https://www.winthrop.edu/ceshs/student-learning-and-licensure/accessing-student-learning-and-licensure.aspx>.

## **Field-based Technology Resources**

*Supervision Assist* is used to support all field-based experiences to allow for activity logs, site-placement, training, and evaluations. The importance of confidentiality is discussed in coursework and the Field Placement Handbook. Each site maintains best practices for records using a system specific to the site which is part of the student experience while completing the field-based experiences. Further, students within the Winthrop Community Counseling Clinic (WCCC) engage in appropriate maintenance of records using an Electronic Health Record (EHR) system with the TherapyNotes platform. Students are trained each semester on how to keep clients' files HIPAA-compliant. Students are required to complete progress notes from each counseling session within 48 hours of the session. The EHR system was established in January 2023. Previously, the WCCC used a paper filing system. Some of the clients' documentation is still in paper files that remain behind two locks. Students are to document all communication with clients and documentation is audited twice per semester for completion and accuracy.

Return to [Table of Contents](#)

## Student Assessment Procedures

The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.

KPI	CACREP Standard	Program Objective	First Assessment	Knowledge or Skill	Target Outcome	Second Assessment	Knowledge or Skill	Target Outcome
<b>Standard Area: Core</b>								
1. Students will possess the knowledge to distinguish between ethical and unethical counseling practices.	2.F.1.i.	1	Final Eval in 604/613, Fall 1	K	Minimum 3.0	Internship II final eval on ethical adherence, Spring II	S	85% Minimum 3.0
2. Student will apply the Multicultural Counseling Competencies when working with clients.	2.F.2.c.	2	Final Eval in 605	K	Minimum 3.0	Final Eval in 611	S	85% Minimum 3.0
3. Student will demonstrate knowledge of human growth and development as they apply it to the counseling process.	2.F.3.a.	4	Final Eval in 614, Summer 1	K	Minimum 3.0	CPCE section pertaining to Lifespan Development	K	85% Score at the national mean or above level on this section
4. Student will differentiate among theories and models of career development.	2.F.4.a.	4, 5	Final Eval in 603, Spring 1	K	Minimum 3.0	Comps Spring second year	K	85% Minimum 3.0
5. Student will develop the characteristics and behaviors of skilled and adept counselors.	2.F.5.f.	3	Final Eval in 602, Year 1	S	Minimum 3.0	Practicum II attitudes toward work portion of the final evaluation	S	85% Minimum 3.0
6. Student will demonstrate knowledge of theories and models of counseling	2.F.5.a.	3	Final Eval in 601, Summer 1	K	Minimum 3.0	Final Eval in 623, Spring 2	S	85% Minimum 3.0
7. Student will demonstrate the ability to assess and intervene in group dynamics to enhance group cohesion, communication, and effectiveness in achieving therapeutic outcomes.	2.F.6.b. 2.F.6.c.	1	Final Eval in 606	S	Minimum 3.0	Group section on CPCE	K	85% Score at or above the national mean on this section

KPI	CACREP Standard	Program Objective	First Assessment	Knowledge or Skill	Target Outcome	Second Assessment	Knowledge or Skill	Target Outcome
8. Student will integrate basic concepts of qualitative and quantitative assessment into practice.	2.F.7.e.	6	Final Eval in 607	S	Minimum 3.0	Assessment section on CPCE	K	85% Score at or above the national mean in this section
9. Student will understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	2.F.8.a.	6	Final Eval in EDCI 640	K	Minimum 3.0	Research section on CPCE	K	85% Score at or above the national mean on this section
<b>Standard Area: Clinical Mental Health Counseling</b>								
10. Student will show proficiency in conducting intake interviews, bio psychosocial assessments, and incorporating mental health and psychological assessments into treatment planning as well understanding interventions for prevention of a broad range of mental health issues.	5. C. 3. a. 5. C. 3. b.	5	Final Eval in CSDV 610 B assessment section	S	Minimum 3.0	Final Eval in 612	S	85% Minimum 3.0
<b>Standard Area: School</b>								
11. Student will enhance core curriculum design, classroom management, and differentiated instructional strategies	5.G.3.c.		Final Eval in 613	K	Minimum 3.0	Final Eval in 615, Spring 2	K	85% Minimum 3.0

## Ongoing Student Assessment and Evaluation – Phases

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 CSDV 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 to the CSDV Program

Phase I: Admission to the Counseling Program

- Admission screening (preliminary factors)
- Admission interview
- Admission to University
- Program orientation and acknowledgement of document review

The CSDV faculty have a rigorous admissions process. It begins with the review of four preliminary factors required in the application:

- Grade point average (GPA) and/or GRE scores
- Letters of reference
- Experience
- Letter of intent

Each factor is equally weighted, a committee determines the cutoff score based on the number of student spots available for the program, and top candidates are invited for an interview. Based on your cohort modality, the interview may be in person or virtual. Requirements are made clear at the time of invitation, but the audience could include faculty, students, and/or alumni. 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. A background check must be completed before admission is finalized.

## Phase II: Admission to Field Placement

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, make appropriate progress on course rotation schedule)
- 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

All students must complete the following to successfully complete the program:

- Be in good academic standing
- Complete all coursework with a grade of B or better or Satisfactory (S)
- 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
- Complete the special project requirement
- Satisfactorily complete any required licensing exams (School Counseling students only).
- Apply for graduation Counseling Program

## Ongoing Student Assessment and Evaluation – Comprehensive Plan

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 GPA of 3.0 on a 4.0 scale. A student who fails to maintain a GPA of 3.0 is placed on probation. The program will adhere to all SGO 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 grade of S and supervisor evaluations as described in the Clinical Handbook.

## Ongoing Student Assessment and Evaluation – Professional Fitness Review Rubrics I and II

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:

- Attitude/Dispositions/Personal Characteristics
- Counseling Skills and Interventions
- Professional Responsibility and Proficiency
- Interpersonal Maturity and Integrity
- Diversity and Advocacy
- Academic Development
- 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 and relevant feedback from faculty, the advisor will complete the Professional Fitness Review Rubric. In the conference, the advisor and advisee will review and discuss the Professional Fitness Review Rubric and the faculty's general recommendation for advancement to internship.

The rubric and expectations for the Professional Fitness Review are maintained in the Student Learning and Licensure system.

### **Ongoing Student Assessment and Evaluation – Counselor Preparation Comprehensive Examination (CPCE)**

Students in the CSDV program are required to pass the 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 and 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 and 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-.

### **Ongoing Student Assessment and Evaluation – 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.

## Adequate Progress

### 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 noted 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
- Lack of initiative
- Other Concerns

When a student is issued two sanctions they are automatically placed on a professional development plan 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:

- Expectations of the student
- Specific behaviors required of the student, both on-campus and in clinical settings and/or sites
- 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
- 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:

- 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.
- The PDP will entail specific remediation activities related to each task or behavioral concern.
- 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.
- 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.
- As with any disagreement with program policy, the SGO 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 a) Continuation with conditions or b) Recommendation for dismissal from the program.

### **Termination from the Program**

The CSDV faculty subscribe to the ACA Code of Ethics and standards, National Board for Certified Counselors 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 recommends 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, Sport, and Human Sciences. 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 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/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 SGCO grievance process remains available to determine an appropriate redress for the grievance. Please see the University Student Handbook for more details.

Return to [Table of Contents](#)

# Academic Policies and Procedures

## Probation

Fully admitted degree seeking graduate students are expected to maintain a 3.0 cumulative GPA. The first semester a student's cumulative GPA falls below a 3.0, they are placed on academic probation.

## Conditions of Academic Probation

Students on academic probation may not enroll in more than nine credit hours per semester. Students on academic probation in cohort programs requiring more than nine hours per semester may take their required hours.

A student on academic probation whose semester GPA is 3.0 or higher is not dismissed at the close of that semester even if the cumulative GPA remains below 3.0. The student will continue enrollment on academic probation.

A student who begins a semester on academic probation, and who concludes the semester with both cumulative and semester GPAs below 3.0, will be dismissed.

The student is removed from academic probation at the close of a semester in which the cumulative GPA meets or exceeds 3.0.

Students must have a minimum cumulative 3.0 GPA to graduate.

If a student repeats one or two courses while on academic probation, the new grade replaces the original grade in the calculation of the GPA. All coursework used to restore the GPA to the minimum acceptable standard based on the number of hours earned must be completed at Winthrop. Credit earned at any other institution while the student is on academic probation or is ineligible to enroll at Winthrop cannot be applied to any degree at Winthrop University.

## Dismissal

Students dismissed for academic ineligibility may reapply for graduate admission. Students wishing to be readmitted to the same or a new graduate program following a dismissal must wait at least one year before applying. One year is defined as two semesters or one semester and one summer session. During this period, the student is ineligible for admission to any program at Winthrop University.

When students reapply following dismissal, they are responsible for assembling all credentials required for readmission by the appropriate academic unit. Students' credentials are evaluated and the admission decision is made by the academic unit. These credentials must include a transcript of all work at Winthrop University prior to the dismissal. Students readmitted after dismissal are readmitted on academic probation. Students readmitted to the same program area after dismissal must repeat enough courses in which they previously received grades below B in order to raise their cumulative GPA to the minimum acceptable standard. A student may repeat these courses regardless of prior repetition attempts. In addition, the graduate program to which a student is seeking readmission after academic dismissal may have additional course requirements.

Students changing degree programs or areas of concentration may petition for academic forgiveness if the courses in which they made a grade below a B are not required in the new program or area of concentration. Additional consideration may be made for academic forgiveness in the event of verifiable and documented extenuating circumstances. In addition, the graduate program to which a student is seeking readmission after academic dismissal may have additional course requirements.

Readmitted students on probation must achieve a semester GPA of 3.0 to continue enrollment. A student who begins a semester on academic probation, and who concludes the semester with both cumulative and semester GPA below 3.0, will be dismissed.

## Petitions

Any graduate student may appeal for exceptions in University-wide graduate policies and regulations by submitting a written petition to the Graduate Petitions Committee through the SGCO. Instructions and timelines for a petition, the petition form, and submission requirements can be found on the SGCO website. Students are responsible for providing clear, robust, and compelling evidence to support the petition. The SGCO will forward the petition and all accompanying documentation to the Graduate Petitions Committee. The student and advisor will be notified of the decision once it is made.

Appeals of the decision of the Graduate Petitions Committee may be made to the Dean of the SGCO.

Return to [Table of Contents](#)

# Diversity, Equity, Inclusion, Wellness, and Accessibility

## Diversity Recruitment Policy Statement

The program employs intentional 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 recognize that we live in a richly diverse community and understand the strategic importance of achieving a diverse program that 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 valuing the differences between us.

## Accessibility Services for Students

The Office of Accessibility staff works to provide reasonable classroom, residence hall, and campus accommodations for students with documented disabilities. Accommodations are reasonable adjustments that help ensure students have equal access to their education. Students who need accommodations are responsible for providing appropriate, current documentation of their disability and for scheduling an intake appointment with our professional staff. For more information about services and accommodations, call 803/323-3290 or visit <https://www.winthrop.edu/student-affairs/accessibility/>.

## Center for Student Wellness

The [Center for Student Wellness](#) houses the [Counseling Services](#) and [Student Advocacy and Trauma Support \(SATS\)](#) Counseling divisions.

- **Counseling Services Scope of Service:** Students at Winthrop University may face problems of living that interfere with academic, social, and emotional adjustment. Counseling Services staff will treat these students based on a time-limited counseling and skill enhancement approach. The practical goal of time-limited counseling in a university counseling center is to reduce the amount of time clients must wait to see a counselor, to facilitate a timely return to adequate functioning, and to refer as many long-term issues to outside resources as possible. It is beyond Counseling Services' scope of practice to provide ongoing counseling and psychotherapy for students whose needs cannot be accommodated within such a model (such as serious, long-term psychiatric conditions, and individuals who appear to be a recurring high risk to themselves or to the Winthrop community). These students are referred into the community as are those whose needs require a particular type of expertise that is not found in Counseling Services. These services are not connected to the CSDV faculty and are completely confidential.
- SATS is committed to providing direct services to survivors of sexual assault, domestic and dating violence, stalking, and victims of crimes or discrimination based on bias. We provide and support educational programming and education directed at eradicating sexual violence both on campus and in the community.

The CSDV faculty as well as Counseling Services personnel maintain contact information for external counseling services accessible by students. Students living in North and South Carolina may also purchase a student health insurance policy that includes mental and behavioral health service coverage or use on campus mental health resources. Information about these options is available on the Center for Student Wellness website and included in the CSDV Handbook. Students residing in other states should use their personal health care insurance or review additional resources through [Psychology Today](#).

Return to [Table of Contents](#)

# Certification and Licensure Requirements

## Licensing Provisions for Professional Counselor Associate

An applicant for initial licensure as a professional counselor associate must:

1. Submit an application on forms approved by the Board, along with the required fee; and
2. Show evidence of graduation from a Clinical Mental Health Counseling program accredited by CACREP at the time of graduation; or
3. Submit evidence of successful completion of a master's degree, specialist's degree, or doctoral degree with a minimum of 60 graduate semester hours primarily in counseling from a program accredited by a national educational accrediting body such as CACREP or one that requires and follows substantially similar educational standards, and from a college or university accredited by the Commission on the Colleges of the Southern Association of Colleges and Schools, one of its transferring regional associations, the Association of Theological Schools in the United States and Canada, or a regionally-accredited institution of higher learning subsequent to receiving the graduate degree. A school may submit a program to the Board for review and determination as to whether it meets substantially similar education standards;
4. Submit evidence of a passing score on examinations approved by the Board; and
5. Submit a supervision plan satisfactory to the Board, designed to take effect after notice of licensure as a Licensed Professional Counselor Associate. The supervision plan can be submitted with the application or after the applicant obtains employment; however, an associate cannot begin providing counselor services until a completed supervision plan is submitted to and received by the Board.

## School Counselor Certification

### South Carolina School Placements

Students completing internship experiences in a South Carolina public school (regardless of intended state in which they are to be certified) must follow the most current guidelines for a clinical experience. All steps in the process must be completed approximately six months before the beginning the internship experience to allow for processing of information. The SCDE Office of Educator Services maintains and updates the process at <https://ed.sc.gov/educators/teaching-in-south-carolina/student-teaching/>. Please note that although the language on the website at times refers to student teaching, school counselors are governed by these same requirements.

Once access to My SC Educator Portal is established, the student will follow the specific steps provided in the portal. Following the steps as directed in the portal are important; failure to do so may require a student to repeat a step at an additional cost.

If you already hold an SC Teaching Certification, please e-mail [coesas@winthrop.edu](mailto:coesas@winthrop.edu) and establish an appointment with the certification officer in the office for modified support as some steps may not be required.

### Non-South Carolina School Placements

Please make an appointment with the program director at least 10 months in advance of your internship experience for assistance in navigating the appropriate processes for the state in which your placement will occur.

## Endorsement Policy

Once students have successfully completed Phase III, the Counseling program faculty will provide a credentialing or licensure endorsement.

Return to [Table of Contents](#)