MASTER OF EDUCATION
IN
COUNSELING
AND
DEVELOPMENT

STUDENT HANDBOOK
ACADEMIC YEAR 2013-2014

WINTHROP UNIVERSITY
RICHARD W. RILEY COLLEGE OF EDUCATION
ROCK HILL, SC 29733
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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 or school counselor, you have demonstrated both your desire and your 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 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 in 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 to three years the 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 as established. Similarly, we appreciate hearing your ideas about how to make the Handbook more user-friendly, clear, and helpful.

The Handbook is for information purposes only and does not constitute a contract. Winthrop University and the Counseling and 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 retains the right to require students to follow a newer 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 in their personal and professional file:

- Handbook
- The Graduate Catalogue at the time of your admission
- Course syllabi
- Program of study
- Clinical logs
The Counseling and Development Program does not house permanent copies of these materials.

Again, welcome 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. You are encouraged to read through this manual and to understand the requirements and procedures. It should be your initial reference source when you have questions about program policies and procedures. Students are required to sign the Confirmation of Handbook and ACA Code of Ethics form, post a copy of the form to your LiveText Portfolio, and submit the form to the course instructor in CSDV 600 Professional Ethics and Identity.

STUDENT INFORMATION
Each student will obtain a Winthrop University email address. Your University email will serve as the official communication link for Program information. Please check it regularly. Additional contact information is requested so that faculty may contact students in emergency situations. Please complete the Student Information Form, post the form to you your LiveText Portfolio, and submit a copy of the form to the Program’s Graduate Assistant upon entrance to the Program and every time any information changes.

Appendix B: Student Information

GRADUATE SCHOOL ADMITTED STUDENTS ORIENTATION
The Graduate School has organized important information for new graduate students located on the Graduate School home page under the link Admitted Students. Students are advised to bookmark this page and check it often for policy changes and updates.

http://www.winthrop.edu/graduateschool/orientation/

The information provided at the Admitted Students link includes a New Student Checklist and multiple support systems to assist you in navigating within the University itself.

Appendix C: Graduate School New Student Checklist

Online access is located at: http://www.winthrop.edu/graduateschool/default.aspx?id=25266.

Resources and supports located at the Graduate School homepage for Admitted Students include:
- Academic Computing
- Winthrop University Bookstore
- Campus Maps
- Course Offering Directory
- Dacus Library
- Directions to Winthrop
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- Fee Payment Information
- Office of Financial Aid
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- Student Health Insurance
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Additional information is available at the College of Education link for graduate studies:
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 shape Winthrop’s continuing 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 frameworks 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.winthrop.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.”¹ 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 were 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 skills 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.  (Goal 1 & 2)
3. analyzes contemporary issues, reforms, and renewal strategies and applies an understanding of these to one's profession. (Goal 1 & 5)

4. applies technology to professional roles and functions. (Goals 6 & 8)

5. promotes an appreciation and understanding of diversity in families and society. (Goal 2)

6. demonstrates the ability to apply problem-solving strategies in diverse situations—e.g., conflict resolution, program development (Goal 3)

7. applies current theories to enhance individual learning of others and promote professional development. (Goal 2, 3, 4, 5 & 9)

8. demonstrates skills and commitment needed 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. (Goal 2)

**LEARNING OUTCOMES: SCHOLARSHIP (S)**

The advanced educational leader:

1. demonstrates an understanding of research terminology, concepts, and practices as presented in the professional literature. (Goal 1 & 5)

2. analyzes, synthesizes, interprets, and disseminates current and historical research and practices. (Goal 1, 2, 4 & 5)

3. integrates knowledge and practice derived from professional research into various professional settings to enhance individual growth. (Goal 1, 2, 4 & 5)

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 methodologies, measurements, analysis procedures, and interpretation/communication of results.

7. selects and applies appropriate methodologies to answer research question.

8. appreciates the value of using research to inform practice. (Goal 8)

9. uses technology resources to collect, analyze, synthesize and evaluate information and data. (Goal 7, 8 & 9)

10. models life-long learning. (Goal 2)

11. enhances specific knowledge in content areas. (Goal 5)

**LEARNING OUTCOMES: STEWARDSHIP (ST)**

The advanced educational leader:

1. appreciates and articulates the ethical implications surrounding contemporary educational issues.

2. analyzes how antecedents (previous events) contribute to current issues.

3. understand the interrelationships among issues related to society, schooling, the organization and administration of schools, and professional organizations.

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. (Goal 3)

7. develops school curricula and/or educational interventions based on contemporary theories of learning and development, applicable technology, collaborative discourse, and evaluation. (Goal 2 & 4)

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.
COUNSELING AND DEVELOPMENT MISSION STATEMENT

The mission of the Counseling and Development Program at Winthrop University is to provide an intellectually stimulating and supportive environment for the professional development of school and clinical mental health counselors who are committed to best practice in their roles as clinicians, advocates, and consultants. The program strives to prepare culturally competent, culturally sensitive, and ethical counselors to work effectively in a technological and pluralistic society. The faculty designs and delivers academic and clinical experiences for all our students in ways that recognize, respect, and value the diversity of students’ backgrounds, characteristics, beliefs, and abilities.

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 GOAL AND OBJECTIVES
The comprehensive goal of the Counseling and Development Program is to prepare graduate students to assume clinical, educational, and leadership positions that reflect graduate training in the counseling profession.

The Counseling and Development Program is designed to provide a well-rounded education that incorporates attributes and clinical skills necessary for effective practice in the field of counseling. Advancement through the program requires successful completion of individual academic coursework and demonstrated personal and professional growth culminating in knowledge, skills, and dispositions necessary for functioning in a professional capacity.

Three overarching Program objectives provide the basis for evaluating the effectiveness of the Clinical Mental Health and School Counseling Concentrations and student development. The objectives are:

1. To endorse an ethical model of professional behavior by preparing students: a) who are agents of transformative change in a diverse world; b) who endorse and model ethical and legal practice; c) who embrace a unified professional counseling identity; and d) who develop appropriate professional identification within their chosen specialization.
2. To value **excellence in professional practice** by promoting: a) scholarly inquiry and critical thinking; b) experiential learning and acquisition of skills; c) competent caring students who develop a sustaining self-reflective practitioner approach to personal growth and professional practice; and d) a commitment to lifelong learning that sustains development and practice as a professional counselor.

3. To **honor diversity** by developing a climate where students: a) examine personal socializations and biases in order to genuinely affirm the diversity of individuals, ideas, and expression; b) demonstrate cultural knowledge, attitude, and skills; c) integrate a social justice advocacy role; and d) promote authentic practice with diverse populations.

**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.)

**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

**PROFESSIONAL AND ETHICAL BEHAVIOR**

The Counseling and Development 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 the Counseling and Development Program. **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 the Council on Accreditation of Counseling and Related Educational Programs (CACREP), the Program promotes 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 three foundation courses: CSDV 600 *Professional Identity and Ethics*, CSDV 604 *Foundations and Ethical Issues in Clinical Mental Health Counseling*, and CSDV 613 *Foundations and Ethical Issues in School Counseling*.

**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 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)
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/](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 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.

**STUDENT AWARDS**

**EMERGING CLINICAL MENTAL HEALTH COUNSELOR PROFESSIONAL AWARD**
For professionalism and competence as a rising clinical mental health counselor

**EMERGING SCHOOL COUNSELOR PROFESSIONAL AWARD**
For professionalism and competence as a rising school counselor

**HIGHEST ACADEMIC SCHOLAR AWARD**
For demonstrating excellence in the pursuit of a scholarship endeavor that contributes to the profession and practice of counseling

**STUDENT OF THE YEAR AWARD**
For demonstrating excellence in the pursuit of scholarship, professionalism, and dedication to the CSDV program

**OUTSTANDING DEDICATION AWARD**
For commitment and service to the Winthrop University Community Counseling Clinic and CSDV program
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 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 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 and CERTIFICATION for SCHOOL COUNSELORS
You must go [http://ed.sc.gov/agency/se/Educator-Services/Licensure/](http://ed.sc.gov/agency/se/Educator-Services/Licensure/) and fill out the educator certificate 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 Background 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.

LICENSURE
THINGS YOU SHOULD KNOW ABOUT LICENSURE
To become a licensed professional counselor you must complete a 60 hour program, pass the National Counselor Exam, 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.

LICENSED PROFESSIONAL COUNSELOR APPLICATION PROCEDURES
As clinical mental health and school counseling students’ graduate from the Counseling and Development Program they 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 600 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 CSDV 615s, clinical mental health students will fill out licensure paperwork in CSDV 615c.

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 at www.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.

LIVEText
All students in the College of Education are required to use LiveText. LiveText is data collection and storage system which contains many features that are helpful to both faculty and students. For general information on using LiveText, please go to [http://www.livetext.com](http://www.livetext.com) or access LiveText information at Winthrop University, visit [http://www.winthrop.edu/coe/livetext](http://www.winthrop.edu/coe/livetext). Full-time students will receive a livetext account, courtesy of the counseling program during CSDV 600 Professional Identity and Ethics.

BLACKBOARD
Students are responsible for accessing course materials, as applicable, on Blackboard, the University program for course management. Participation on Blackboard on a regular basis will be part of the students’ class participation grades. Additional expectations for coursework will include submission of original papers or selected assignments to be submitted on Blackboard through SafeAssign. Submission instructions and the use of SafeAssign will be provided in CSDV 600 Professional Identity and Ethics and on course syllabi, as applicable.
Students can access Blackboard at: http://www.winthrop.edu/blackboard/. Additional information and online Blackboard Tutorials are available at:

CLASSROOM DECOREM
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. See http://www2.winthrop.edu/acad/WU_CollegeConductCode.pdf.

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.

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 serves as an important liaison that recommends and approves your program of study; answers questions related to the program; assists with problems related to academic studies; supports you in securing field placements; serves as a conduit to you regarding faculty evaluations; and mentors you in your professional development. Students are responsible for initiating advising appointments and maintaining required documents created and filed on their behalf.

Students will complete a preliminary program of study leading toward the M.Ed. during the orientation session their first semester. The preliminary program of study will be maintained in the student folder by the Program 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 Registrations. The individual program of study must fulfill all the requirements of 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.

Appendix D: Program of Study
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 and your advisor information should be listed there. You can also find a list of graduate advisors in the College of Education on our Advising page. *If your advisor is unavailable you may always contact the program coordinator for advising issues.* Dr. Strange will be 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 and other policies and procedures that affect the student (e.g., College, Graduate School, and University).

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

FACULTY

CORE FACULTY

<table>
<thead>
<tr>
<th>DR. JENNIFER JORDAN</th>
<th>DR. WANDA P. BRIGGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor, Program Coordinator</td>
<td>Associate Professor, Community Counseling Clinic Director</td>
</tr>
<tr>
<td>Community Counseling Clinic Director</td>
<td>Clinical Mental Health Counseling Coordinator</td>
</tr>
<tr>
<td>Clinical Coordinator, CACREP Liaison</td>
<td>Ph.D. University of North Carolina at Charlotte</td>
</tr>
<tr>
<td>Chi Sigma Iota Faculty Advisor</td>
<td><a href="mailto:briggs@winthrop.edu">briggs@winthrop.edu</a></td>
</tr>
<tr>
<td>Ph.D., Mississippi State University</td>
<td>145B Withers Building</td>
</tr>
<tr>
<td><a href="mailto:jordanje@winthrop.edu">jordanje@winthrop.edu</a></td>
<td>803/323-4722</td>
</tr>
<tr>
<td>146A Withers Building</td>
<td>803/323-4591</td>
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<tr>
<th>DR. CARRIE SANDERS</th>
<th>DR. JOHN NANCE</th>
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<tr>
<td>Field Placement Coordinator</td>
<td>Clinical Assistant Professor</td>
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<tr>
<td>School Counseling Coordinator</td>
<td>Ph.D. University of North Carolina at Charlotte</td>
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<tr>
<td>Assistant Professor</td>
<td><a href="mailto:nance@winthrop.edu">nance@winthrop.edu</a></td>
</tr>
<tr>
<td>Ph.D. Virginia Tech</td>
<td>145A Withers Building</td>
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<tr>
<td>145C Withers Building</td>
<td>803/323-4591</td>
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ADVANCING THROUGH THE PROGRAM

ONGOING STUDENT ASSESSMENT AND EVALUATION (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 file.

TRANSITION POINTS

TRANSITION POINT 1: ADMISSION TO THE COUNSELING PROGRAM & FIRST SKILLS ASSESSMENT
  - Admission Screening
Admission screening, admissions interview, background check and program of study have already been discussed. The First Skills Assessment occurs during CSDV 602 Counseling Skills. This determines entrance into the first field placement CSDV 610A Practicum I.

**Transition Point 2: Advancement to Internship Candidacy**

- Academic and Practicum Performance in Good Standing
- Skills assessment II in CSDV 610A
- Skills assessment III in CSDV 610 B
- Personal and Professional Readiness Evaluation
- Internship Candidacy Exam

In accordance with CACREP Standards and the Comprehensive Assessment Plan faculty regularly meet to evaluate student’s 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 600), 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 Practicum II is evidenced by a Satisfactory (S) grade and supervisor evaluations as described in the Clinical Handbook.

**Personal and Professional Readiness Evaluation (Appendix E)**

Similar to the 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 Counseling and Development Program has clear guidelines for rating student personal and professional readiness scored on a Personal and Professional Readiness instrument. This instrument scores show a student’s potential to be successful practitioners in the areas listed below:

1. Attitude/Dispositions/Personal Characteristics
Since counselors interact with their clients or students are particularly vulnerable, counselors must exhibit professional judgment 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. Counseling and Development 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.

In CSDV 600 Professional Identity and Ethics course, students will self-evaluate dispositions and formulate individual developmental objectives (Advanced Core Professional Dispositions Student Assessment).

In week 12 of Practicum II, the student will complete a self-assessment of the Student Performance Profile and schedule an advising conference. Upon review of the Student Performance Profile, and relevant feedback from faculty; the advisor will complete the Personal and Professional Readiness Evaluation. In the conference, the advisor and advisee will review and discuss the Personal and Professional Readiness Evaluation and the faculty’s general recommendation for advancement to internship.

### Transition Point 3: Graduation
- Skills assessment IV and V in Internship I and II
- Successful Completion of the Counselor Preparation Comprehensive Examination (CPCE)
- Accomplishment of Academic and Clinical Requirements
- Complete Special Project
- Completion of Exit Survey

#### 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 a 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-Lifespan Developmental Counseling*)
- Social & Cultural Foundations (*CSDV 605-Diversity Issues in Counseling*)
- Group Dynamics (*CSDV 606-Group Counseling*)
- Lifestyle and Career Development (*CSDV 603-Career and Lifestyle Development*)
- Appraisal and Testing (*CSDV 607-Appraisal of the Individual*)
- Research Methods and Program Evaluation (*EDUC 640-Educational Research, Design and Analysis*)
- Professional Orientation & Ethics (*CSDV 600 Professional Identity and Ethics*)
Helping Relationships (CSDV 601 Counseling Theories; CSDV 602 Counseling Skills)

Students register to take the exam either the semester prior to or the semester of their scheduled graduation. You 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 passed 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-.

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 contributions, 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. Students are required to present one professional poster or content presentation at a state or national conference or a graduate student symposium. The professional service project must be completed in full by midterm of their final semester of enrollment. Student will develop a professional conference project plan in the professional identity and ethics course (CSDV 600).

- **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. Students will develop a proposal for the project in the foundations course (CSDV 604 or CSDV 613). 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

**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. [http://www.winthrop.edu/recandreg/default.aspx?id=7333](http://www.winthrop.edu/recandreg/default.aspx?id=7333). It is the student’s responsibility to be aware of graduation deadlines and to complete all graduation requirements.

Students in the M.Ed. program in Counseling and Development 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, TERMINATION, AND REMEDIATION POLICY**

The Counseling and Development 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. Counseling and Development 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. You may be asked to obtain a psychological evaluation at your own expense if you are unable to keep your symptoms from interfering with your performance in the program
- Lack of adherence to the American Counseling Association code of ethics
- Personal values consistently interfere with upholding the values of the counseling profession
- Disrespect toward faculty, field supervisors, clients, professional staff and colleagues
- Lack of cultural competence and appreciation for social diversity with respect of race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability, and religion.
- Confidentiality violations
- Unresolved personal issues which impair performance or safety in the classroom or the field
- Substance abuse—if you are drug tested for a site and fail you will be placed on automatic probation. If the faculty feels you are displaying unusual behavior that points to drug use you will be asked to be drug tested at your expense and may be placed on probation or terminated from the program if positive results are obtained on the test.
- 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 fieldwork is in violation of the CSDV policy on student conduct, appropriate measures will be taken as outlined in that policy statement.

As gatekeepers of the counseling profession, Counseling and Development faculty are dedicated to producing legal, ethical, and professional counselors. Counseling students who in some way do not meet the expectations for professional practice will be remediated using professional development plans (PDP’s). In addition to the transition points outlined, faculty reserves the right to review a student’s professional fitness, at any time, on the basis of personal characteristics or dispositions, for continuing in the Program. Development of a professional development plan is a documented remediation process. Counseling literature, accreditation standards, and legal renderings provide robust guidance related to student development. For greater detail about this Program’s remediation policy as stated below, 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 professional development plan 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, and
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 professional development plan 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 or tasks. The professional development plan 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.

b. The professional development plan 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 member (usually their advisor) to facilitate understanding of the growth and behavioral changes required to address the concerns.

d. 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.
e. As with any disagreement with Program policy, the Graduate School student grievance process remains available to appeal the document.

Successful completion of a professional development plan is needed 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. Students with characteristics or dispositions that could prove dysfunctional in the profession and remediated through a professional development plan will lead to a recommendation from Program faculty for:

- Continuation in the Program
- Continuation with Conditions
- Recommendation for 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, and 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.

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.

Effective fall semester of 2010, the Community Counseling program changed the program title to the Clinical Mental Health* Counseling program. The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through October 31, 2016. (*Note: The Clinical Mental Health Counseling Program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling Program when it comes up for reaccreditation, per CACREP guidelines.) This change in title does not affect our CACREP accreditation status.

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 Carolina 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).
ENDORSEMENT POLICY
Students who graduate with a Master’s of Education degree in Counseling and 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 Counseling and Development faculty and the RWR College of Education’s Teacher Certification Specialist. Program faculty is pleased to make recommendations for employment in a setting consistent with the education provided and will reflect 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 and 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.

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 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 areas 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 special Grad Plus loan however the terms of the loan are much different and they would need to do a credit check.

PROFESSIONAL DEVELOPMENT EXPECTATIONS

PROFESSIONAL ASSOCIATIONS
The Counseling and Development Program identifies with the American Counseling Association (ACA) and ACA divisions. Students are required to become student members of ACA and the state branch, the South Carolina Counseling Association. Benefits of membership include: free liability insurance to students, reduced conference rates, access to professional journals, newsletter, and web-based resources. Within ACA there are 20 divisions that enhance professional growth, identity, and practice. Students are encouraged to become professionally involved and active in these associations and divisions in which you have interests. Such memberships will encourage ongoing learning opportunities to introduce students to the counseling profession.
and to expose counseling students to professional issues and to leaders and workers in the professional field.  

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 9 credits of coursework and have a minimum of a 3.5 GPA.

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**CLINICAL TRAINING**

**PROFESSIONAL PRACTICE**

While academic knowledge development is fundamental to the educational process, an essential element of the counselor education is the applied experiences, where students learn and put into practice the skills and interventions used in working 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 support the populations with whom they work. The Program curriculum features a variety of practical, applied requirements offered through coursework and professional clinical experiences. The professional clinical experiences are designated as practicum and internship. Practicums precede internship and deviation from that sequence is not permitted.

Students should understand and be prepared for the rigorous demands and increasing expectations of the clinical experiences of the program. It is during this time that students involve themselves in synthesizing prior learning involving information and concepts; counseling skills, techniques, and interventions; and professional roles and self-development. The CSDV faculty is clearly 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. Practicums and Internship experiences involve systematic supervision and evaluation of counseling cases with emphasis on the counselor-client relationship; applying knowledge of cultural difference; conceptualizing cases, diagnostic impressions, and treatment planning; consulting with others; recording, listening to, and evaluating taped counseling sessions; developing intakes and writing case notes; and responding in self-reflection/evaluation; and participating in supervision in individual and small group session. 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 includes 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.

**SITE SELECTION**

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. You can find a list of currently approved sites in the
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); provide a designated area for clinical work; and that provide opportunities to make video recording of clients session.

It is extremely important that you identify potential sites that you believe is a good fit and review placement criteria early. Once you have identified site opportunities, you must obtain program approval before you schedule an interview. Your faculty advisor serves as the identified practicum and internship coordinator for the Counseling and Development Program. The faculty advisor 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 qualifications, including appropriate certifications and/or licenses; b) a minimum of two years of 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 Counseling and Development Program’s Community 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 service to clients, averaging about 10 hours per week at your site. CSDV 611 Counseling Internship I and CSDV 612 Counseling Internship II is a 600 hour clinical experience including at least 240 hours of direct service to clients, averaging about 20 hours per week at your site each semester. Each course has additional requirements including, but not limited to individual supervision requirements and group supervision.

During Practicum and Internship, students are expected to seek opportunities to work with diverse clientele. Diversity definitions include at minimum: culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, and socioeconomic status.

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

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:

There you will find information related to:
Academic Computing
Bookstore
Calendars
Campus Maps
Commencement Information
Course Offerings
Dacus Library
Faculty and Student Directory
Fee Payment Information
Office of Financial Aid
Five-Year Academic Calendar (pdf)
Forms On-Line
Health and Counseling Services

Immunization Requirements
International Student Information
Registration Procedures
Student Activities Schedule
Student Health Insurance
Thesis Guidelines and Instructions
Traffic and Parking Regulations
Transfer Credit Policy
Travel Support Request
Veteran Benefits
Wingspan Information
Winthrop Writing Center
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. Course Descriptions
I. Curriculum Sequence Recommendations
J. Professional Organizations
K. Licensure and Certification Resources
L. 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 related to competence as a counselor. I understand that if in the judgment of the CSDV Faculty, my academic progress, professional and ethical behavior, and personal dispositions 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 ______________________________________________ (Please Print Name)
have received a copy of Counseling & Development Program Handbook and accept responsibility for the information presented.

I ______________________________________________ (Please Print Name) have the ACA Code of Ethics and will adhere to this code through this Program and in my future capacity as a Professional Counselor.

STUDENT      DATE  PROGRAM COORDINATOR/ADVISOR   DATE
## APPENDIX B

### STUDENT INFORMATION FORM

<table>
<thead>
<tr>
<th><strong>DATE:</strong></th>
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<tbody>
<tr>
<td><strong>NAME:</strong></td>
</tr>
<tr>
<td><strong>WINTHROP UNIVERSITY EMAIL ADDRESS:</strong></td>
</tr>
<tr>
<td><strong>PERSONAL EMAIL ADDRESS:</strong></td>
</tr>
<tr>
<td><strong>HOME STREET ADDRESS (CURRENT):</strong></td>
</tr>
<tr>
<td><strong>CITY, STATE, ZIP CODE:</strong></td>
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<tr>
<td><strong>PHONE NUMBER (HOME):</strong></td>
</tr>
<tr>
<td><strong>PHONE NUMBER (CELL):</strong></td>
</tr>
<tr>
<td><strong>PHONE NUMBER (WORK):</strong></td>
</tr>
</tbody>
</table>

**PROGRAM CONCENTRATION (PLEASE MARK APPROPRIATE AREA):**

- [ ] **CLINICAL MENTAL HEALTH**
- [ ] **SCHOOL COUNSELING**
- [ ] **DUAL CONCENTRATION**
- [ ] **SCHOOL COUNSELING CERTIFICATION**

**ADVISOR:**

- [ ] **DR. JORDAN**
- [ ] **DR. BRIGGS**
- [ ] **DR. SANDERS**
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) telephone number is: 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 account balance, and check schedules and grades among many other things.

4. Contact your program advisor to receive academic advising. This is required before you can register for classes. During advising you will discuss what classes to register for in the upcoming semester. You can find your advisor’s name on Wingspan.

5. Register for classes on Wingspan. You can review the registration procedures on the Records and Registration office website.

6. Obtain your student ID card. This is done at the Technology Services office. You can stop by anytime during their operating hours. Monday through Thursday 8:00 am -7:00 pm, Friday from 8:00 am until 6:00 pm. The office is in Tillman (the main administration building with the clock tower). They are located in room 15. Please note a student ID card is required to obtain access to the library, the West Center, and several other campus areas.

7. Request a parking permit online using Wingspan or by registering at the Campus Police Office, 526 Myrtle Drive, Monday-Friday, 9 am – 5 pm.

8. 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, faxed, or mailed to them. (be sure to keep a copy for your records) The address and fax numbers are on the form.

9. Pay your account balance online via Wingspan, or in person at the Cashier’s office in room 22 Tillman Hall. You can find more details about this process on the Cashier’s website. Make sure you either pay in full, OR, set up a payment plan before the fee payment deadline; otherwise, your course schedule will be dropped. If your balance is $0 due to financial assistance, then you need to VALIDATE your schedule – validation lets the Cashier know that you still intend to take the classes. If you do not validate, your schedule will be dropped.

10. 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 US, 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 legal presence requirements can be found on the Records and Registration website.

11. For more information, take a look at the Graduate School New Student Orientation page.
APPENDIX D
PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>NAME:</th>
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<tbody>
<tr>
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<tr>
<td>ID:</td>
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<td>(SEMESTER/YEAR):</td>
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TO BE SUBMITTED TO THE PROGRAM COORDINATOR IN THE FIRST OR SECOND ADVISING PERIOD PRIOR TO REGISTRATION

### Required Core Courses

- CSDV 600 Professional Identity and Ethics
- 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 614 Lifespan Developmental Counseling
- CSDV 607 Appraisal of the Individual
- EDUC 640 Educational Research, Design and Analysis

### Approved Electives

- [SH] CSDV 604 Foundations and Ethical Issues in Clinical Mental Health Counseling
- [SH] CSDV 613 Foundations and Ethical Issues in School Counseling
- [SH] CSDV 608 Law, Grief, and Crisis Counseling
- [SH] CSDV 620 Clinical Psychopathology in Counseling
- [SH] CSDV 621 Diagnosis and Treatment Planning in Counseling
- [SH] CSDV 615C Clinical Mental Health Program Planning, Consultation, and Supervision
- [SH] CSDV 615S School Program Planning, Consultation, and Supervision
- [SH] CSDV 622 Counseling Children and Adolescents
- [SH] CSDV 623 Advanced Counseling Interventions

### Approved Electives

- [SH] CSDV 610A Practicum I
- [SH] CSDV 610B Practicum II
- [SH] CSDV 611 Counseling Internship I
- [SH] CSDV 612 Counseling Internship II

### Total Program Hours [60 Semester Hours (SH)]

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ONLINE. IF REQUESTING A WAIVER, YOU MUST ATTACH AN OFFICIAL TRANSCRIPT, CATALOGUE COURSE DESCRIPTION, & SYLLABUS TO THIS FORM.
APPENDIX E

STUDENT PERFORMANCE PROFILE

NOTE: The Student Performance Profile Conference is due during the spring semester advising period. Once signatures have been obtained, file the original in the program student file.

STUDENT INFORMATION
Name: ____________________________ Winthrop ID: ____________________________
Year in Program: __________________ Advisor: ________________________________
Student on track with the Preliminary Program of Study: [ ] Yes [ ] No
Comments:

GRADES & CLINICAL EXPERIENCE INFORMATION
Current GPA: __________________________ Semester Hours Earned as of 12/31: _______
Number of Incompletes: __________________________ Number of C's: __________________________

Grades in the following Courses: CSDV 600: ______ CSDV 601: ______ CSDV 602: ______ CSDV 606: ______

Counseling Practicum I: Quality of Work [ ] Satisfactory [ ] Unsatisfactory
Site: __________________________ Comments:

Counseling Practicum II: Quality of Work [ ] Satisfactory [ ] Unsatisfactory
Site: __________________________ Comments:

ON TARGET FOR INTERNSHIP CANDIDACY EXAM: [ ] Yes [ ] No

DEVELOPMENTAL PORTFOLIO: Provide a short note of strengths/weaknesses

ACCOMPLISHMENTS OVER THE PAST YEAR:

<table>
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<th>Professional Membership(s)</th>
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<table>
<thead>
<tr>
<th>Honor Society Membership</th>
<th>Community Action Proposal/Project</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Scholarship Proposal/Project</th>
<th>Other</th>
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STUDENT PROGRESS TOWARD DEGREE OVER THE PAST YEAR: circle

Excellent Very Good Target Low Average Poor (PDP Required)

AREAS FOR CONTINUED GROWTH AND DEVELOPMENT IN THE NEXT YEAR:

STUDENT’S SIGNATURE/DATE: ________________ ADVISOR SIGNATURE/DATE: ________________
APPENDIX F
RETENTION, TERMINATION, REMEDIATION POLICY

RETENTION, TERMINATION AND REMEDIATION POLICY

The Counseling and Development 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. Counseling and Development 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 adherence to the American Counseling Association code of ethics
- Personal values consistently interfere with upholding the values of the counseling profession
- Disrespect toward faculty, field supervisors, clients, professional staff and colleagues
- Lack of cultural competence and appreciation for social diversity with respect of race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability, and religion.
- Confidentiality violations
- Unresolved personal issues which impair performance or safety in the classroom or 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 fieldwork is in violation of the CSDV policy on student conduct, appropriate measures will be taken as outlined in that policy statement.

As gatekeepers of the counseling profession, Counseling and Development 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 (PDP’s). In addition to the transition points outlined, faculty reserves the right to review a student’s professional fitness, at any time, on the basis of personal characteristics or dispositions, for continuing in the Program. Development of a professional development plan is a documented remediation

If required, a professional development plan may be initiated to address 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, as well as tasks in which the student must engage to further his/her success, and (d) consequences that the student faces for failing to attend to the tasks and engaging in required behaviors.

Separate from Program required Transition Point Assessments; student remediation initiated through a professional development plan 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 or tasks. The professional development plan formulated by 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 professional development plan 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 member (usually their advisor) to facilitate understanding of the growth and behavioral changes required to address the concerns. (d) 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. (e) As with any disagreement with Program policy, the Graduate School student grievance process remains available to appeal the document.

Successful completion of a professional development plan 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 remediated through a professional development plan will lead to a recommendation from Program faculty for:

- Continuation in the Program
- 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, and 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 ACCOMMODATIONS REQUIRED TAKING THIS EXAMINATION.
   PLEASE NOTE: SPECIAL ACCOMMODATIONS MUST BE REGISTERED BY THE OFFICE OF DISABILITY SERVICES.

9. CHECK THE COURSES COMPLETED BEFORE COMPS:
   a. _____ CSDV 601 COUNSELING THEORIES
   b. _____ CSDV 602 COUNSELING SKILLS
   c. _____ CSDV 603 CAREER AND LIFESTYLE DEVELOPMENT
   d. _____ CSDV 605 DIVERSITY ISSUES IN COUNSELING
   e. _____ CSDV 606 GROUP COUNSELING
   f. _____ CSDV 607 APPRAISAL OF THE INDIVIDUAL
   g. _____ CSDV 614 LIFESPAN DEVELOPMENTAL COUNSELING
   h. _____ 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 ________________________________
600. Professional Orientation and Ethics (3)
This course focuses on ethical and legal standards in counseling, credentialing, and professional identity. Students develop professional awareness, knowledge, and skill sets for the successful negotiation of graduate studies in counseling through self-reflection, service to community, and advocacy. This is a writing intensive course with rigorous focus on the American Psychological Association (APA) format, writing style, skills, and process. Professional involvement with the American Counseling Association (ACA) and representative state organizations is encouraged through membership activities and opportunities. Prerequisite(s): CSDV admission or permission of the instructor. Note: Offered periodically.

601. Counseling Theories (3)
This course provides a comprehensive study of major counseling theories. Attention is given to systematic ways of viewing the counseling process. Divergences and convergences among theories are examined for practical application with clients and family within cultural and system contexts. An overview of the evolution and development of the core tenets of counseling will provide a framework for more extensive examination of the current approaches utilized by counselors in diverse practice settings. Prerequisite(s): CSDV admission or permission of the instructor.

602. Counseling Skills (3)
This is an experiential skills training course that introduces the application of basic counseling strategies and interventions with diverse populations. Students will also explore the particular interpersonal dynamics of helping relationships and develop self-in-role awareness. Prerequisite(s): Admission to the CSDV program or permission of the instructor. Note: Offered periodically.

603. Career and Lifestyle Development (3)
Overviews of the major theories and skill areas in educational planning, career and lifestyle development, work and motivation. Emphasis is placed on understanding and applying knowledge and skills of career development activities in appropriate counseling settings. Prerequisite(s): CSDV admission or permission of the instructor.

604. Foundations and Ethical Issues in Clinical Mental Health Counseling (3)
An overview of the roles and functions of counselors in community counseling settings. Organizational and administrative structures of human services agencies as well as staffing patterns, clientele and interagency relationships are examined. Prerequisite(s): CSDV 600.

605. Diversity Issues in Counseling (3)
The study of current social and cultural issues which shape human behavior and affect the practice of counseling. Topics will focus on the theory and practice of multicultural and social justice counseling approaches. Diversity issues are explored as they influence the counseling process and the well-being of the client. Students will be challenged to explore their own attitudes and beliefs through experiential exercises, small- and large-group discussion, and reflection on the development of self-in-role awareness. Prerequisite(s): CSDV admission or permission of the instructor.
606. Group Counseling (3)
Study and practice of basic group counseling theories and dynamics with emphasis on techniques and application; ethical responsibility and current trends with experiential opportunities are provided. Prerequisite(s): Admission to CSDV or permission of the instructor.

607. Appraisal of the Individual (3)
This course is designed to provide school and community counselors with a working knowledge of the various standardized tests used in educational, vocational, and social/personal counseling. Students take, administer, score and record the results of various standardized tests. Appraisal techniques are reviewed and evaluated. Prerequisite(s): Admission to the CSDV program or permission of the instructor.

608. Loss, Grief and Crisis Counseling (3)
This course views loss as a broad, inclusive experience occurring during crisis, loss, and life transition across the lifespan. Crisis situations and the phenomenon of suicide will be examined as well as the roles and responsibilities of counselors. Advocacy, consultation and crisis intervention skills for grief counseling are developed. Developmental programs for Pre-K through adulthood related to grief, loss, and crisis are examined. Prerequisite(s): CSDV admission or permission of instructor.

610A. Counseling Practicum I (3)
A supervised 75 clock hours, field-based experience, this course will focus on further enhancement of the conceptual and relational skills of counseling. The course will further increased reflection on the development of self-in-role and supervised application of counseling skills to practice. Students will focus on building therapeutic relationships, assessing client needs, goals setting, and intervention skills. Prerequisite(s): Admission to the CSDV program or permission of the instructor. Note: Offered periodically.

610B. Counseling Practicum II (3)
A supervised 100 clock hours, field-based experience, this course will focus on further enhancement of the conceptual and relational skills of counseling, consultation, and advocacy skills. The course will further increased reflection on the development of self-in-role and supervised application of counseling skills to practice. Students will focus on building therapeutic relationships, assessing client needs, goals setting, and intervention skills. Prerequisite: Admission to the CSDV program or permission of the instructor.

611. Counseling Internship I (3)
A supervised 300 hour, field-based experience in an applied setting counseling setting. Prerequisite(s): Admission to the CSDV program or permission of the instructor. Note: Offered periodically.

612. Counseling Internship II (3)
An advanced supervised 300 hour, field-based experience in an applied community clinical mental health setting. Prerequisite(s): Admission to the CSDV program or permission of the instructor. Note: Offered periodically.
613. Foundations and Ethical Issues in School Counseling (3)
This course provides an introduction to professional school counseling and consultation encompassing the
history, philosophy and trends in school counseling, as well as the roles and functions of the professional school
counselor. A major portion of this course is the study of ethical practice, which will cover ASCA and ACA codes
and standards, as well as legal issues in counseling practice. Prerequisite: CSDV admission or permission of the
instructor.

614. Lifespan Developmental Counseling (3)
This course provides counselors with a lifespan developmental theoretical and research foundation for clinical
and educational practice. It explores the individual, environmental and familial factors affecting developmental
progression and delay. The course is focused on counseling practice and encourages the utilization of strategies
for facilitation development across the lifespan. Prerequisite: CSDV admission or permission of the instructor.

615C. Clinical Mental Health Program Planning, Consultation, and Supervision (3)
This course provides an understanding of the planning, organizing, implementation and evaluation of a
comprehensive clinical mental health counseling program, including consolation and supervision models,
practices, and processes. Note: Offered periodically.

615S. School Program Planning, Consultation, and Supervision (3). This course provides an understanding of the
planning, organizing, implementation, and evaluation of a comprehensive school counseling program, including
consolation and supervision models, practices, and processes. Prerequisite(s): CSDV admission or permission of
the instructor. Note: Offered periodically.

617. Family Counseling (3)
This course introduces the student to major theoretical approaches and interventions utilized in counseling
families within a systemic framework. Prerequisite(s): CSDV admission or permission of the instructor.

618. Addictions Counseling (3)
This course will provide a basic introduction to the psychopathology of chemical and process addiction.
Theoretical foundations which seek to define addiction including biological, psychological, and sociological
etiologies will be addressed. The course will provide the structural framework to discuss diagnosis and assessment
of chemical dependency, and explore stages of treatment and diverse treatment modalities. Prerequisites(s): CSDV
admission or permission of the instructor.

619. Counseling Supervision (3)
This course addresses theories and techniques of counselor supervision. Students have opportunities to solidify a
theoretical model of supervision practice, to clarify a personal supervisory style, to internalize a supervisory
identity and to develop skills and ethical reasoning critical to clinical and administrative supervision of counselors.
Prerequisite(s): Permission of instructor.
620. Clinical Psychopathology in Counseling (3)
This course emphasizes an integrated biopsychosocialcultural model in understanding the etiology of psychopathology and clinical disorders. There will be an emphasis on increasing student understanding of clinical issues and current research related to arrests in development and maladaptive behavior with an emphasis on personality disorders. Studies include a review of contemporary diagnostic systems, research, theory and counseling interventions. Prerequisite(s): CSDV admission or permission of the instructor.

621. Diagnosis and Treatment Planning in Counseling (3)
This course will instruct students in the methods and research of clinical systems assessment of psychopathology and multiaxial diagnosis. Students will learn to perform individual, relational, and larger systems assessments, including but not limited to a mental status exam, comprehensive mental status exam, psychological genogram, and diagnosis using the DSM-IV-TR. Diverse theoretical approaches to treatment planning, clinical practice, and process issues are considered across a variety of psychological disorders. Prerequisite(s): CSDV admission or permission of the instructor.

622. Seminar in Counseling Children and Adolescents (3)
The course includes discussion and application of counseling theories, techniques, and issues related to child and adolescent development. Prerequisite(s): Admission to the CSDV program or permission of the instructor.

623. Advanced Counseling Interventions (3)
This course is an advanced academic and clinical training-based course designed to provide students with a study of contemporary counseling theories and best-practice modalities. Advanced best-practice concepts and techniques will be taught through case conceptualization, research of evidence-based procedures, treatment planning, goal setting, and modality demonstration. Methods and strategies for the cognitive, affective, and behavioral change will be practiced in group and individual lab sessions. The students will be expected to demonstrate case analysis, critique, and modality effectiveness in verbal and written form. Note: Offered periodically.

650-659. Special Topics in Counseling (1) (2) (3)
Designed to provide selected, special topics in counseling. Prerequisite(s): Permission of the instructor. Notes: May be retaken for additional credit.

640. Educational Research, Design and Analysis (3)
A core course for graduate educators in the principles, methods and procedures of educational research, design and analysis. The development of a proposal outlining a study, project or practicum is required.
## APPENDIX I

### CURRICULUM SEQUENCE RECOMMENDATION

**SUMMER ADMISSION – CMHC TWO YEAR MATRICULATION**

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<thead>
<tr>
<th>YEAR 1</th>
<th>SU₁</th>
<th>F₁</th>
<th>SP₁</th>
<th>YEAR 1 CREDIT HOURS</th>
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<td>CSDV 601 Counseling Theories</td>
<td>CSDV 603 Career and Lifestyle Development</td>
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<td>CSDV 614 Lifespan Developmental Counseling</td>
<td>CSDV 605 Diversity Issues in Counseling</td>
<td>CSDV 606 Group Counseling</td>
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**TOTAL HOURS** 60
# Curriculum Sequence Recommendation

## Fall Admission – CMHC Two-Year Matriculation

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### Year 1 Courses
- **CMHC**
  - CSDV 600 Professional Identity and Ethics
  - CSDV 601 Counseling Theories
  - CSDV 602 Counseling Skills
  - CSDV 604 Foundations & Ethical Issues in CMHC
  - CSDV 603 Career and Lifestyle Development
  - CSDV 606 Group Counseling
  - CSDV 610A Practicum I
  - CSDV 623 Advanced Counseling Interventions

### Year 2 Courses
- **CMHC**
  - CSDV 614 Lifespan Developmental Counseling
  - CSDV 620 Psychopathology
  - CSDV 610B Practicum II
  - CSDV 607 Appraisal of the Individual
  - CSDV 621 Diagnosis & Treatment Planning in Counseling
  - CSDV 611 Counseling Internship I
  - EDUC 640 Educational Research, Design & Analysis
  - CSDV 605 Diversity Issues in Counseling
  - CSDV 608 Loss, Grief, and Crisis Counseling
  - CSDV 612 Counseling Internship II
  - CSDV 622 Counseling Children and Adolescents
  - CSDV 615C CMHC Program Planning, Consultation, & Supervision
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<td>TOTAL HOURS</td>
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## APPENDIX J

### PROFESSIONAL ORGANIZATIONS

#### COUNSELING ASSOCIATIONS

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<thead>
<tr>
<th>Association</th>
<th>Description</th>
<th>Website</th>
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<tbody>
<tr>
<td>ACA</td>
<td>American Counseling Association</td>
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<tr>
<td>ACA Region</td>
<td>ACA-Southern Region</td>
<td><a href="http://www.counseling.org/southernregion/index.htm">www.counseling.org/southernregion/index.htm</a></td>
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<tr>
<td>AACE</td>
<td>Association for Assessment in Counseling and Education</td>
<td><a href="http://www.theaaceonline.com/">www.theaaceonline.com/</a></td>
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<tr>
<td>AADA</td>
<td>Association for Adult Development and Aging</td>
<td><a href="http://www.aadaweb.org">www.aadaweb.org</a></td>
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<tr>
<td>ACC</td>
<td>Association for Creativity in Counseling</td>
<td><a href="http://www.creativecounselor.org/">www.creativecounselor.org/</a></td>
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<tr>
<td>ACCA</td>
<td>American College Counseling Association</td>
<td><a href="http://www.collegecounseling.org">www.collegecounseling.org</a></td>
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<tr>
<td>ACEG</td>
<td>Association for Counselors and Educators in Government</td>
<td><a href="http://www.dantes.doded.mil/dantesweb/organizations/aceg/index.htm">www.dantes.doded.mil/dantesweb/organizations/aceg/index.htm</a></td>
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<td>ACES</td>
<td>Association for Counselor Education and Supervision</td>
<td><a href="http://www.acesonline.net">www.acesonline.net</a></td>
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<tr>
<td>AGLBIC</td>
<td>Association for Lesbian, Gay, Bisexual &amp; Transgender Issues in Counseling</td>
<td><a href="http://www.algbtic.org">www.algbtic.org</a></td>
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<tr>
<td>AMCD</td>
<td>Association for Multicultural Counseling and Development</td>
<td><a href="http://www.amcdaca.org/amcd/default.cfm">www.amcdaca.org/amcd/default.cfm</a></td>
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<tr>
<td>AMHCA</td>
<td>American Mental Health Counselors Association</td>
<td><a href="http://www.amhca.org">www.amhca.org</a></td>
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<td>ARCA</td>
<td>American Rehabilitation Counseling Association</td>
<td><a href="http://www.arcaweb.org">www.arcaweb.org</a></td>
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<tr>
<td>ASCA</td>
<td>American School Counselor Association</td>
<td><a href="http://www.schoolcounselor.org">www.schoolcounselor.org</a></td>
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ASERVIC Association for Spiritual, Ethical and Religious Values in Counseling
www.aservic.org

ASGW Association for Specialists in Group Work
www.asgw.org

C-AHEAD Counseling Association for Humanistic Education and Development
www.c-ahead.com

CSJ Counselors for Social Justice
www.counselorsforsocialjustice.com

IAAOC International Association of Addiction and Offender Counselors
www.iaaoc.org

IAMFC International Association of Marriage and Family Counselors
www.iamfc.com

NCDA National Employment Counseling Association
http://ncda.org

NECA National Employment Counseling Association
http://geocities.com/employmentcounseling/neca.html

COUNSELING CREDENTIALING ORGANIZATIONS

AASCB American Association of State Counseling Boards
www.aascb.org

CACREP Council for Accreditation of Counseling & Related Educational Program
http://www.cacrep.org/

NBCC National Board for Certified Counselors
www.nbcc.org

NCBLPC North Carolina Board of Licensed Professional Counselors
http://www.ncblpc.org/

SCLLR South Carolina Department of Labor, Licensing and Regulation
http://www.llr.state.sc.us/POL/Counselors/
## Other Related Professional Associations and Organizations

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<tr>
<th>Acronym</th>
<th>Name</th>
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<td>AAMFT</td>
<td>American Association for Marriage and Family Therapy</td>
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<td>APA</td>
<td>American Psychological Association</td>
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<td>EDTRUST</td>
<td>The Education Trust</td>
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<tr>
<td>NCATE</td>
<td>National Council for Accreditation of Teacher Education</td>
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APPENDIX K
SOUTH CAROLINA LPC-I APPLICATION INSTRUCTIONS

- Have NCE scores sent to CCE-SC Review or send a photocopy of your scores to:
  
  CCE-SC Review
  3 Terrace Way
  Greensboro, NC 27403

- Submit application and Education Review Form

- Send in application and review fee of $170

- Make plans for supervision and where you will maintain your clinical experience, you must get a signature of a supervisor

- Have an official transcript and course description sent to:

  CCE-SC Review
  3 Terrace Way
  Greensboro, NC 27403

*You can cut and paste the course descriptions form the online graduate catalog
NORTH CAROLINA LPC-A APPLICATION INSTRUCTIONS

☐ Take the jurisprudence exam

Jurisprudence Exam

Beginning July 1, 2011, completion of a no fail jurisprudence exam is required for LPC licensure and for each consecutive renewal period. Applicants and renewing licenses shall submit documentation of completion of the jurisprudence exam, taken within six months prior to application for licensure or renewal (NC 21 NCAC 53.0305).

Upon completion of the Jurisprudence Exam you will be issued a certificate for five (5) NBCC-approved contact hours in Ethics. These contact hours can be used for license renewal. The Jurisprudence Exam is a no-fail exam that strives to educate applicants and renewing counselors about the laws that impact the counseling profession. The content of the Jurisprudence Exam reflects any legislative changes as well as statues that have been referenced in ethical complaints processed by the NCBLPC. There are three versions of the Jurisprudence Exam: one for: PCAs, one for LPCs and one for LPCSs. The content of the exam will be updated a minimum of every two years.

The Center for Credentialing & Education (CCE) administers the NC Jurisprudence Exam. The exam costs $45 and is paid when the exam is first accessed. Examinees may enter the exam as often as needed to successfully complete the exam. The exam may be accessed through the following link:

www.i-counseling.net

☐ Complete the NCBLPC Licensure Application

http://www.ncblpc.org/licenseApp.php

☐ You will be marking LPC-Associate

☐ You must have the application signed by a notary

☐ Attach a picture to your application

☐ Have official transcripts sent to:

NCBLPC
P.O. Box 1369
Garner, NC 27529

☐ Send in $100 application fee

☐ Have your Advisor fill out the Verification of Graduate Counseling Experience Form

☐ Create a Professional Disclosure Statement and send to the Board with your application.

☐ You must find an approved supervisor and have the Supervision Contract signed
SOUTH CAROLINA SCHOOL COUNSELOR CERTIFICATION

✓ Complete Application for Educator Certificate (you have already paid your fee)

☐ Complete Verification of College Preparation Recommendation for Teacher Certificate; only fill out the first section

☐ Complete transcript request to be sent to S.C. Board of Education and to Suzy Baldwin in the SAS office

☐ Make sure the state has fingerprints that have been taken within the last 18 months

☐ Have your Praxis Scores sent to:

  Division of Educator Quality and Leadership
  Office of Educator Certification
  Landmark II office Building
  3700 Forest Drive, Suite 500
  Columbia, SC 29204

☐ Give the completed forms to your Advisor

☐ If you are already a teacher in SC you will need to fill out the Request for Change/Action Form and turn it into the above address
Complete the **top portion only** of Form V; turn in to your Advisor to be given to Suzy Baldwin in the SAS office. This will be sent to you when finished; you **must turn it in to the N.C. Department of Instruction!!**

Complete Form A; keep for yourself, you will need to send this in with the above information and a fee

Have Praxis scores sent to the address below

Mail all the above forms as well as an official transcript (that you had mailed to yourself) with the processing fee* to:

Department of Public Instruction
Licensure Section
6365 Mail Service Center
Raleigh, North Carolina 27699-6365

If you are already a teacher in NC you will need to fill out **Form U** - North Carolina Professional Educator’s License Update Form

*There is a fee of $55.00 for in-state applicants and $85.00 for out-of-state applicants. You may pay by personal check, money order, or certified check made payable to the Department of Public Instruction. You may also pay by Visa or MasterCard.
APPENDIX L
SPECIAL PROJECTS VERIFICATION FORM

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.