



*Richard W. Riley  
College of Education*

# Master of Education in Counseling & Development Student Handbook

ACADEMIC YEAR 2023-2024

Winthrop University

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

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## Welcome

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

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

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

The Handbook is for information purposes only and does not constitute a contract. Winthrop University and the Counseling & Development Faculty reserve the right to make necessary changes without further notice in the curriculum, program, or financial charges. The Handbook is designed to reproduce and supplement information contained in the Graduate School Catalog. You will be notified throughout the year of policy and procedure updates, which will be incorporated into future editions of this Handbook. In general, students are required to follow the Handbook (current version) at the time of enrollment.

However, faculty retain the right to require students to follow an updated version if doing so will benefit your academic training in counseling. The CSDV program will house the Handbook online at the CSDV website. Each student is strongly encouraged to maintain a copy of the following information found online:

- Handbook
- The Graduate Catalog at the time of your admission

- Course Syllabi
- Program of Study
- Clinical Logs / Field Placement created from Supervision Assist

The Counseling & Development program does not house permanent printed copies of these materials will maintain links to manuals on the Student Information page (<https://www.winthrop.edu/coe/CSDV/current-students.aspx>) for two years.

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

Sincerely,  
CSDV Faculty & Staff

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## Mission and Goals

*Winthrop University Mission Statement (under revision during the 2023-2024 academic year)*

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

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

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

Winthrop is located in a traditional setting of exceptional beauty, and provides a contemporary, collaborative, and supportive environment that fosters engaged student learning and development. Winthrop has a diverse and able faculty and professional staff of national caliber and supports their work as effective teachers, scholars, researchers, practitioners, and creative artists. Through this talented group, Winthrop students acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change. Ongoing assessment of programs and services ensures both that all academic programs challenge students at their highest level of ability and that the library, instructional technology and other academic service areas support courses of study that are consonant with best practices. As a result, Winthrop graduates are eminently well prepared to enter the most competitive graduate or professional schools as well as to be leaders in their chosen professions and in their communities. (Adopted by the Winthrop University Board of Trustees on 6/12/98 and updated by the Winthrop University Board of Trustees: 11/3/00; 04/16/10)

*Richard W. Riley College of Education Vision Statement (under revision during the 2023-2024 academic year)*

Empowering our students to positively impact the world.

*Richard W. Riley College of Education Mission Statement (under revision during the 2023-2024 academic year)*

We prepare professionals to become lifelong leaders, learners, and contributing citizens who demonstrate excellence in their fields in order to serve individuals, schools, partner organizations, and the community. Our work is grounded in a rich heritage that creates a culture of caring, excellence, and innovation.

*Counseling and Development Mission Statement*

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

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## Graduate School Admitted Students Orientation

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

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## Academic Advising and Related Information

### *Information for Advisors and Advisees*

Academic advisement is an integral part of the learning process; accordingly, each student is assigned a faculty advisor who assists with facilitating initial registration and orientation matters. Subsequently, your faculty advisor who assists with facilitating initial registration and orientation matters.

Your faculty advisor serves as an important liaison between the program and the graduate school. Your faculty advisor will be recommend and approve your program of study at the initial orientation, as well as answer questions related to the program, assist with issues related to academic studies, and mentor you in your overall professional development. Students should follow the course sequence they are given at the initial orientation; if changes need to be made it is the student's responsibility to initiate an advising appointment.

Students will complete a preliminary program of study leading toward the M.Ed. during the orientation session of their first semester. The preliminary program of study will be maintained by the program. Please be aware that a structure and sequence does exist to guide your graduate study. The final and official program of study will be completed and submitted to the Office of Records and Registration. The individual program of study must fulfill all of the requirements for the appropriate degree as published in the Graduate School Catalog (the year of the catalog being followed must be indicated on the program of study form.) – See Appendix D: Program of Study.

You assigned advisor is indicated in Degree Works accessible through [Wingspan](#) once you are fully admitted to the program.

### *Financial Aid*

The [Office of Financial Aid](#) supports Winthrop University's commitment to be among the very best institutions of its kind by delivering excellent customer service, while also providing effective and efficient delivery of financial assistance.

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

### *New Student Orientation*

A mandatory formal orientation for new students will be held in June before the first week of classes. The primary purpose of this meeting is to help new students become familiar with the objectives and operational procedures of the program, as well as other policies and procedures



that affect the student (e.g., College, Graduate School, and University).

### *Student Advisory Council*

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

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## Faculty

### *Core Faculty*

Dr. Anthony “Tony” Strange  
Associate Professor Program Director  
Coordinator Post Graduate Certification Program  
[strangea@winthrop.edu](mailto:strangea@winthrop.edu)

Dr. Jennifer Jordan  
Professor  
[jordanje@winthrop.edu](mailto:jordanje@winthrop.edu)

TBA  
Director, Community Counseling Clinic  
[@winthrop.edu](mailto:@winthrop.edu)

### *Affiliate Faculty*

Dr. Jennifer Barna  
Adjunct Faculty  
[barnaj@winthrop.edu](mailto:barnaj@winthrop.edu)

Dr. Laura Borell  
Adjunct Faculty  
[borelll@winthrop.edu](mailto:borelll@winthrop.edu)

Dr. Lisa Harris  
Professor and College Graduate Director  
[harrisl@winthrop.edu](mailto:harrisl@winthrop.edu)

Dr. Jeremy Lopuch  
Assistant Professor  
[lopuchj@winthrop.edu](mailto:lopuchj@winthrop.edu)

Dr. Tiffany Rikard  
Adjunct Faculty  
[rikardt@winthrop.edu](mailto:rikardt@winthrop.edu)

Dr. Briana Robinson  
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## Counseling and Development Program Overview

### *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 region, and students entering graduate studies in Clinical Mental Health and School Counseling. Within a nurturing community of learners model, faculty seek to strengthen the counseling profession by modeling for students the expectation of lifelong learning, interpersonal awareness, and concrete application of values, professional practice, and identity in their profession as counselor educators.

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

### *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. The M.Ed. in Counseling and Development delivers a dynamic curriculum for students interested in meeting the educational requirements for licensure as a Licensed Professional Counselor Associate (LPC-A), Licensed Clinical Mental Health Counselor Associate (LCMHCA), or licensure/certification as a P-12 School Counselor.

According to the American Counseling Association, counselors are skilled professionals who are trained to help others gain a perspective on their lives, explore options, make decisions, resolve problems and take action. Counselors work with individuals, couples, families, and groups of persons who experience academic, behavioral, career, emotional, interpersonal and social problems. By establishing an effective and trusting relationship, a counselor assesses a client's strengths and resources and helps the client increase life management skills so that mutually agreed upon goals may be achieved.

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

Curriculum is structured in categories that are defined by CACREP and related to core content knowledge that is fundamental for any counselor regardless of their work setting,

concentration, or specialization. A second curricula grouping supports the CACREP educational objectives in the concentration areas and satisfy defined licensure or certification requirements in South and North Carolina. The third component of your training relates to the development of professional practice and skills. Counseling and Development curriculum includes classroom, counseling laboratory and community clinic, and field-based education and training. The coursework includes a designated program of study for each concentration consisting of:

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

The program is offered in a cohort format typically completed in two years. A cohort model suggests that students proceed through the program together and that courses are offered in a particular sequence over a period of time. In general, courses are offered once each year. Therefore, if a student fails to take a particular course during a given semester, he or she may have to wait until the following year for the course to be offered again. It is imperative to adhere to your individual program of study, communicate with your advisor, and to be knowledgeable of the consequences of deviating from suggested curriculum sequence. Students are restricted to the requirements of one specific catalog and must complete their curriculum within a period of six (6) years from the date of the catalog. All curricular work to be counted toward the degree, including transfer work, must be completed within the 6-year period immediately prior to conferring the degree.

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

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## Program Goals and Objectives

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

### *Program Mission*

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

### *Program Objectives*

The program objectives were designed to deliver a wide-ranging educational foundation for graduate students to become competent and effective practitioners. They are as follows: All CSDV students will demonstrate and apply knowledge aligned with the CACREP eight common core curricular areas

**Program Outcome #1:** The Counseling and Development Program will align the curriculum with CACREP (Council for the Accreditation of Counseling Related Educational Programs) expectations and standards.

**Program Goal #2:** The Counseling and Development Program will maintain a healthy level of enrollment.

### *Student Learning Outcomes (SLOs)*

SLO #1: Students will develop a professional counseling identity.

#### Professional Fitness Review (PFR) – Year One

This dispositional assessment was developed by program faculty to assess first-year students' adherence to aspects of ethical counseling practice as well as the development of professional counselor identity development. Students will score a minimum of 3 out of 4 in all areas of the Professional Fitness Review.

#### Professional Fitness Review (PFR) - Year Two

This dispositional assessment was developed by program faculty to assess second-year students' adherence to aspects of ethical counseling practice as well as development of professional counselor identity development. Students will score a minimum of 3 out of 4 in all areas of the Professional Fitness Review.

SLO #2: Students will apply the Multicultural Counseling Competencies when working with clients.

CSDV 605 (Diversity Issues in Counseling) Final Case Study

This assessment is the final examination for this course. Students are presented with a memoir at the beginning of the semester. At the conclusion of the semester, students must respond to a series of questions addressing various aspects of the Multicultural Counseling Competencies. Students will score 85/100 on this examination.

Counselor Preparation and Comprehensive Examination (CPCE)

This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 160 multiple choice questions. Students are expected to score within one standard deviation below the mean in Social and Cultural Diversity.

SLO #3: Students will explain human growth and development theories as they apply to the counseling process.

CSDV 623 (Advanced Counseling Interventions) Theory of Change Assignment

During their final semester, students complete a Theory of Change (Reflection) assignment in which they articulate their professional theory of how and why people change. This assignment includes articulating the existing human development theories associated with their approach. Students are expected to score 80/100.

Counselor Preparation and Comprehensive Examination

This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions. Students are expected to score within one standard deviation below the mean in Human Growth and Development.

SLO #4: Students will differentiate among career assessments to inform client needs and growth.

CSDV 603 (Career Development) Final Exam

Students will be presented with a case study at the conclusion of the semester to which they are expected to apply appropriate career assessments and provide justification for their selections. Students will score a minimum of 80% on the CSDV 603 Final Exam.

Counselor Preparation and Comprehensive Examination

This exam is designed to assess the knowledge and skills identified by the Council for the

Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions. Students are expected to score within one standard deviation below the mean in Career Development.

SLO #5: Students will demonstrate foundational counseling skills that are informed by theory.

CSDV 610B and 612 Midterm Evaluations

Students receive a final evaluation at the conclusion of their Practicum II experience. During this experience, students implement foundational helping skills. Students will score “Good”, “Very Good” or “Superior” in 3 areas of foundational skills.

CSDV 610B and 612 Final Evaluations

Students receive a final evaluation at the conclusion of their Practicum II experience. During this experience, students implement foundational helping skills. Students will score “Good,” “Very Good” or “Superior” in 3 areas of foundational skills.

SLO #6: Students will assess the implementation of group counseling procedures.

CSDV 606 (Group Counseling) Group Counseling Observation

Students complete an observation and assessment of an active counseling group in the community. Students write an assessment of this group based on group counseling theory, skill, and practice. Students will participate at a “satisfactory” level in course meetings and the group counseling session. They will participate in the process group, supervised by the instructor. Guidelines are established for roles and participation.

Counselor Preparation and Comprehensive Examination

This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions. Students are expected to score within one standard deviation below the mean in Group Counseling.

SLO #7: Students will integrate basic concepts of qualitative and quantitative assessment into practice.

CSDV 607 (Assessment and Testing) Progressive Case Study Assessment

Students complete a case study throughout the course with opportunities to apply the assessments and skills learned to the case. At the conclusion of the semester, students are asked to select and justify their selection of the assessment and skills to utilize in assessment with the case study. Student progress is assessed utilizing a rubric. Students will receive a minimum of “Satisfactory” on all areas of the assignment rubric.

### Counselor Preparation and Comprehensive Examination

This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions. Students are expected to score within one standard deviation below the mean in Assessment.

SLO #8: Students will design a research methodology that will be used to inform their practice.

### CSDV 623 (Advanced Counseling Interventions) Final Theory Paper

Students complete a final theory paper in which they explore the history and training required for a counseling theory they will use as a foundation for their practice. With this they will develop a plan to ensure their practice is informed by research as well as evaluate the effectiveness of their practice. Students will receive a minimum of “Satisfactory” on all areas of the assignment rubric.

### Counselor Preparation and Comprehensive Examination

This exam is designed to assess the knowledge and skills identified by the Council for the Accreditation for Counseling and Related Educational Programs. It consists of 135 multiple choice questions. Students are expected to score within one standard deviation below the mean in Research and Evaluation.

### *Assessment and Program Improvement*

Assessment is an ongoing systematic process of gathering, analyzing, and interpreting information to determine the extent to which identified outcomes are met. Findings are used to assist in making informed decisions to improve student learning and program outcomes. The assessment expectations for all units are governed by Winthrop University’s [Assessment Policy – Academic, Administrative, and Student Support Units](#). The CSDV program also follows standards and expectations from Council for Accreditation of Counseling and Related Education Programs (CACREP) to ensure disciplinary norms are considered.

Assessment within all units occurs annually, within a specified timeline. It is expected that the unit’s faculty participate in discussing and implementing the various aspects of the assessment process (i.e., outcomes, methodology, data collection, analysis and interpretation, and use of data). A common, university-wide template is used for submission of assessment reports for consistency of reporting across units. Assessment reports and supporting documentation are reviewed by the appropriate unit administrator and then submitted to either the Academic Assessment Committee for review with a common university-wide rubric. The Department of Institutional Effectiveness, within the Division of Academic Affairs, facilitates and coordinates the assessment process at the institutional level, including the provision of educational opportunities for units and training for committee members.



Unit assessment is an essential component in demonstrating Winthrop University's compliance with SACSCOC [Principles of Accreditation \(PDF - 959 KB\)](#), specifically those that address institutional effectiveness. Further, data collected annually informs on going considerations of the program and periodic review by CACREP. An outcomes-based assessment effort allows for continual improvement of the student educational experience, supports the institution's strategic plan, and maintains the University's compliance with external mandates (e.g., SACSCOC, DOE, and specialized programmatic accrediting agencies).

Although the assessments listed for SLOs in the previous section are collected and data are used to inform the annual processes, additional assessments and activities are assigned and graded throughout the program.

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## **Diversity Recruitment Policy Statement**

The Counseling and Development program employs intentional practices to ensure equal opportunity in the conduct of recruitment activities without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristics that are not related to individual ability and potential to develop in the program. We consider our students' placements and make decisions about class meeting times accordingly. Most courses occur at night to enable students engage in field work during the day.

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.

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## Accreditation

Winthrop University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 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 (M.Ed.) and school counseling (M.Ed.) for the next eight years (through 2024).

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## Academic Integrity / Professional & Ethical Behavior

### *Academic Integrity*

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

As University policy dictates, Winthrop University is dedicated to creating an environment conducive to the development of the capacity for critical judgment, to engagement in a sustained and independent search for truth, and to reestablish education for personal and social responsibility. One dimension of personal and social responsibility relates to the cultivation of personal and academic integrity defined as recognizing and acting on a sense of honor, both by being honest in relationships and by upholding academic honor codes. Recognizing and acting on a sense of honor is foundational in ethical practice and in this Program is further explained in [University policies, rules and regulations](#) and, the graduate student conduct expectations included in the [Graduate Catalog](#). Among other topics, the requirements promote student rights, responsibilities, matters relating to academic integrity, and regulations pertaining to academic discipline.

### *Professional & Ethical Behavior*

The CSDV Program has adopted the [American Counseling Association \(ACA\) Code of Ethics and Standards of Practice](#) as the principles for governing the professional behavior of its students. Students are expected to display the highest levels of professional and ethical behavior in their academic and clinical experiences as representatives of both the CSDV Program and Winthrop University. Furthermore, students must adhere to state, national, specialization ethical codes and legal requirements of counseling.

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

Professional and ethical behavior is also related to a willingness to use resources to promote personal the wellbeing of one's self. The [Center for Student Wellness](#) houses the Counseling Services and Student Advocacy and Trauma Support (SATS) Counseling divisions. These services

are available to all students and are conducted with student privacy at the core. The CSDV faculty also have local contacts with individual, off-campus counselors if a student needs a referral for support.

### *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 through S2Verify (<https://s2verify.com/services/personal-background-check/>) as the program, many agencies, and schools require this investigation before considering a student for clinical practice. Students are responsible for the fee associated with the required background checks. The purposes of such requirements include:

- Assuring the public's continuing trust in the counseling profession regarding the safety and well-being of clients;
- 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
- 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 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:

- The seriousness, circumstances, and frequency of the offense(s);
- The relationship between the duties to be performed as part of the educational program and the offense(s);
- The length of time that has passed since the offense(s);
- Evidence of successful rehabilitation; and
- The accuracy of any information provided by the applicant.

All students who transfer to Winthrop University or are seeking endorsement for Clinical Mental Health Counseling or School Counseling must comply with the background check requirements by S2Verify (<https://s2verify.com/services/personal-background-check/>) before being admitted into the program.

In all circumstances, the Counseling and Development Program retains the right to determine whether or not a student can be placed in field-based experiences and be admitted to the Counseling and Development Program based on the information gathered from the criminal

and sex offender record checks such as, certain criminal offenses, arrests, and/or convictions.

### *Fingerprinting & Certification for School Counselors*

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

### *Professional Liability Insurance*

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

### *Classroom Decorum*

Scholarly behavior is a necessary outcome in all professional coursework. The classroom and clinical environment demands certain behavior that creates the decorum in the classroom, with one important ingredient being respect. Faculty, guests, and students expect a certain degree of courtesy regardless of the similarity or divergence of viewpoint and irrespective of age, difference, or experience. If students demonstrate any disrespectful or disruptive behavior (e.g., talking in class, sleeping, text-messaging, reading non-class-related material, tardy arrivals, or failing to turn off a cell phone) , it is the prerogative of the instructor to ask the student to leave the classroom, laboratory or clinic, or clinical site.

Penalties for disruptive behavior, absences, and tardiness may also be found in course syllabi. At the conclusion of each course faculty members will submit a Professional/Behavioral/Personal Concern form to the program coordinator documenting any concerns which were presented throughout the semester. A meeting may be called at the discretion of the program coordinator to address the issues if deemed appropriate. In addition

to reduced classroom participation credit and reduced course grades, other process explained in the University [Student Conduct Code](#) and [Graduate Catalog](#) may be invoked.

### *Blackboard*

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

Students can find more information about Blackboard at:

<http://www.winthrop.edu/blackboard/>.

### *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.

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## Curriculum

### *Program Requirements:*

#### Clinical Mental Health Counseling

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.

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

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

#### School Counseling

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 Subject Assessment required for licensure. Information on required tests and score expectations are available at <https://www.ets.org/praxis/site/test-takers.html>. 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

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 to specialized courses for each concentration. Additionally, students are required to complete a total of two internships per concentration (total of four).

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## Advancing Through the Program

### *Ongoing Student Assessment & Evaluation*

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

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

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

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

#### Phase I: Admission the CSDV Program

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

- GPA
- GRE/MAT scores if GPA under 3.0
- Letter of Reference
- Experience
- Personal Statement
- Interview

Each factor is worth 4 points for a total of 24 possible points. The committee determines the

cutoff score based on the cohort size available for the program, and invites the top candidates for an interview. The interview process consists of group and individual interviews with faculty and students, a writing sample, and various surveys. After the completion of the interview, the committee meets to discuss the applicants and all scores are tallied. The group collectively decides the total number of applicants who will be offered admission.

### Phase II: Admission to Field Placement

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

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

### Phase III: Exit from the Program

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

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

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

Essential skills curriculum is defined as Tier One and consists of coursework in orientation and ethics (CSDV 604), theories (CSDV 601), skills (CSDV 602), and group counseling (CSDV 606) as evidenced by receiving a "B" or above in each individual course stated above and maintaining an overall grade point average (GPA) of 3.0 on a 4.0 scale. A student who fails to maintain a grade point average of 3.0 is placed on probation. The Program will adhere to all Graduate School policies related to academic regulations.

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

described in the clinical handbook.

### Professional Fitness Review Rubrics I & II

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

- Attitude/Dispositions /Personal Characteristics
- Counseling Skills and Interventions
- Professional Responsibility and Proficiency
- Interpersonal Maturity and Integrity
- Diversity and Advocacy
- Academic Development
- Leadership, Collaboration, and Consultation

Since counselors interact with individuals who 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. CSDV students are expected to display personal and professional integrity in their roles as counselors, students, and citizens. Within the context of personal and professional development and responsibilities of gatekeeping, the program has three processes to enhance growth through self-reflection and through formative evaluation.

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

### Counselor Preparation Comprehensive Examination (CPCE)

Students in the Counseling and Development Program are required to pass the [Counselor Preparation Comprehensive Examination](#) (CPCE). The exam is nationally standardized exam for counselors-in-training. It consists of 160 questions in eight core areas. There are 20 questions in each core area as listed below:

- Human Growth and Development (CSDV 614)
- Social and Cultural Diversity (CSDV 605)
- Group Counseling and Group Work (CSDV 606)
- Career Development (CSDV 603)
- Assessment and Testing (CSDV 607)

- Research and Program Evaluation (EDUC 640)
- Professional Counseling Orientation and Ethical Practice (CSDV 604, 613)
- Counseling and Helping Relationships (CSDV 601, 602)

Students register to take the exam the semester of their scheduled graduation. Students must score within one standard deviation of the national mean to pass the exam. Students who do not successfully pass the exam on the first attempt are required to retake the CPCE. If a student does not pass the examination on the second attempt, a meeting is called to discuss a remediation plan before the next attempt.

### Complete Program Requirements and Exit Survey

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

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

### *Retention, Sanction, Remediation, Termination and Severe Clause Policy*

#### Retention

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

#### Remediation

The CSDV faculty are dedicated to producing professional counselors that understand and can carry out the expectations of the profession in a legal and ethical manner. As such when issues are noted, faculty are obligated to address and document the violation.

Concerns may arise for the following reasons (note this list is not exhaustive):

- Lack of professionalism
- Disrespect toward faculty or colleagues
- Inability to receive feedback from faculty or peers
- Inability to work cooperatively with others
- Lack of psychological health

- Failure to comply program policies and procedures
- Tardiness or Absenteeism
- Lack of communication
- Ethical violation
- Lack of initiative

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

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

If required, a PDP may be initiated to address areas related to:

- Expectations of the student
- Specific behaviors required of the student, both on-campus and in clinical settings and/or sites
- Remediation tasks required of the student to support the student's success, as well as, tasks in which the student must engage to further success
- Consequences that the student faces for failing to attend to the agreed upon plan and required behaviors

Separate from program required transition point assessments, student remediation initiated through a PDP may be instituted when an area of concern is identified by faculty or a supervisor related to a student's academic or professional behavior on tasks. The PDP is formulated by program faculty in a manner that:

- Identifies specific behavior(s) which are academically or professionally problematic.
- Connects behavior(s) to proficiencies expected by faculty of students
- Provides specific remediation activities related to each task or behavioral concern
- Involves student in the process to facilitate formative feedback from a specific faculty member (usually their advisor) to foster understanding of the growth and behavioral changes required to address the concerns
- The student will have an opportunity to review the professional development plan, clarify issues, ask questions, and bring concerns to the faculty prior to signing the document and agreeing to the PDP

Successful completion of a PDP is required to move forward within the program once a remediation process has begun. Holds on selected curriculum activity, class enrollment, or alteration in the student's program of study may be part of the remediation process and at the

discretion of CSDV faculty. Students with characteristics or dispositions that could prove dysfunctional in the profession and are remediated through a PDP will lead to a recommendation from program faculty for *continuation with conditions* or *recommendation for dismissal from the program*. As with any disagreement with program policy, the University and Graduate School student grievance process remains available to appeal the document.

### Termination from the Program

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

- Inadequate communication skills
- Lack of maintenance regarding mental illness – students may be asked to obtain a psychological evaluation at their own expense if they are unable to keep their symptoms from interfering with their performance in the program
- Lack of adherence to ACA Code of Ethics
- Personal values which consistently interfere with upholding the values of the counseling profession
- Disrespect towards faculty, field supervisors, clients, professional staff and colleagues
- Lack of cultural competence and appreciation for social diversity with respect to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, or gender identity or expression
- Breaches in confidentiality
- Unresolved personal issues which impair performance or safety in the classroom or in the field
- Substance abuse – if a student is drug tested at a site and fails, they will be placed on automatic probation; if the faculty feels a student is displaying unusual behavior that points to drug use, the student will be asked to take a drug test at the student's expense and may be placed on probation or terminated from the program if positive results are obtained
- Criminal conviction
- Excessive tardiness or absenteeism
- Inability to receive and use feedback from faculty and peers
- Inability to demonstrate genuineness, empathy, and interest in the welfare of others
- Inability to establish and maintain effective and functional professional relationships
- Inability to work cooperatively and collaboratively with others across multiple settings

The program faculty's recommendation shall be independent of the student's academic

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

### Severe Clause Policy

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

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

### Counseling & Development Program Policy on Appeals

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

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## Professional Development Expectations

### *Professional Associations*

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

### *Honors Society*

#### Chi Sigma Iota – Chi Delta Epsilon Chapter

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

### *Special Project*

Each student is required to complete a special project in professional identity, service, or advocacy which can include any of the following. Directions for submission of the coversheet and documentation is managed by the program director.

- Scholarship Project – Many professional scholarship opportunities exist during your graduate studies. As a developing professional, students are urged to participate in research, grant writing, case study, counseling seminars, newsletter contribution, and article submissions. Students are required to complete one scholarship activity during their academic studies that is submitted or presented to an external counseling entity. Generally, faculty is willing to assist students in developing ideas, co-present, co-author, or assist in developing their scholarship plan.
- Professional Conference Project – The [American Counseling Association](#) and [South Carolina Counseling Association](#) provide many opportunities to students through conference attendance, scholarship, service, and professional presentation. Involvement in association conferences and activities provide students with occasions to network with others in the state. The professional service project must be completed in full by midterm of their final semester of enrollment.

- Community Action Project – Students are required to complete a planned, organized, and voluntary effort to address a problem or need in the community. The nature of the project will connect the student’s interest in a creative way with an identified community problem or need. The project can be a prevention project, an advocacy project, a counseling outreach project, or a combination of all three. The project must be completed in full by midterm of their final semester of enrollment.

Through the selected special project, students will show proficiency in the three program objectives for student development:

- Ethically informed professional behavior and identity
- Demonstrated proficiency in skills and professional practice
- Applied behavior, attitude, and skills honoring diversity

### *Student Awards*

Faculty celebrate student accomplishments and may host an annual awards ceremony. The following awards may be given depending on faculty discretion:

- Emerging Professional Counselor Award – for a student’s professionalism and competence as a rising Clinical Mental Health Counselor
- Emerging Professional Counselor Award – for a student’s professionalism and competence as a rising School Counselor
- Emerging Professional Counselor Advocacy Award – in recognition of a student’s dedication to social justice and advocacy efforts in the community
- Academic Achievement Award – for demonstrating excellence in pursuit of a scholarship endeavor that contributes to the profession and practice of counseling
- Outstanding Research and Dedication Award – for a student’s commitment to research and service to the CSDV program and the Winthrop Community Counseling Clinic
- Outstanding Dedication Award – for a student’s unwavering dedication to their education and drive to go “above and beyond” despite the obstacles that may stand in their way
- Community Counseling Clinic Appreciation Award – for a student’s hard work and dedication to the Winthrop Community Counseling Clinic
- Student of the Year Award – for demonstrating excellence in the pursuit of scholarship, professionalism, and dedication to the CSDV program and the Community Counseling Clinic
- School Counseling Field Site Supervisor of the Year Award – for demonstrating dedication to the supervision, mentorship and support of our students
- Clinical Mental Health Counseling Field Site Supervisor of the Year Award – for demonstrating dedication to the supervision, mentorship and support of our Winthrop interns

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## Endorsement Policy

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

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

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

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

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

A minimum of 700 clock hours of supervised practicum and internship experiences are required during the program. The clock hours include at minimum 280 hours of direct services as defined in the Clinical Handbook. Clinical experiences vary from site to site, and in consideration of the skills required in concentration areas. Graduate students receive a minimum of 100 hours of individual and group supervision.

### *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. Important considerations when selecting your site include: your specific goals and needs, sites that represent a good fit with your personal and professional needs, interests, program requirements and certification requirements, sites that offer a variety of professional

experiences (e.g., individual, group, classroom guidance, outreach, consultation, etc.) and provide a designated area for clinical work, as well as sites that provide opportunities to make video recording of client's sessions.

Specific timelines and processes by concentration are provided in the Field Placement Handbook.

### *Supervisor Qualifications*

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

### *Practicum and Internship Requirements*

The practicum requirements provide an opportunity for students to demonstrate counseling skills under close supervision. The primary goals of the Practicum I experience are to develop relationship building techniques and counseling skills. Practicum II and Internships allow students to broaden their individual/group skills and professional roles necessary for counseling specialized populations, and to provide opportunities to work with diverse populations. CSDV 610A (Counseling Practicum I) consists of at least 40 clock hours in the Winthrop Community Counseling Clinic or in a program-selected field site. CSDV 610B (Counseling Practicum II) is a 100 clock hour clinical experience including at least 40 hours of direct client service, averaging about ten hours per week at a site. CSDV 611 (Counseling Internship I) and CSDV 612 (Counseling Internship II) are 600-hour clinical experiences including at least 240 hours of direct client service, averaging about twenty hours per week at a site each semester. Each course has additional requirements including, but not limited to, individual and group supervision requirements.

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

### *Licensure*

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

As clinical mental health and school counseling graduates from the CSDV program, you will be

eligible for provisional licensure in most states. It is your responsibility to research additional state requirements and talk to the program coordinator about specific needs you may need to have met in order to obtain licensure in another state.

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

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## University Rules, Requirements, Resources and Support

Students must adhere to all University rules, policies, and requirements for graduate students. For detailed information and resources visit the [Graduate School](#) and the [Resources for Current Graduate Students](#).

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## **Appendix Index**

- A. Confirmation of Handbook Review and ACA Code of Ethics Acknowledgement
- B. Graduate School New Student Checklist
- C. Personal and Professional Readiness Evaluation/Student Performance Profile Form
- D. Special Projects Verification Form



## Appendix A

### Confirmation of Handbook Review

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

By signing below I acknowledge I have received a copy of the Counseling & Development Program Handbook and accept responsibility for the information presented within.

By signing below I acknowledge I have access to the [ACA Code of Ethics](#) and will adhere to this code through this program and in my future capacity as a Professional Counselor.

---

Printed Student Name

---

Signature

---

Date

---

Program Coordinator / Advisor Signature

---

Role

---

Date

### Acknowledgement of Review and Understanding of the ACA Code of Ethics

I have reviewed the [American Counseling Association Code of Ethics](#) (2014) and acknowledge an understanding of these expectations. In cases where I did not initially understand the expectations, I have discussed the issue with my advisor to the program director for clarification.

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.

By signing below I acknowledge I have access to the [ACA Code of Ethics](#) and will adhere to this code through this program and in my future capacity as a Professional Counselor.

---

Printed Student Name

---

Signature

---

Date

---

Program Coordinator / Advisor Signature

---

Role

---

Date

## Appendix B

### *Graduate School New Student Checklist*

1. Make note of your Winthrop Student ID Number (CWID or W number)
2. [Request](#) a student email account. See more information about email functions on the [Computing & Information Technology website](#).
3. Once you have a student email account, you can use your username and password to sign in to [Wingspan](#), the student registration system. Wingspan is where you will register for classes, apply for a parking permit, check your Winthrop account balance, and check schedules and grades among other things.
4. Pay your account balance online via [Wingspan](#), or in person at the [Cashier's Office](#) in room 22 of Tillman Hall. Make sure that you have paid in full OR set up a payment plan prior to the fee payment deadline; otherwise your course schedule will be dropped. Review information related to [Schedule Protection](#).
5. Expectations involved in [verifying residency](#) can be explored through [Records and Registration](#). For specific information on South Carolina Residency process [here](#).
6. Register for classes on [Wingspan](#). You can review the [registration procedures](#) for specific processes and procedures.
7. Identification (ID) cards are created in the [Technology Services Office](#). Every Winthrop employee and student receives one ID card for free. A replacement fee will be charged for subsequent lost or stolen cards. Damaged or defective cards are replaced for free but have to be turned in. There are also options for [submission of ID Card requests electronically](#).
8. Information on parking regulations are available through Campus Police and [Traffic and Parking](#). Students can apply for a [parking permit](#) by registering online using a student [Wingspan](#) account or by registering at Campus Police, [Good Building](#), 526 Myrtle Drive.
9. Review the [immunization requirements](#) and submit your immunization form as directed the [Center for Student Wellness](#).

Additional information is available at the [Graduate School New Student Orientation page](#).

## Appendix C

### Professional Fitness Review

The Student Performance Profile and Professional Fitness Review will be conducted twice. First year students will submit in April and second year students will submit in December

Name: \_\_\_\_\_

Winthrop ID: \_\_\_\_\_

Year in Program: \_\_\_\_\_

Advisor: \_\_\_\_\_

Is student on track with the Preliminary Program of Study (Yes or No)

Comments: (Box will expand as needed when typing.)

--

Current GPA:  Semester Hours Earned as of Dec. 31st:

# of Incompletes:  # of C's:

Grades in the following courses:

CSDV 600:  CSDV 601:  CSDV 602:  CSDV 606:

Counseling Practicum I Quality of Work: 

Satisfactory	<input type="text"/>	Unsatisfactory:	<input type="text"/>
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Comments: (Box will expand as needed when typing.)

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Counseling Practicum II Quality of Work: 

Satisfactory	<input type="text"/>	Unsatisfactory:	<input type="text"/>
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Comments: (Box will expand as needed when typing.)

--

Is student on target for Internship Candidacy (Yes or No)

Developmental Portfolio: Provide a short note of strength/weaknesses.

--

#### Accomplishments over the Past Year

Professional Membership(s)	<input type="text"/>	Professional Conference Proposal/Project	<input type="text"/>
Honor Society Membership	<input type="text"/>	Community Action Proposal/Project	<input type="text"/>
Scholarship Proposal/Project	<input type="text"/>	Other	<input type="text"/>

#### Student Progress toward Degree over the Past Year

Excellent	<input type="text"/>	Target	<input type="text"/>	Poor (PDP Required)	<input type="text"/>
Very Good	<input type="text"/>	Low Average	<input type="text"/>		

Areas for Continued Growth & Development in the Next Year:

--

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

<b>Professional Fitness Rubric I</b>				
<b>Categories</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Professional Responsibility</b>	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. The student relates to peers, professors, and others in an appropriate professional manner.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. The student does not exploit or mislead other people during or after professional relationships.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. The student applies legal and ethical standards during the training program.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
<b>Competence</b>	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. The student takes responsibility for compensating for his/her deficiencies.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. The student provides only those services and applies only those techniques for which he/she is qualified by education, training or experience.	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. The student demonstrates basic cognitive skills and appropriate affect in response to clients/students.	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
<b>Comportment</b>	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. The student demonstrates honesty and fairness both personally and professionally.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level

<b>Professional Fitness Rubric I</b>				
<b>Categories</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3. The student is aware of his/her own belief systems, values, and limitations do not actively effect his/her professional work.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
<b>Integrity</b>	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. The student does not make statements that are false, misleading, or deceptive.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. The student respects the fundamental rights, dignity, and worth of all people.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
4. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
5. The student behaves in accordance with the programs accepted code(s) of ethics/standards of practice.	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
<b>Student Proposed Changes to Remediate Problem(s):</b>				

<b>Professional Fitness Rubric II</b>				
<b>Categories</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Competence</b>	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. Demonstrates cognitive and sensory capacities needed to effectively and professionally interact with clients, students, faculty, & staff	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. Demonstrates interpersonal skills ** necessary to effectively and professionally interact with clients, students, faculty, & staff	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. Demonstrates interpersonal skills ** necessary to enhance professional relationships with peers, faculty & staff	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
** examples of interpersonal skills include, but not limited to: mood control, appropriate boundaries, & clear communication skills				
<b>Interpersonal Fitness</b>	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. Exhibits interpersonal fitness necessary to provide effective counseling interventions with clients or work with students	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. Exhibits interpersonal characteristics that enhance the personal ability to work with clients & professionally interact with others	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. Demonstrates emotional stability, personal security, strength, confidence	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
<b>Integrity</b>	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. Refrains from making statements that are false, misleading or deceptive	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. Avoids improper and potentially harmful dual relationships	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level

<b>Professional Fitness Rubric II</b>				
<b>Categories</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3. Respects the fundamental rights, dignity and worth of all people	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
4. Respects cultural, individual, and role differences, including but not limited to those due to gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
<b>Maturity</b>	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
1. Demonstrates appropriate self-control (e.g., anger control, impulse control) in interactions with faculty, peer, staff, and clients	Exceeds criteria consistently at program level	--Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. Demonstrates the ability to receive and use feedback from peers, faculty, staff, & supervision to enhance skills or performance	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
3. Exhibits appropriate levels of self-assurance, confidence, and trust in personal abilities	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
4. Exhibits awareness of own belief system, values, needs and limitations and of the potential effects of these on his/her personal work	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
5. Follows professional recognized problem solving processes, such as seeking to informally solve problems first with the individual(s) with whom problems may exist before using appropriate grievance procedures if necessary	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
<b>Disposition Characteristics</b>				
1. Demonstrates empathy, understanding, and genuineness in interactions with clients, students, faculty, & staff	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
2. Communicates and relates effectively with others in responding to verbal and non-verbal behavior in meaningful ways	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level



<b>Professional Fitness Rubric II</b>				
<b>Categories</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3.Tolerates ambiguity	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
4.Projects a future- mindedness	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
5.Exhibits a high degree of patience	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
6. Exhibits a sense of humor	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
7.Exhibits creativeness	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
8.Demonstrates ability to think, reason, and solve problems through the use of logic and discovery of problem areas through intelligent inquiry	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
<b>Professional Responsibility</b>	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
Conducts him/herself in an ethical manner that promotes confidence in the counseling profession, and relates to clients, peers, faculty & staff in a manner consistent with recognized professional standards	Exceeds criteria consistently at program level	Meets criteria consistently at program level	Meets criteria only minimally or inconsistently for program level	Does not meet criteria for program level
Student Proposed Changes to Remediate Problem(s):				

## Appendix D

### Special Projects Verification Form

Name \_\_\_\_\_ ID# \_\_\_\_\_

#### Method of Completing Special Project

Indicate the method that you have or will employ to complete the "Special Project" requirement. Provide all other information requested under the method you select.

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.)

**Title of manuscript:** \_\_\_\_\_

**Collaborators:** \_\_\_\_\_

**Professional Journal submitted to:** \_\_\_\_\_

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

National, Regional, or State professional presentation

**Name of conference:** \_\_\_\_\_

**Title of presentation:** \_\_\_\_\_

**Date of presentation:** \_\_\_\_\_

**Co-presenters, if applicable:** \_\_\_\_\_

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

Workshop (skill based)

**Title of Workshop:** \_\_\_\_\_

**Human Service Agency/ Setting:** \_\_\_\_\_

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

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

Other (Attach proposal for approval consideration)

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Advisor Signature Date

The original form is to be filed in the advising folder of each student. Photocopies will be provided upon request.

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