Clemson University
Counselor Education Program
Master of Education and Educational Specialist
Programs of Study in Counselor Education:

Clinical Mental Health
School Counseling
Student Affairs

Graduate Student Handbook
2014-15

Department of Leadership, Counselor Education, Human and Organizational Development
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864.656.4777 (O)
864.656.1322 (F)
http://www.clemson.edu/education/

updated 7-1-16
Introduction

The student handbook for the Counselor Education Programs has been prepared as a way of communicating to students and prospective students the nature and spirit of the Counselor Education programs at Clemson University. This handbook does not replace the Graduate School Announcements (The Clemson University Graduate Catalogue), but it does provide a more detailed presentation of the programs and student expectations.

Students are expected to study this handbook and to be familiar with its contents. The materials outlined in the following pages are an attempt to help students understand the Counselor Education program from application to graduation. The importance of proper advisement, course sequencing, ethical conduct, and adequate planning are emphasized throughout this handbook.

The Counselor Education handbook is designed to serve as a guide; it is not:

a substitute for the Graduate School Catalog

or

your academic advisor

Each student is responsible for meeting the deadlines outlined in the Graduate School Catalog and for regular meetings with your assigned advisor. Each student is required to meet with his/her advisor every semester prior to enrolling for any coursework. Failure to do so may result in students not being able to graduate as planned or obtain necessary courses.

Graduate school is a wonderful and challenging opportunity. You will be exposed to many new ideas, people and experiences. Make the most of this opportunity that you have—learn from faculty, peers, and yourself.

***Students are held to the 2014-2015 policies and procedures posted on the Clemson University Graduate School and College of Education websites, and the Counselor Education’s program requirements associated with the semester and year of students’ admission.***
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The Clemson Counselor Education program offers graduate education at the master’s and educational specialist levels for students interested in becoming professional counselors and educators in schools, colleges, and mental health agencies. Our programs were accredited in 2000 by the Council for Accreditation of Counseling and Related Education Programs (CACREP). Each program was reaccredited in 2007. Currently the school counseling and clinical mental health counseling programs are CACREP-accredited, with the student affairs program reflecting the Council for the Advancement of Standards in Higher Education (CAS). The programs in Counselor Education are also accredited by the Southern Association of Colleges and Schools (SACS), and the National Council for the Accreditation of Teacher Education (NCATE). These certifications and accreditations indicate that the program offers the highest quality in counselor education.

Our Mission

The Mission of the College of Education
The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

Counselor Education Department Mission Statement:
The faculty of the Counselor Education Program is dedicated to educating counselor education professionals as scholar practitioners to function in culturally diverse settings. This program utilizes an experiential and theory-to-practice model emphasizing development, prevention, and intervention. The program areas are designed to provide challenging, yet supportive environments that promote professional orientation, commitment to inquiry, and self-awareness.

The faculty is dedicated to the recruitment, retention, and education of diverse professionals. In order to prepare counselor education professionals, the faculty, through a program of planned educational experiences, attempts to develop in each graduate:

- Respect for the dignity and worth of all individuals
- Commitment to the fulfillment of human potential
- An understanding of educational and counseling processes
- Knowledge in the counseling program area
- Ethical competencies
- Commitment to inquiry
- Self-awareness
- Advocacy dispositions
CLINICAL MENTAL HEALTH COUNSELING PROGRAM OBJECTIVES

1. To prepare students with the skills to effectively work with community and other agency personnel.

2. To help students meet eligibility requirements for counselor licensure and/or certification.

3. To provide students with the knowledge and skills related to counseling needs in the environment in which they choose to work.

4. To enhance a high degree of student self-awareness.

5. To facilitate students in developing a high degree of sensitivity and acceptance of others' behavior and to develop awareness of how power, privilege, and oppression can influence client-counselor relationships.

6. To facilitate students in being able to effectively communicate with and counsel individuals from diverse groups.

7. To provide students with knowledge about counseling across the life span.

8. To facilitate students in obtaining clinical assessment skills and the ability to use research to inform best practice.

9. To encourage awareness of responsibilities specific to a variety of clinical mental health agencies.

10. To expect students to be able to identify ethical dilemmas and follow the ethical guidelines of the ACA.
SCHOOL COUNSELING PROGRAM OBJECTIVES

1. To prepare school counselors who are able to use counseling skills to implement individual and small group counseling interventions based on theory

2. To prepare school counselors to implement a standards-based and data-driven comprehensive and developmental P-12 school counseling program

3. To prepare school counselors to serve as leaders and advocates within their schools

4. To prepare school counselors who are knowledgeable of and adhere to legal and ethical standards in counseling

5. To prepare school counselors who possess the knowledge, skills, and dispositions to effectively work with diverse students and families

6. To prepare school counselors to effectively collaborate and consult with parents, teachers, administrators, and other members of the community

7. To prepare school counselors who are proficient in the use of technology

8. To prepare school counselors who are committed to personal and professional growth

9. To prepare graduates who are eligible for state licensure as school counselors
STUDENT AFFAIRS PROGRAM OBJECTIVES

1. To prepare student affairs practitioners to effectively work with faculty, students, administrators, and other members of the academic community.

2. To prepare individuals to be employed in higher education settings in a variety of roles.

3. To train student affairs practitioners to act as consultants throughout the higher education setting.

4. To provide student affairs practitioners with the understanding and skills related to counseling and developmental needs at the post-secondary level.

5. To provide student affairs practitioners with a high degree of self-understanding.

6. To facilitate student affairs practitioners to effectively communicate with all cultural groups.

7. To facilitate student affairs practitioners in developing a high degree of sensitivity and acceptance of diversity in thought and action.

8. To foster an awareness of the responsibilities of student affairs practitioners to the developmental needs and maintenance of quality experiences for students, faculty members, administrators, and staff.

9. To expect ethical practices of student affairs practitioners.
Diversity in Counselor Education

The College of Education is committed to providing all students with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that students will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities.

http://www.clemson.edu/education/about/diversity-plan/index.html

The faculty is dedicated to educate counselor education professionals to function as scholar-practitioners in culturally diverse settings and adhere to the American Counseling Association (ACA) and/or other appropriate Code of Ethics. The department is also committed to recruiting a diverse pool of applicants. As such, through the admissions process, the faculty seek to recruit, admit, and retain a diverse student body.

Checklists on Graduate School Procedures

The graduate student should carefully note the next two checklists as well as the Graduate School’s deadline dates.

1. Familiarize yourself with all graduate school deadline dates available at http://www.grad.clemson.edu/Deadlines.php. Deadlines for submitting your program of study (GS2), ordering your cap and gown, and applying for graduation (GS4) can be found at this site. **A $25 late fee will be assessed when the GS2 or GS4 is submitted after the deadline and will increase at the rate of $5 per business day thereafter.**
2. Meet with your assigned major advisor during your first semester of enrollment and each subsequent semester.
3. Submit Program of Study (Form GS2). This form requires three signatures of full-time Counselor Education faculty, who will serve as your final examination committee, as well as signatures of Program Coordinator for your concentration area, the Department Chair for Leadership, Counselor Education, Human and Organizational Development and the Dean of the College of Health Education, and Human Development. After obtaining the three faculty and the program coordinator signatures, you may leave your GS2 in the department head’s office (Tillman 330) for signatures. Your GS2 will be sent to the Dean’s office, and it will then be forwarded on the Graduate School. Please plan ahead with deadlines and anticipate potential delays with campus mail.
4. Order diploma the same semester you plan to take the final exam.

The final responsibility for following Graduate School procedures rests with the graduate student. Special problems should be referred to the office of

The Graduate School
Enrolled Student Services 104-
D Sikes Hall
864-656-5339
864-656-0622 FAX

Academic Calendars – important dates for graduation and enrollment can be found at:
http://www.registrar.clemson.edu/html/Acad_Cal.htm
Student Checklist

AS A STUDENT IN THE COUNSELOR EDUCATION PROGRAM YOU MUST:

_____ 1. Be accepted by the Graduate School for admission to the Counselor Education program.
_____ 2. Arrange a meeting with your major advisor before taking any graduate level courses.
_____ 3. Take a minimum of 42 or 60 semester hours of approved graduate credit (see individual program requirements). The program of studies must be verified by your advisor.
_____ 4. Transfer in no more than 12 hours of graduate credits from another university, as approved by your advisor (see policy and form in this handbook).
_____ 5. Retain a grade point ratio of at least 3.00.
_____ 6. All students are required to complete a program of study (Form GS2) during the first 12 months of enrollment. Each student should work with his/her advisor as to when the completed GS2 should be submitted to the Graduate School. This form must be officially recorded in the graduate school for each student before taking final examinations.
_____ 7. Complete the minimum credit hours required by the program to qualify for taking the final examination.
_____ 8. Register to take the final exam with the program area faculty coordinator for final exams.
_____ 9. Submit a practicum/internship application for summer and fall semesters before February 1 (Clinical Mental Health & School Counseling) or March 1 (Student Affairs) and for spring semester before September 1 (Clinical Mental Health & School Counseling) or November 1 (Student Affairs).
_____ 10. Pass the final examination.
_____ 11. Complete all course work within six years of taking the first course (including any graduate courses to be transferred in).
_____ 12. File a completed Application for Graduation (GS4) with the Graduate School.
Master’s Degree Programs of Study in Counselor Education

The curriculum of the Clemson University master’s degree Counselor Education Program has a basic core of academic courses stressing counseling theory, professional issues, and human growth and development. The curriculum is designed to allow for integrative practice of materials in class with supervised field experiences. Courses are designed toward continued development of the counseling and student affairs knowledge base in counseling and student affairs, with application of this knowledge in self development and clinical practice.

Clinical Mental Health Counseling
This is a CACREP-accredited 60 hour program of study. The Clinical Mental Health program is designed to provide knowledge, abilities and skills for counselors who plan to work in a variety of community agency settings, including mental health centers, psychiatric hospitals, substance abuse programs, marriage and family facilities, social service agencies, etc. The program couples course work, practice, and clinical internship placements. It is designed as a generalist approach to counselor education.

School Counseling
This is a CACREP-accredited 60 hour program of study. The school counseling program educates and prepares students to become knowledgeable and skillful counselors in the school setting (P-12). The curriculum includes courses that are core to human growth and development, counseling theory, counseling children and adolescents, and professional issues in school counseling. The curriculum focuses on the integration of knowledge, skills, and abilities. This emphasis prepares students for state licensure as school counselors in South Carolina; graduates of this program are prepared for licensure at elementary, secondary, or both levels.

Student Affairs
The student affairs 42-hour program educates future student affairs administrators and student development educators who are experts in assessing and promoting student learning on higher education campuses. It addresses knowledge and skill development required to provide administration, management, advisement, and counseling support within the higher education community. The curriculum offers a blend of courses in student affairs administration and counseling. The program integrates the ACPA/NASPA competencies throughout courses, field experiences and the final examination process.

Master’s Degree Admission Requirements

The Counselor Education program at Clemson University offers the Master of Education degree in the following areas of study: Clinical Mental Health Counseling, School Counseling (both require 60 semester hours of coursework) and Student Affairs (requires 42 hours of coursework). Admissions to the program is highly competitive, and the department values diversity in its student population. Program applicants are selected based on their ability to succeed academically, personal qualifications necessary to function as counselors and student affairs professionals, and relevance of professional goals.

The Program Admissions committees evaluate the Clinical Mental Health Counseling, School Counseling, and Student Affairs applicants on the following. (1) Competitive GPA – ideally above 3.0 overall, where 4.0 = A, (2) acceptable Graduate Record Examination scores (general test), (3) two professional letters of recommendation, (4) transcripts, and (5) a completed application including responses to short answer questions. In addition, Student Affairs admission is also dependent upon students receiving a graduate assistantship at Clemson University.

Application Deadlines: Summer and Fall Admissions – February 1 for School Counseling; Clinical Mental Health Counseling; and Student Affairs. Spring Admission – October 1 for Student Affairs (please note that for student affairs only part time applicants are considered for spring admissions). School counseling and clinical mental health counseling do NOT offer spring admissions.
Applications for Summer or Fall admission are due by:
February 1 for School Counseling
February 1 for Clinical Mental Health Counseling
February 1 for Student Affairs

Applications for Spring admission are due by:
October 1 for Student Affairs (part-time applications only)
School Counseling has no spring admissions option
Clinical Mental Health Counseling has no spring admissions option

PROGRAM DESCRIPTIONS follow…
Master of Education Degree  
CLINICAL MENTAL HEALTH COUNSELING  
(60 Semester Hours) 

**Program Entrance Requirements:**  (1) Competitive GPA – ideally above 3.0 overall, where 4.0 = A,  (2) acceptable Graduate Record Examination scores (general test),  (3) two professional letters of recommendation,  (4) transcripts,  (5) a completed application including responses to short answer questions, and  (6) interview. Application Deadline: Summer and Fall Admissions – February 1.

**Program Curriculum Requirements**

<table>
<thead>
<tr>
<th>I. Counseling Core (24 Semester Hours)</th>
<th>COMPLETED</th>
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<tbody>
<tr>
<td>ED F 8010 Human Growth &amp; Development</td>
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<tr>
<td>ED L 8390 Research in Educational Leadership</td>
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<tr>
<td>ED C 8100 Theories and Techniques of Counseling</td>
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<td>ED C 8110 Multicultural Counseling</td>
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<td>ED C 8120 Career Counseling</td>
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<td>ED C 8130 Lab Appraisal Procedures</td>
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<td>ED C 8140 Development of Counseling Skills</td>
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<td>ED C 8150 Group Counseling</td>
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<tr>
<th>II. Area of Specialization (21 semester hours)</th>
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<tbody>
<tr>
<td>ED C 8050 Clinical Mental Health Counseling</td>
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<tr>
<td>ED C 8160 Introduction to Couples and Family Counseling</td>
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<tr>
<td>ED C 8180 Psychopathology for Counselors</td>
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<td>ED C 8210 Counseling Psychodiagnosis</td>
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<td>ED C 8220 Addictions Counseling</td>
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<tr>
<td>ED C 8230 Advanced Counseling Techniques &amp; Strategies</td>
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<tr>
<td>Elective________________________________________(Approved by advisor)</td>
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<tr>
<th>III. Field Experiences (15 semester hours)</th>
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<tbody>
<tr>
<td>ED C 8360 Lab  Clinical Mental Health Practicum (3 hours)</td>
</tr>
<tr>
<td>ED C 8460 Lab  Clinical Mental Health Counseling Internship (12 hours)</td>
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<td>(taken as two, 6-credit classes over two semesters)</td>
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</table>
Testing Requirements:

- All students will complete a written final examination. Faculty reserve the right to develop other types of final exams with due notice and time for preparation given to the students.
- Passing the departmental written final examination is a requirement for the degree.
- Upon completion of 48 credit hours, students in the Clinical Mental Health Counseling program may be given permission by their major advisor to take the final examination. Generally, the final examination is taken during the student’s final semester in the program (these exams are not offered during the summer semester).
- It is the student’s responsibility to have an approved GS-2 form on file with the graduate school prior to taking the final examination.
- It also is the student’s responsibility to make sure that s/he completed the application to take the final exam (information will be disseminated via email regarding the exam in general and deadlines for doing applying).

Course Sequencing: A sequence of courses for completing the program requirements will be disseminated to students upon admission to the program. It is highly recommended that all students follow the sequence in order to build foundation knowledge and skills and to prevent delays in completing the program. The program must be completed within 6 years.

Upon completion of the 60 credit program, students also will receive an EdS degree.
Master of Education Degree
SCHOOL COUNSELING
(60 Semester Hours)

Program Entrance Requirements: (1) Competitive GPA – ideally above 3.0 overall, where 4.0 = A (2) acceptable Graduate Record Examination scores (general test), (3) two professional letters of recommendation, (4) transcripts, (5) a completed application including responses to short answer questions, and (6) interview. The school counseling program admits students once per year – the application deadline to start in the summer or fall is February 1.

Program Curriculum Requirements

I. Counseling Core (24 Semester Hours)

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ED F 8010 Human Growth &amp; Development</td>
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<td>ED L 8390 Research in Educational Leadership</td>
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<tr>
<td>ED C 8100 Theories and Techniques of Counseling</td>
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<tr>
<td>ED C 8110 Multicultural Counseling</td>
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<td>ED C 8120 Career Counseling</td>
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<td>ED C 8130 Lab Appraisal Procedures</td>
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<td>ED C 8140 Development of Counseling Skills</td>
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<tr>
<td>ED C 8150 Group Counseling</td>
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II. Area of Specialization (21 Semester Hours)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ED C 8010 Foundations of School Counseling</td>
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<tr>
<td>ED C 8070 Child and Adolescent Counseling</td>
<td></td>
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<tr>
<td>ED C 8180 Psychopathology for Counselors</td>
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<tr>
<td>ED C 8510 Leadership in School Counseling</td>
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<tr>
<td>ED SP 8530 Legal/Policy Issues in Spec. Ed.</td>
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<tr>
<td>Approved Electives (6 credits)</td>
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III. Field Experiences (15 Semester Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>COMPLETED</th>
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<tbody>
<tr>
<td>ED C 8300 Lab School Counseling Practicum</td>
<td></td>
</tr>
<tr>
<td>ED C 8410 Lab School Counseling Internship</td>
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<tr>
<td>(taken as two, 6-credit classes over two semesters)</td>
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</tbody>
</table>
**Testing Requirements:**

- All students will complete a written final examination. Information about this exam will be disseminated via email to current students.
- Passing the departmental written final examination is a requirement for the degree.
- Generally the final examination is taken during the student’s last semester in the program.
- It is the student’s responsibility to have an approved GS-2 form on file with the graduate school prior to taking the final examination.

In addition, the student must successfully complete the PRAXIS II Specialty Area test in Professional School Counseling. This exam should be taken near the end of the program once relevant coursework has been completed. Students must have their scores officially sent to Clemson when registering for the test, as scores must be on record in the student’s file before certification verification will be sent to the State Department of Education.

**Course Sequencing:** Students must follow the course sequence provided by the program coordinator when they were accepted into the program. The program must be completed in 6 years. Courses are sequenced in order to build foundation knowledge and skills. ED C 8100 and ED C 8140 must be completed prior to enrolling in ED C 8150. ED C 8070 and 8150 must be taken before or concurrently with ED C 8300 (Practicum). ED C 8120 and 8130 must be taken before or concurrently with the first semester of ED C 8410 (internship).

Upon completion of the 60 credit program, students also will receive an EdS degree.
Master of Education Degree
STUDENT AFFAIRS
(42 Semester Hours)

Program Entrance Requirements:  (1) Competitive GPA – ideally above 3.0 overall, where 4.0 = A (2) acceptable Graduate Record Examination scores (general test), (3) two professional letters of recommendation, (4) transcripts, (5) a completed application including responses to short answer questions, (6) optional departmental interview, and (7) graduate assistantship position at Clemson*. Application Deadlines: Summer and Fall Admissions are February 1; Spring Admission (Part-time Students Only) – October 1.

Program Curriculum Requirements

I. Area of Specialization (33 semester hours)  COMPLETED

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ED C 8030</td>
<td>Student Development Services in Higher Education</td>
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<tr>
<td>ED C 8040</td>
<td>Theories of Student Development in Higher Education</td>
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<tr>
<td>ED C 8060</td>
<td>Student Affairs Issues</td>
</tr>
<tr>
<td>ED C 8080</td>
<td>Ethical and Legal Issues in Student Affairs</td>
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<tr>
<td>ED C 8090</td>
<td>Higher Education Administration</td>
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<tr>
<td>ED C 8100</td>
<td>Theories &amp; Techniques of Counseling</td>
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<tr>
<td>ED C 8110</td>
<td>Multicultural Counseling</td>
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<tr>
<td>ED C 8140</td>
<td>Development of Counseling Skills</td>
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<tr>
<td>ED C 8190</td>
<td>The Contemporary College Student</td>
</tr>
<tr>
<td>ED L 7650</td>
<td>Assessment and Evaluation in Higher Education</td>
</tr>
<tr>
<td>ED L 8550</td>
<td>Applied Research in Higher Education</td>
</tr>
</tbody>
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II. Field Experiences (9 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ED C 8340</td>
<td>Lab Student Affairs Practicum (3 hours)</td>
</tr>
<tr>
<td>ED C 8440</td>
<td>Lab Student Affairs Internship (6 hours)</td>
</tr>
</tbody>
</table>

(taken as two, 3-credit classes over two semesters)

*The Student Affairs graduate program is designed for students who obtain a graduate assistantship in a student affairs or student services functional unit; these assistantships are competitive and are typically obtained through the CUGARS process. The program is also designed for professionals already working in higher education settings who intend to maintain their full-time student affairs/student services employment while they complete their coursework. Because the size of each cohort is determined by (a) available assistantships and (b) faculty capacity, applicants who do not receive an assistantship with Clemson University or who are not full-time employees in higher education settings should NOT expect to have a space in the cohort. The program faculty feel strongly that students’ academic coursework should be accompanied by hands-on, concurrent work experience, as students’ practitioner experience is constantly referenced through the program curriculum.
**Testing Requirements:**

- Upon completion of 33 credit hours, students in the Student Affairs programs may be given permission by their major advisor to take the final examination. Generally the final examination is taken during the student’s last semester in the program.
- It is the student’s responsibility to have an approved GS-2 form on file with the graduate school prior to taking the final examination.
- It is the student’s responsibility to make sure that his/her application is on file to take the final examination.
- All students will complete a final examination. See your advisor for more information. Faculty reserve the right to develop other types of final exams with due notice and time for preparation given to the students.
- Passing the program area final examination is a requirement for the degree.

**Course Sequencing:** Sequencing of courses are dependent upon whether the student is full-time or part-time student and if full-time, dependent upon whether the student has a 9 or 12 month assistantship. The information below is a suggested sequence for students attending full-time with a 9 month assistantship. All students should work with their advisor to ensure proper sequencing of courses. It is highly recommended that all students follow the course sequencing in order to build foundation knowledge and skills.

- **First semester recommended classes**
  - ED C 8030 Student Development Services in Higher Education
  - ED L 8040 Theories of Student Development
  - ED C 8100 Counseling Theories

- **Second semester**
  - ED L 7650 Assessment in Higher Education
  - ED C 8140 Development of Counseling Skills
  - ED C 8340/Lab Student Affairs Practicum
  - ED C 8090 Higher Education Administration

*(All coursework requires the permission of the advisor.)*

**Note:** Students must be in constant contact with their advisor as certain courses may or may not be offered each semester. Students are advised to meet with their academic advisor each semester.

**Continuing Students on Graduate Assistantships:** The Student Affairs program expects students to serve in the same graduate assistantship (GA) positions for two years. While we do understand situations may arise that could cause for a possible change in assistantships, know that we expect a full two years of experience in one assistantship. The two year GA experience, along with practicum and internship experiences, give our Masters students the necessary practical experience needed to be competitive. If a change in your assistantship is necessary from your first year in the Master’s program, there is a process you must follow before obtaining another assistantship:

- **1st step:**
  - A student would have a discussion with his or her academic advisor about reasons for leaving the assistantship as well as to understand how the change might affect their academic and professional goals.

- **2nd step:**
  - After the conversation with the advisor, should the student decide to participate in CUGARS, the student is required to sign up by the deadline, February 1st. *You are required to communicate your intent to participate in CUGARS to your academic advisor as well as your GA supervisor before the February 1st deadline.*
Educational Specialist Degree Program

COUNSELOR EDUCATION
(30 Semester Hours)

The 30-credit EdS degree in Counselor Education is designed for individuals who already possess a master’s degree in counseling and who seek to further their knowledge and skills in counseling. Students entering this program must choose either a school counseling emphasis or a mental health counseling emphasis. Most students will complete the program on a part-time basis, taking 1 or 2 classes per semester, including summers.

Program Entrance Requirements: (1) Competitive GPA – ideally above 3.0 overall, where 4.0 = A (2) acceptable Graduate Record Examination scores (general test), (3) two professional letters of recommendation, (4) transcripts, (5) a completed application including responses to short answer questions, and (6) interview. The application deadline is February 1.

Program Curriculum Requirements

EdS School Counseling Emphasis: Individuals choosing this emphasis typically are interested either in completing requirements for school counseling certification or in advancing their knowledge and skills in school counseling to be eligible for salaries at the master’s +30/EdS pay rate. Students choosing this emphasis must complete a minimum of 30 credits, choosing courses as follows:

- Complete any of the courses currently required for school counselor certification (see Program Requirements on p. 13) that they have not previously completed
- Take elective courses (see below) approved by the advisor and based on the student’s professional goals

EdS Mental Health Counseling Emphasis Individuals choosing this emphasis typically are interested either in completing requirements for counselor licensure (i.e., LPC) or in advancing their knowledge and skills in mental health counseling. Students in this track must complete 30 credits, choosing courses as follows:

- Complete any of the courses currently required for the master’s degree in clinical mental health counseling (see Program Requirements on p. 11) that they have not previously completed
- Take elective courses (see below) approved by the advisor and based on the student’s professional goals

Counselor Education Electives for eligible EdS Students:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 8070</td>
<td>Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>EDC 8160</td>
<td>Introduction to Couples and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 8170</td>
<td>Crisis Intervention Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 8210</td>
<td>Counseling Psychodiagnosis</td>
<td>3</td>
</tr>
<tr>
<td>EDC 8220</td>
<td>Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 8230</td>
<td>Advanced Counseling Techniques and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDC 8240</td>
<td>Ethical Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 8400</td>
<td>Independent Study in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDC 8850</td>
<td>Selected Topics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(can be repeated if different topics) Anticipated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>future topics include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• College Admissions Counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduction to Play Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Grief and Loss Counseling</td>
<td></td>
</tr>
<tr>
<td>EDC 9150</td>
<td>Internship in Counseling Setting</td>
<td>3</td>
</tr>
</tbody>
</table>
Testing Requirements:

- All students will complete a written final examination. Information about this exam will be disseminated via email to current students.
- Passing the departmental written final examination is a requirement for the degree.
- Generally the final examination is taken during the student’s last semester in the program.
- It is the student’s responsibility to have an approved GS-2 form on file with the graduate school prior to taking the final examination.

Students in the school counseling emphasis must successfully complete the PRAXIS II Specialty Area test in Professional School Counseling. This exam should be taken near the end of the program once relevant coursework has been completed. Students must have their scores officially sent to Clemson when registering for the test, as scores must be on record in the student’s file before certification verification will be sent to the State Department of Education.

Course Sequencing: Students must work with their advisor to develop a program of studies. The program must be completed in 6 years.
Curriculum

Central to any program is a unified curriculum rather than simply a collection of courses. The Counselor Education curriculum was guided by the Standards for the Preparation of Counselors and Other Personnel Services Specialists adopted by the Association for Counselor Education and Supervision (ACES) in 1973, by the National Association of State Departments Teacher Education Curriculum (NASDTEC) standards for professional counselors, by existing CACREP Standards, and by the Council for Advancement of Standards in Higher Education Administration (CAS).

Clemson University has established this curriculum to create programs that provide the students with knowledge, skills, and self-insight so as to enhance their performance as facilitators of clients' coping, decision-making, and problem-solving skills. There has been a conscious effort to avoid indoctrinating students with a specific "school of thought" and instead to increase sensitivity to a variety of approaches of increasing a client's awareness of freedom, of personal responsibility, and of options for the future. In addition to the classroom experience and field experience, students are encouraged to participate in workshops, seminars, and other activities that contribute to personal and professional development.

Verification of Citizenship

ALL APPLICANTS TO CLEMSON UNIVERSITY are required to verify on their application whether they are a US citizen, Permanent Legal Resident or will be lawfully present in the United States at the time of enrollment on some other grounds. Enrollment at Clemson University for both undergraduate and graduate students is conditioned upon verification of lawful presence in the United States.

South Carolina Code of Law section 59-101-430 prohibits Clemson University from independently verifying the status of any legal alien. An alien’s status must be verified with the federal government. Therefore, Clemson University will use either the Student and Exchange Visitor Information System (SEVIS), a web based technology that tracks and monitors schools and programs, students, exchange visitors and their dependents throughout the duration of approved participation with the US education system, or the Systematic Alien Verification for Entitlements (SAVE) program, Homeland Security’s online system of alien status determination or any federal source of information about lawful alien presence that becomes available to Clemson University.

No Verification – If Clemson University does not obtain verification of lawful presence as noted above, the student will be blocked from registering for classes and may be subject to being dropped from enrollment with a forfeiture of tuition and fees. If at any time Clemson University learns that a continuing enrolled student is not lawfully present in the United States, that student will be blocked from registering for classes and may be subject to being dropped from enrollment with a forfeiture of tuition and fees for the current term.

Verification - Any student may appeal the block on registration and/or being dropped from enrollment by submitting a written explanation of the student’s position regarding why this action should be overturned to the Dean of Undergraduate Studies (undergraduate students) or the Dean of the Graduate School (graduate students). The appeal must be submitted within 15 days of the date the student becomes aware of the registration block or the drop from enrollment.

Registration and Payment for Courses

Students are encouraged to register for courses as soon as the university allows. Occasionally, a course will be
**Academic Integrity Policy**

"As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form." Please refer to the “Academic Integrity Policy” on for Graduate Students including these URLs for the Grad School Philosophy and policy: [http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integrityphilosophy](http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integrityphilosophy) and [http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integrity](http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integrity)

**Technology**

Counselor Education recognizes and embraces the growing use of technology in counselor preparation and student affairs administration. Therefore, the students are expected to develop proficiencies in technological skills. The program emphasizes that the goal of including technology into the student’s training experience is to expose students to the current and developing issues within their respective professions. Technology is another “tool” and viable medium that is incorporated into application and practice.

Technology will be used for communication, instructional methods, students’ projects, and presentations.

**Communication:**
All students are automatically assigned a Clemson University email account and web space upon receiving their user ID and password. Your university email address is USERID@CLEMSON.EDU or USERID@G.CLEMSON.EDU. As a student you MUST utilize your Clemson email account since all pertinent information from the program and university are communicated through this medium. You can access information about setting up your Clemson email account through the CCIT website. All incoming students are offered an option of using Google Apps for Education, and information about the email function can be found [here](http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integrity).

**Instructional Methods:**
All courses use Blackboard Learning System as a Course Management System. The advantage of a course management system is that it creates a course website that allows instructors and students to a virtual experience in traditional courses. If your instructor uses this system in his or her course, you will be able to (1) communicate with instructor and fellow classmates via email, discussion boards, and chats; (2) submit assignments electronically; (3) store lecture notes; (4) check on your grades throughout the semester; and (5) take online quizzes, exams, and surveys. The university has also converted the end-of-semester student evaluation procedure to an online survey. Additionally, video-conferencing offers tremendous flexibility in teaching and advising for students who are working or living a distance from Clemson or the University Center in Greenville.

**Students’ Projects & Presentations:**
Via online chats and shared user space for groups offered by the course management system, students will have the capability to work on and complete group projects without physically meeting in a designated space. Students are automatically given access to the course management system when they register for their courses. Students can submit creative and professional-quality work. Following the trend of professional e-portfolios, students will have the opportunity to develop the necessary technological skills to create their own professional e-portfolio, if desired.

Students are expected to have access to computer equipment and basic working knowledge of their computer
College of Education Assessment Policies

As a program in the College of Education, Counselor Education must comply with a number of educational accreditation standards and assessment. The items that follow (EEDA and LiveText) only affect students in the school counseling program and clinical mental health counseling programs.

Education and Economic Development Act (EEDA)
Counselor Education is complying with the performance standards of the South Carolina Education and Economic Development Act (EEDA). This will affect Counselor Education students enrolled in the following courses:
- ED C 8010 – Foundations of School Counseling
- ED C 8300 – School Counseling Practicum
In these courses, your syllabus will cover the related EEDA standards and the associated assignments and assessment criteria.

LiveText
The College of Education is required to collect assessment data on all students in order to maintain our NCATE and CACREP accreditation and other professional association recognitions. We have chosen a system called LiveText that allows faculty to collect student performance data and students to store artifacts and projects for future use. For this purpose, it will be necessary for you to purchase an online LiveText account through the Clemson University bookstore, online, or online through the LiveText website. You only need to buy a LiveText account once during your degree program.

All new entering School Counseling and Clinical Mental Health Counseling students are required to make a one-time purchase of registration with LiveText, which can be bought at the Clemson’s bookstore on the Livetext website for $98. Once you have purchased LiveText, please follow the instructions provided for online registration using your Clemson ID number.

Field Experiences

Please see the program area-specific Field Experience Manuals for information about these experiences.

Having a prior arrest on your record may impact and reduce your site placement and future career placement opportunities.
Advisement

Each student is assigned a major advisor whose responsibilities include:

1. Program planning and approval
2. Monitoring student progress each semester
3. Approving electives (if applicable)
4. Determining readiness for field experiences
5. Approving field experience placement
6. Informing students about employment possibilities

Advisors for new students enrolling 2014 Summer/Fall (last names ending in):

Clinical Mental Health Counseling: Dr. David Scott (A-K)
Dr. Corrine Sackett (L-Z new students),
Dr. Jerry Neal (L-Z existing students)

School Counseling: Dr. Kristen Moran (A-F)
Dr. Amy Milsom (G-O)
Dr. Diane Stutey (P-Z)

Student Affairs*: Dr. Pamela Havice
Dr. Tony Cawthon

*Your advisor will be assigned by the Graduate Coordinator upon admission into the program and may change once you are registered for the program to balance faculty advising responsibilities. If a change from the initial advisor is necessary, students will be notified.

It is required that students meet with their Advisor at least once a semester to ensure appropriate course sequencing. It is your responsibility to contact your advisor.

Scheduling of courses in each program is designed to accommodate full-time students as well as students who pursue the degree on a part-time basis. The 42 or 60 semester hour sequence can be completed in a minimum of 2 years for and must be completed within six years of the first course enrollment (including courses you transfer in for graduate credit). Most students should plan on taking two-three years to complete their program. Students may enroll in the program as either full-or part-time students. Students in the school and clinical mental health counseling programs can expect to take some of their courses at Clemson and some at the University Center in Greenville (UCG). While student affairs students typically do not take courses at the UCG, these courses are open to them if they wish to enroll. More information and location of the University Center in Greenville can be found at www.ucgreenville.org
Grade Appeal Policy
A student wishing to protest a course grade must first attempt to resolve any disagreement with the course instructor. If a satisfactory resolution cannot be reached, the student may follow the procedures under “Grievances” in the Graduate School Announcements (the Graduate Catalog) available on the Graduate School website.

Sexual Harassment Policy
Sexual harassment of University faculty, staff, or students is prohibited and will result in the offender’s dismissal or other sanctions after compliance with procedural due process requirements. A claimant may use University grievance procedures established for faculty, staff, and students as appropriate. This policy prohibits an employee from sexually harassing a superior and a student from sexually harassing a faculty member. Employees or students who believe that they are victims of sexual harassment or sexual discrimination are encouraged to contact the Office of Access and Equity, 656-3181, for advice and assistance in resolving complaints.

EDC Policy and Procedures for Waiving a Course
This policy applies to students who enter the Clinical Mental Health Counseling, School Counseling, or Student Affairs programs having already completed an undergraduate or graduate course (over 5 years old) that they believe to be the equivalent of a course required for the master’s degree. In these situations, students may petition to waive a course requirement. Students may only request to waive a course for which they received no less than a B. The following procedures must be followed:

1. Prior to or during the student’s first semester in the program, student submits a written request (see sample below) to his/her advisor requesting a course waiver. The request should (1) list the name and course number of the previously completed course as well as the semester/year and institution where the course was completed and (2) indicate the name and number of the required course that the student believes is the course equivalent.
2. Student signs and dates the written request.
3. Student also attaches a syllabus (ideally) or published course description from the previously completed course as well as an unofficial copy of a transcript showing completion of this course with a grade of B or better.
4. Student’s advisor reviews the syllabus, seeking input from an instructor who currently teaches the equivalent course when needed in order to determine whether the courses are equivalent.
5. Student’s advisor signs the request, indicating approval or rejection of the request.
6. Student’s advisor makes copies of the final, signed request, giving one the student and placing in the student’s permanent file.

It is important to note that waiving a course does not mean that the student will have one less course to complete. In order to meet Graduate School requirements, students still must complete the total number of credit hours required for the degree. If approval is granted for a student to waive a course, an approved elective must be taken in its place.

**Important: For students who plan to seek the LPC – the state of South Carolina will accept courses required for licensure only if they are listed on a graduate transcript. These requirements currently include EDC 8050, 8100, 8110, 8120, 8130, 8140, 8150, 8180, 8210, EDF 8010, and EDL 8390. Students pursuing the LPC are
Sample letter of request to waive a course:

Dear (advisor’s name):

I am requesting to waive the EDF 801 Human Growth and Development requirement because I completed a similar course as an undergraduate. I completed PSY 250 Developmental Psychology during Fall 2007 at Georgia State University. I have attached the syllabus from that course.

_________________________  Date

Student signature

I support the student’s request to waive the course listed above.

I do NOT support the student’s request to waive the course listed above.

_________________________  Date

Advisor Signature
ED C Policy and Procedures for Transferring in a Course

This policy applies to students who enter the Clinical Mental Health Counseling, School Counseling, or Student Affairs programs having already completed a graduate course (within the past 5 years only) that they believe to be the equivalent of a course required for the master’s degree. In these situations, students may petition to transfer in that course for credit. Students may only request to transfer in a course for which they received no less than a B. Also, students may transfer in no more than 12 credits. Unlike waiving a course, transferring a course means that the course credits WILL count toward the total degree hours and DO NOT need to be made up with electives. The following procedures must be followed:

1. Prior to or during the student’s first semester in the program (or prior to registering for a class at another institution while enrolled in the master’s degree program at Clemson), the student submits a written request (see sample below) to his/her advisor requesting to transfer in a course. The request should (1) list the name and course number of the previously completed course as well as the semester/year and institution where the course was completed and (2) indicate the name and number of the required course that the student believes is the course equivalent.

2. Student signs and dates the written request.

3. Student also attaches a syllabus (ideally) or published course description from the previously completed course as well as an unofficial copy of a transcript showing completion of this course within the past 5 years with a grade of B or better.

4. Student’s advisor reviews the syllabus, seeking input from an instructor who currently teaches the equivalent course when needed in order to determine whether the courses are equivalent.

5. Student’s advisor signs the request, indicating approval or rejection of the request.

6. Student’s advisor makes copies of the final, signed request, giving one the student and placing in the student’s permanent file.

7. If the request is approved, the student should have an official graduate transcript, clearly identifying this course, sent directly to the Graduate School.

Sample letter of request to transfer in a course:

Dear (advisor’s name):
I am requesting to transfer in the EDF 8010 Human Growth and Development requirement because I completed an equivalent graduate level course, CNED 8200 Lifespan Development, during Fall 2011 at Mississippi State University. I have attached the syllabus from that course.

Student signature Date

________ I support the student’s request to transfer in the course listed above.

________ I do NOT support the student’s request to transfer in the course listed above.

Advisor Signature Date
ED C Policy for Independent Study

All students who are interested in completing an independent study (ED C 8400) must complete and submit the following form outlining the rationale and objectives of the independent study to their major advisors before registering for ED C 8400 – Independent Study.

Independent Study Contract

The following information is required before the student will be allowed to register for the course listed. All information must be complete, typed in the following format, and signed.

Semester Enrolled: ■ Spring ■ Summer I ■ Summer II ■ Fall

Year ______

Student’s Name: ______ CU ID Number: ______

Local Address: ______

Email Address: ______

Phone Number: ______

Title of Project: ______

Supervising Instructor: ______

Project Rationale: Write a brief statement that summarizes the need or reason for engaging in this project.

Objectives: List the specific outcomes that will be accomplished by the completion of this course work. (If more space is needed attach a separate sheet.)

Project Outline: Write an outline of the project plan. Be sure to include a listing of the steps in the procedure, outside resources, reference materials, what will be submitted for grading, time line or schedule, the evaluation criteria, etc. (Attach additional pages as necessary.)

Approval of the Project: ____________________________ Date: __________

Signature of Supervising Instructor

_______________________________ Date: __________

Student Signature/Acknowledgement
Endorsement Policy

The Counselor Education programs are specifically and carefully designed to prepare graduates to enter work and professional settings. Further specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, any faculty endorsements can be given only for professional positions and position levels appropriate to the respective counseling program completed by the graduate.

Accommodation Policy

Flexibility is provided within the curriculum to accommodate any students identified pursuant to the ADA (Americans with Disabilities Act). It is the responsibility of the student to notify the instructor of specific reasonable accommodations.

Accommodations for Students with Disabilities

Student Disability Services coordinates the provision of reasonable accommodations for students with physical, emotional, or learning disabilities. Accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class.

Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Disability Services, Academic Success Center Building 2nd Floor, 656-6848. Details on policies and procedures are available at www.clemson.edu/ads.

If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes. "It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation."
EDC Student Review and Retention

The Code of Ethics and Standards of Practice of the American Counseling Association (2005) states (in Section F.9.b) that counselor educators “1. assist students and supervisees in securing remedial assistance when needed, 2. seek professional consultation and document their decisions to dismiss or refer students for assistance, and 3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures” (p. 16). Per these expectations, the counselor education faculty evaluate students in the Counselor Education Program on a regular basis on both academic and professional standards as described below.

Academic Standards

- A minimum grade of C must be made on all course work to obtain graduate credit.
- A cumulative B average (3.0 GPA) must be maintained in all graduate level courses.
- A cumulative B average must be maintained for all courses listed on the GS2 form.
- Students unable to maintain a 3.0 GPA become ineligible for graduation and are placed on academic probation.
- Per the detailed policy below, students will remain on probation until an additional 9 credit hours have been attempted and a 3.0 cumulative GPA is achieved. Those unable to remove the probationary status are subject to academic dismissal.
- Withdrawal from a course while on probation will not be allowed.

Clemson’s Graduate Student Academic Probation Process

1. Students who earn less than 3.0 GPA are automatically placed on probation. They receive the first letter of probation (PR-1) which states that they have 9 graded credit hours to correct their academic deficiency. The program coordinator is notified by a copy of the letter to the student. The student and his/her advisor must complete and submit to the Graduate School (gradgpa@clemson.edu) the Probation Status R1 - Plan for Success: http://grad.clemson.edu/forms/pdf/GSR1.pdf

2. Students who meet the 3.0 GPA requirement after the additional 9 hours are removed from probation. Students who do not meet the 3.0 GPA requirement after the additional nine hours as allowed in PR-1, may receive a second letter of probation (PR-2) if it appears that they are making significant progress towards correcting their academic deficiency (e.g., perhaps are now at a 2.7, 2.8 or 2.9 GPA). Program coordinators are notified by a copy of the letter to the student. The student and his/her advisor are to complete and submit to the Graduate School (gradgpa@clemson.edu) the Probation Status R2 - Plan for Success: http://grad.clemson.edu/forms/pdf/GSR2.pdf
   If the student is not making progress (that is, GPA goes down after PR-1), s/he may receive a dismissal letter from the Graduate School depending on actual GPA. Program coordinators are notified and/or consulted, depending on GPA.

3. If a student does not redeem his/her GPA after receipt of PR-2, consistent with the probation policy (not withdrawing from classes during the probation period and earning a 3.0 after the final nine hours allowed on probation), he/she will receive a letter of dismissal from the Graduate School. Program coordinators are notified. The student or the department may choose to appeal following dismissal, consistent with the appeal process.

Dismissal: Students who have failed in a reasonable time to meet the minimum Graduate School academic performance (3.0 GPA) following probation (PR-1 and/or PR-2), or students who have earned between 0.00 –
Professional Standards
In addition to maintaining high scholastic standards, students enrolled in the counselor education program must develop skills necessary to work with diverse individuals. The faculty expect students to:

- Respect the dignity and worth of all individuals
- Demonstrate commitment to the fulfillment of human potential
- Understand educational and counseling processes
- Develop knowledge in the counseling program area
- Be knowledgeable about and demonstrate ethical competencies
- Demonstrate commitment to inquiry
- Display self-awareness
- Embrace advocacy dispositions

Further, counselor education students are expected to adhere to the codes of ethics of their respective professional associations (e.g., ACA, ASCA, NASPA, ACPA).

In some instances, faculty may become concerned about a student's suitability for entry into his or her respective professional field even though the student may be evidencing satisfactory performance in academic course work (e.g., if a student's professional integrity, skill level, or professional development is deficient).

Examples of behaviors that may be evidence of professional impairment include, but are not limited to, the following:

- violation of professional standards or ethical codes;
- inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency;
- behaviors that can reasonably be predictive of poor future professional functioning, such as excessive lateness, or poor compliance with supervisory requirements;
- interpersonal behaviors and interpersonal functioning that impair one's professional functioning;
- inability to exercise sound clinical judgment; and
- poor interpersonal skills or pervasive interpersonal problems.

Evaluating Overall Student Fitness and Performance
A student's acceptance into the counselor education program does not guarantee his or her fitness to remain in the program. The counselor education faculty is responsible for ensuring that only those students who continue to meet the counselor education program’s academic and professional standards are allowed to continue in the program, and they engage in efforts to remediate concerns as they arise.

If it is deemed that a student's professional fitness or performance is in question, the faculty may recommend the following actions:

- A formal reprimand;
- Additional practicum and/or clinical work;
- Personal mental health counseling (individual or group);
- Temporary leave of absence from the program;
- Additional academic course work;
- Additional supervision;
- Formal probation;
- Voluntary withdrawal from the program; or
- Formal dismissal from the program.
**Ongoing Evaluation**

Members of the counselor education faculty and course instructors (including adjunct faculty members) who interact with counselor education students are expected to consistently monitor students’ academic and professional performance and to address concerns as they arise. At any time during the semester when concerns are noted in relation to the academic and professional standards described above, an effort will be made by the faculty member or instructor to identify the problem and to work out a solution with the student per the following process:

1. The faculty member or instructor initiates a meeting with the student to discuss his/her concerns, developing a written remediation plan if necessary;
2. The faculty member or instructor, after discussing the concerns with the student, must inform the student’s advisor;
3. The student’s advisor must inform the Program Coordinator of the concerns;
4. If the issue is not resolved at the faculty member or instructor level, then the concerns of the faculty member or instructor are discussed in a faculty meeting;
5. Following the faculty meeting, a conference is conducted involving the student, advisor, and other appropriate individuals in which the concerns of the program/department are shared with the student and a written remediation plan is developed;
6. After meeting with the student, the advisor presents the remediation plan to the other faculty members;
7. The advisor will monitor subsequent progress in carrying out the remediation plan;
8. The advisor will provide feedback to the program faculty on the student’s progress; and
9. A student not satisfied with the decision can follow up with the Graduate Student Academic Grievance Committee as outlined in the Graduate Student Academic Grievance Process below.

**End-of-Semester Evaluation**

Members of the counselor education faculty formally evaluate student fitness and performance at the end of each fall and spring semester by reviewing their academic and professional performance and jointly completing the Professional Fitness Review Form (available in this handbook). The faculty make judgments about the student's professional fitness and performance based on interactions with students both inside and outside of class, observations of students in simulated practice situations as well as in practicum and internship settings, and feedback from students’ supervisors. Through the Professional Fitness Review process, the counselor education faculty will recognize students who exceed program expectations and also identify students who need additional help. Students will be notified when their evaluations are complete and they have access to their feedback.

After the Professional Fitness Review that is conducted by faculty at the end of fall and spring semesters, the following procedures will be followed:

- Student concerns identified during the meeting will be documented by the student’s advisor, and a meeting will be scheduled to check in with the student;
- Any faculty members or course instructors who identify concerns but who have not yet discussed these with the student will do so (following the procedures outlined above in the Ongoing Evaluation section);
- If multiple instructors have concerns, a meeting with all relevant instructors and the student’s advisor may be scheduled to further explore the concerns, to include documentation of the concerns and determination of next course of action following the procedures outlined in steps 4-9 in the Ongoing Evaluation section.
Counselor Education Professional Probation Process
The following steps will be followed to monitor student progress toward completing remediation plans developed through the process described in the Ongoing Evaluation Section:

☐ The advisor will monitor the student’s progress in meeting remediation plan requirements and will request a review meeting as needed and/or as specified in the remediation plan.

☐ A review committee consisting of an odd number of members (including program faculty as well as a faculty member or administrator from outside the department) will be appointed by the department chair to review the student’s progress and determine if the remediation plan requirements have been met;

☐ The student will be invited to attend the review committee meeting to provide information regarding how s/he has completed the remediation plan requirements;

☐ The student will be permitted to bring another person to the meeting for support, but the student must speak on his/her own behalf;

☐ If the committee determines that the remediation plan requirements have been met, the student will be permitted to move forward in his/her program with assistance from the advisor;

☐ If the committee determines that the remediation plan requirements have not been met, they will make a determination regarding further action, which could include the development of a second remediation plan or possible recommendation for dismissal from the program;

☐ A student not satisfied with the decision can follow up with the Graduate Student Academic Grievance Committee as outlined below.

Graduate Student Academic Grievance Process
Graduate students are encouraged to seek the assistance of the faculty and student ombudsman as an informal method for resolving complaints, problems and conflicts. For more information about the Faculty and Student Ombudsman or to request assistance, call 864-656-4353 or e-mail ombudsman@clemson.edu.

For matters that cannot be resolved informally or with the assistance of the faculty and student ombudsman, the Graduate Student Academic Grievance Committee may hear grievances regarding:

☐ complaints of a personal or professional nature involving an individual graduate student and a faculty member;

☐ claims of inequitable final grades;

☐ cases involving graduate student employment; and

☐ cases involving graduate student academic dishonesty.

Detailed rules and procedures for filing an academic grievance, including important time periods and appeal rights, are set forth in the Graduate Announcements.
**Evaluation Criteria:**

1. **Does not consistently meet criteria,** 2. **Meets criteria consistently,** 3. **Exceeds criteria consistently**

<table>
<thead>
<tr>
<th>Professional Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student relates to peers, professors, and others in an appropriate, professional manner (e.g., paying attention to others who are speaking and engaging in respectful interactions, including electronic communication).</td>
</tr>
<tr>
<td>2. The student does not exploit or mislead other people in the context of professional relationships.</td>
</tr>
<tr>
<td>3. The student appropriately applies legal and ethical standards.</td>
</tr>
<tr>
<td>4. The student demonstrates commitment to helping clients discover their full potential.</td>
</tr>
<tr>
<td>5. The student takes initiative and responsibility for his/her own learning.</td>
</tr>
<tr>
<td>6. The student is aware of his/her own values, attitudes, beliefs, and behaviors, and avoids imposing values that are inconsistent with counseling/helping goals.</td>
</tr>
<tr>
<td>7. The student is knowledgeable about the importance of advocacy in his/her program area.</td>
</tr>
<tr>
<td>8. The student meets professional obligations in class and in the field (e.g., meeting deadlines, being on time, dressing appropriately, using technology appropriately, etc.).</td>
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<thead>
<tr>
<th>Competence</th>
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</thead>
<tbody>
<tr>
<td>1. The student takes responsibility for compensating for his/her deficiencies.</td>
</tr>
<tr>
<td>2. The student provides only those services and applies only those techniques for which he/she is qualified by education, training, or experience.</td>
</tr>
<tr>
<td>3. The student demonstrates appropriate affect in response to clients/students.</td>
</tr>
<tr>
<td>4. The student is knowledgeable about education and counseling processes.</td>
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<tr>
<td>5. The student demonstrates competence in the use of counseling skills.</td>
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<thead>
<tr>
<th>Comportment</th>
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</thead>
<tbody>
<tr>
<td>1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.</td>
</tr>
<tr>
<td>2. The student demonstrates honesty and fairness both personally and professionally.</td>
</tr>
<tr>
<td>3. The student is aware of his/her own belief systems, values, and limitations.</td>
</tr>
<tr>
<td>4. The student is able to receive, integrate, and utilize feedback from peers, instructors, and supervisors.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student does not make statements that are false, misleading, or deceptive.</td>
</tr>
<tr>
<td>2. The student respects the fundamental rights, dignity, and worth of all people.</td>
</tr>
<tr>
<td>3. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.</td>
</tr>
<tr>
<td>4. The student respects cultural, individual, and role differences, including those related to age, gender, color, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, socioeconomic status, veteran’s status, or genetic information.</td>
</tr>
<tr>
<td>5. The student behaves in accordance with the Counselor Education Program’s accepted code(s) of ethics/standards of practice.</td>
</tr>
</tbody>
</table>
Student Responsibilities Form

As a graduate student in the Counselor Education program, I hereby certify that I have:

1. Met my faculty advisor prior to or during the first semester in the program to plan my course of study.

2. Been informed about the student retention policy, including procedures for possible student remediation and/or dismissal from the program for reasons other than academic (i.e. grade point average).

3. Been informed about the program's academic appeal policy.

4. Been given information about appropriate professional organizations.

5. Been informed where to find a copy of the American Counseling Association Code of Ethics and Standards of Practice and other appropriate professional standards of practice such as the American College Personnel Association Statement of Ethical Principles.

As I continue through the program, I will:

1. Obtain information about the type and level of skill acquisition required for successful completion of training.

2. Participate in the training components that encourage self-growth or self-disclosure as part of the training process.

3. Become knowledgeable about the type of supervision settings and requirements of the sites for required clinical field experiences.

4. Obtain information about the evaluation procedures.

5. Become aware of where to receive up-to-date employment prospects for graduates.

6. Meet with my advisor at least once each semester.

7. Obtain professional liability insurance, if required by the program. (Consult their advisor to see if it is optional or required.)

Student Name: ____________________ Student Signature: ____________________ Date: _______

Concentration Area (check one):

☑ Clinical Mental Health Counseling ☐ School Counseling ☐ Student Affairs

Faculty Signature: ____________________ Date: _______
Professional Organizations

Students and graduates are encouraged to join and to become active in professional organizations or associations. One method to remain current in the profession is by participating in professional organizations (presenting at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership). There are many benefits derived from membership in a professional organization. As a member of a professional organization, the student:

1. Receives the most recent publications.
2. Is entitled to reduced membership rates and reduced registration rates for professional meetings/workshops.
3. Is eligible for such membership services as professional liability insurance, legal defense fund, library resource use, etc.
4. Has a method of direct involvement with activities and issues pertinent to the profession.
5. Is affiliated with other professionals having interests and areas of similar expertise.
6. Has a way to stay up-to-date in the knowledge, practices, and research findings in the field.

Chi Sigma Iota - Chi Upsilon Chapter

Clemson has an active local chapter of Chi Sigma Iota, (Chi Upsilon) an international honor society of counseling professionals and professionals-in-training dedicated to excellence in scholarship, research, and clinical practice. Students with a grade point average (GPA) of 3.5 or better on a 4.0 scale and who have completed at least nine hours of counseling courses are eligible for membership. Individuals interested in membership should contact the faculty advisor or the current president of the Chi Upsilon chapter. Faculty Advisors: Dr. Diane Stutey and Dr. Kristen Moran. The national organization’s website address is: http://www.csi-net.org/

Chi Sigma Alpha-Beta Chapter

Clemson University is home to the Beta Chapter of Chi Sigma Alpha, Student Affairs Academic and Professional Honor Society, International. Chi Sigma Alpha is designed to honor and recognize professionals, faculty, and graduate students in student affairs for excellence in three pillars: academics, service to the profession, and research. Graduate students must have completed one full semester prior to induction. Co-Advisors: Dr. Tony Cawthon, Dr. Pam Havice and Rebecca Howard-Atkinson.

Student Personnel Association

The purpose of the Student Personnel Association (SPA) is to promote interest, involvement and professional development in Student Affairs through association with friends, faculty and staff who are interested in this field. SPA hosts many professional development, community service and social activities throughout the year. Please contact the student affairs advisor for more details.
American College Personnel Association (ACPA)

Headquartered in Washington, D.C. at the National Center for Higher Education, ACPA is the leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery. ACPA, founded in 1924, has nearly 9,000 members from across the U.S. and around the world.

National Association for Student Personnel Association (NASPA)

NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession. They provide programs, experiences, and services that cultivate student learning and success. NASPA was founded in 1919, and it is comprised of more than 12,000 members in all 50 states, 29 countries, and 8 U.S. Territories.

American Counseling Association (ACA)

With nearly 45,000 members, the American Counseling Association (ACA) is the world's largest non-profit organization for professional counselors. Dedicated to the growth and enhancement of the counseling profession, ACA offers many benefits and services. A discounted due rate is available to graduate students enrolled half-time or more in a counseling program. Application forms may be obtained from each faculty advisor or at www.counseling.org.

American School Counselor Association (ASCA)

With a membership of more than 18,000 school counseling professionals, ASCA focuses on providing professional development, enhancing school counseling programs and researching effective school counseling practices. ASCA is a division of the American Counseling Association. ASCA’s mission is to represent professional school counselors and to promote professionalism and ethical practices. A student membership is available to students enrolled in a Master’s program that prepares school counselors and who do not hold a full-time position in school counseling. Information on membership is available at www.schoolcounselor.org.
Counselor Licensure

Students entering the counseling programs need to understand the South Carolina statutes as they apply to the field of counseling. There are two official state bodies, which control the practice of counseling.

1. **School Counselor Licensure.** Licensure as a school counselor may be obtained by: (a) completing Clemson University's school counseling program, (b) satisfactory performance on the Praxis II Specialty Area test in Professional School Counseling (currently minimum score of 156), and (c) official verification from Clemson University. Students may elect to pursue licensure at elementary, secondary, or both levels. Information about completing requirements and submitting requirement paperwork will be disseminated each semester and is available on the School Counseling Blackboard Workgroup.

2. **Professional Counselor Licensure.** To become a Licensed Professional Counselor (LPC) in South Carolina the student must complete a Master's degree in counseling, (b) obtain a satisfactory score on the National Counseling Examination (NCE) or National Clinical Mental Health Counseling Examination (NCMHCE), (c) submit a plan of supervised practice to the SC State Board of Examiners for Licensed Professional Counselors, (d) complete an approved plan for two years of supervised practice—1500 counseling hours. Please be aware that currently, each state has its own specific requirements for licensure. Students should contact the State Licensing Board in the State in which they plan to seek licensure after graduation for specific details. Information about pursuing the LPC in South Carolina can be found here.

Clemson counselor education students are offered the opportunity to take the National Counselor Examination for Licensure and Certification (NCE) the semester before they graduate or the semester after graduation. Most states use the NCE as part of their credentialing or licensure process. NCE results are used as criteria for evaluating counselors who desire to become National Certified Counselors (NCCs). The NCE is offered in April and October each year. Announcements regarding application deadlines will be sent to your Clemson email account.
Clemson University Counselor Education Faculty

Clinical Mental Health Counseling Program of Study Faculty

Dr. Elaine Hiott  
Lecturer and Clinical Mental Health Field Experiences Coordinator  
303 Tillman Hall  
864-656-3484  
ehiott@clemson.edu  
Interests: community counseling

Dr. Jerry Neal  
Senior Lecturer  
312 Tillman Hall  
864-656-4278  
jeromen@clemson.edu  
Interests: clinical training, supervision

Dr. Corrine Sackett  
Assistant Professor  
307 Tillman Hall  
864-656-1228  
csacket@clemson.edu  
Interests: supervision; perspectives of counseling; therapeutic relationship; personhood of the counselor

Dr. David Scott  
Associate Professor  
307 Tillman Hall  
864-656-1486  
dscott2@clemson.edu  
Interests: Clinical mental health counseling, at-risk youth, identity development and career counseling

School Counseling Program of Study Faculty

Dr. Amy Milsom  
Professor and Coordinator for the School Counseling and Clinical Mental Health Counseling Programs  
313 Tillman Hall  
864-656-0927  
amilsom@clemson.edu  
Interests: School counselor preparation, students with disabilities, school and postsecondary transitions

Dr. Kristen Moran  
Assistant Professor  
316 Tillman Hall  
864-656-1653  
kmoran2@clemson.edu
Dr. Diane Stutey  
Lecturer and School Counseling Field Experiences Coordinator  
322 Tillman Hall  
864-656-1485  
dstutey@clemson.edu  
Interests: non-cognitive life stressors that impact children and adolescents in the school setting such as grief and loss, sibling abuse and teen dating violence, and play therapy

Student Affairs Program of Study Faculty

Dr. Michelle Boettcher  
Assistant Professor  
214 Tillman Hall  
864-656-1466  
mboettc@clemson.edu  
Interests: Judicial affairs and student responsibility in higher education; Faculty and organizational development; College student leadership development; Supervision and staff development in student affairs; Crisis management in higher education

Dr. Pamela Havice  
Professor/Coordinator for the Student Affairs Master’s and Higher Education PhD Programs  
210 Tillman Hall  
864-656-5121  
havice@clemson.edu  
Interests: technology, distance and distributed learning, student affairs administration, multicultural issues, innovative learning environments

Dr. Tony Cawthon  
Alumni Distinguished Professor  
211B Tillman Hall  
864-656-5100  
cawthot@clemson.edu  
Interests: student affairs administration, student development theory, multicultural, new professionals

Administrative Assistants

Sally Glenn, 864-656-4777, sallyg@clemson.edu, and Teresa Kelley, 864-656-3484, tkelley@clemson.edu, are the two administrative assistants serving the unit. Sally works directly with the programs of study in Counselor Education and Department Chair and Teresa works with the programs of study in Educational Leadership.
Ethical Expectations

All students are responsible for knowing and following their discipline’s ethical guidelines.

1) American Counseling Association: Code of Ethics and Standards of Practice (at the link provided)
   http://www.counseling.org

2) National Association of Student Personnel Administrators’ Standards of Professional Practice
   http://www.naspa.org/about/standards.cfm

3) American College Personnel Association Statement of Ethical Principles and Standards (at the link provided)
   http://www.myacpa.org/

4) American School Counselor Association Ethical Standards for School Counselors (at the link provided)
   http://www.schoolcounselor.org/content.asp?contentid=127
Student Resources

CAPS is the University's only facility for personal counseling, psychological testing, outreach and consultation. It provides direct services to students and to spouses or partners of students in conjoint therapy. CAPS operates from a brief-therapy model that allows students 10 hours of individual counseling per semester after the initial interview. Group and conjoint counseling are not time-limited. For individual counseling sessions beyond the 10-session limit and for most testing services, CAPS charges modest fees.

Staff members provide a variety of services to a diverse student population that range from individual psychotherapy to assessing students for learning disorders. Presenting problems range from mild personal difficulties to acute psychiatric conditions and long-term dysfunctions. CAPS maintains a 24-hour on-call service, and staff members serve weeklong rotations.

Services available to students include individual counseling; group counseling; couples counseling; and personality, learning disorder and ADHD assessment.

Numerous counselors are also available in the community, and the faculty are happy to make referrals.

Michelin Career Center: [http://career.clemson.edu/michelin_career_center/](http://career.clemson.edu/michelin_career_center/)
Assistance with resume and cover letter preparation, interviewing skills, job search, etc.

Student Disability Services: [http://www.clemson.edu/campus-life/campus-services/sds/](http://www.clemson.edu/campus-life/campus-services/sds/)
Clemson recognizes a student with a disability as anyone who has a physical or mental impairment that substantially limits one or more major life activity. SDS coordinates the provision of reasonable accommodations for students with disabilities. All reasonable accommodations are individualized, flexible and confidential based on the nature of the disability and the academic environment.

Student Health Services: [http://www.clemson.edu/campus-life/campus-services/redfern/](http://www.clemson.edu/campus-life/campus-services/redfern/)
Redfern Health Center has more than 60 health care professionals who provide medical, psychological and wellness services to a diverse student population. Our goal is to help students stay healthy so they can focus on and succeed in their academic endeavors. We emphasize maintaining good health through education and prevention, in addition to offering treatment of illness, injury or psychological concerns. Redfern Health Center’s services are available to all students.