

Clemson University College of Education

Department of Education and Human Development

Master of Education and Educational Specialist Degrees in Counselor Education with specialty areas in Clinical Mental Health Counseling and School Counseling Program Handbook

Revised April, 2022



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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 2022-2023 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 counselors in schools and mental health agencies. Our master's degree programs were initially accredited in 2000 by the Council for Accreditation of Counseling and Related Education Programs (CACREP). Each program was reaccredited in 2007 and again in 2015. The programs in Counselor Education are also accredited by the Southern Association of Colleges and Schools (SACS), and the school counseling program also by the National Council for the Accreditation of Teacher Education (CAEP).

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 Mission Statement:

The faculty of the Counselor Education Program is dedicated to educating counselors as scholar practitioners who can effectively serve diverse populations. We prepare counselors who also seek opportunities to engage in outreach and advocacy through collaborative partnerships. The program provides opportunities for students to apply theory, research, knowledge, and skills through experiential learning, with an emphasis on wellness, prevention, and intervention.

Counselor Education Program Objectives

1. Students will develop and demonstrate a professional counseling identity
2. Students will exhibit self-reflection and self-awareness and demonstrate professional growth
3. Students will exhibit critical thinking skills
4. Students will apply culturally sensitive counseling, career, and human development theories to individual and group counseling practice
5. Students will identify and use counseling interventions and techniques that are grounded in research
6. Students will identify processes of intentional and unintentional oppression and discrimination and avenues for advocacy
7. Students will acquire the knowledge and skills needed to identify and use culturally relevant assessment strategies
8. Students will identify opportunities and processes for collaborating and consulting
9. Students will acquire knowledge and skills in their counseling specialty area

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.

<https://www.clemson.edu/education/about/diversity-plan/index.html>

The counselor education 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 codes of ethics. The department is also committed to recruiting a diverse pool of applicants. As such, through the admissions process, the faculty seeks to recruit, admit, and retain a diverse student body.

Graduate School Policy Handbook

Refer to the following web page for the Graduate School Policy Handbook:

<http://www.clemson.edu/graduate/students/policies-procedures/> . Information regarding graduate school deadline dates, academic integrity policy, graduate student academic probation process, and the graduate student academic grievance process can be found through Graduate School Policy Handbook.

Academic Calendars – important dates for graduation and enrollment can be found at:

http://www.registrar.clemson.edu/html/Acad_Cal.htm

Continuous Enrollment. Continuous enrollment requires that all degree-seeking students, whether full- or part-time, must remain “continuously enrolled” in sequential semesters (every fall/spring) until graduation. The policy and procedure for students can be read in its entirety at Continuous enrollment:

https://www.clemson.edu/graduate/files/pdfs/gs_policy_handbook.pdf#page=44 .

Leave of Absence. In order to remain in compliance with the continuous enrollment requirement, you must request, and have approved, an official leave from your program of study and the Graduate School should you need to stop your studies temporarily (up to one year). This action must take place timely, and must be approved prior to your leave. The policy and procedure for students can be read at Leave of absence:

https://www.clemson.edu/graduate/files/pdfs/gs_policy_handbook.pdf#page=55 .

Dismissal for Failure to Comply. Students who fail to maintain continuous enrollment, or secure an approved leave of absence, will be dismissed from the Graduate School without further notice. Students dismissed from the Graduate School for failure to maintain continuous enrollment, or failure to secure an official leave of absence, will be required to submit new applications for consideration of readmission. All documentation required for new applicants, and the prevailing application fee, will be required. Readmission is not guaranteed.

If you have questions about progress in your program as it pertains to these policies, please contact your graduate advisor or Dr. John Lopes, Dean of the Graduate School (jmlopes@clemson.edu), at 656-4172.

Student Checklist

AS A STUDENT IN THE COUNSELOR EDUCATION PROGRAM YOU MUST:

- _____ 1. Be officially accepted by the Graduate School for admission to the Counselor Education program.
- _____ 2. Arrange a meeting with your major advisor before registering for any graduate level courses.
- _____ 3. Complete a minimum of 60 semester hours of approved graduate credit for the MEd or 30 for the EdS.
- _____ 4. Transfer in no more than 12 hours of graduate credits from another university, if approved by your advisor (see policy and form in this handbook).
- _____ 5. Retain a grade point ratio of at least 3.00.
- _____ 6. Complete the GS2 program of study form by the end of your first academic year.
- _____ 7. Submit practicum/internship applications for fall semester enrollment before **February 1** and for spring semester enrollment before **September 1**.
- _____ 8. Pass the final examination.
- _____ 9. Complete all course work within six years of taking the first course (including any graduate courses to be transferred in).
- _____ 10. 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 knowledge base in counseling, 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, couples and family counseling facilities, social service agencies, etc. The program is designed as a generalist approach to preparing clinical mental health counselors. Graduates of this program complete all required coursework for the Licensed Professional Counselor (LPC) credential in South Carolina.

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 P-12 schools, with an emphasis on applying knowledge and skills related to counseling, collaboration, leadership, and advocacy. This program prepares students for certification as school counselors in South Carolina at elementary, secondary, or both levels.

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 and School Counseling. Admission to the programs 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 relevance of professional goals.

The Program Admissions committees evaluate the Clinical Mental Health Counseling and School Counseling applicants on the following. **(1)** Competitive GPA – ideally above 3.0 overall, where 4.0 = A, **(2)** two professional letters of recommendation, **(3)** transcripts, **(4)** a completed application including responses to short answer questions, and **(5)** interview.

Application Deadlines: *Summer admissions only* – January 15

Each program may have differing entrance requirements; students should check the following pages as well as the *Graduate School Announcements* for the program entrance requirements.

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) two professional letters of recommendation, (3) transcripts, (4) a completed application including responses to short answer questions, and (5) interview. Application Deadline: Summer Admissions – January 15.

Program Curriculum Requirements

I. Counseling Core (27 Semester Hours)

EDC 8100 Theories and Techniques of Counseling

EDC 8110 Multicultural Counseling

EDC 8120 Career Counseling

EDC 8130 Assessment in Counseling

EDC 8140 Development of Counseling Skills

EDC 8150 Group Counseling

EDC 8240 Ethical Issues in Counseling

EDC 8250 Counseling Across the Lifespan

EDC 8280 Research in Counseling

II. Area of Specialization (18 semester hours)

EDC 8050 Clinical Mental Health Counseling

EDC 8160 Introduction to Couples and Family Counseling

EDC 8170 Crisis Counseling

EDC 8210 Diagnostics of Psychopathology
for Counselors

EDC 8220 Addictions Counseling

EDC 8230 Advanced Counseling Techniques & Strategies

III. Field Experiences (15 semester hours)

EDC 8360 Clinical Mental Health Practicum (3 hours)

EDC 8460 Clinical Mental Health Counseling Internship (12 hours)
(taken as two, 6-credit classes over two semesters)

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. Background checks are required for eligibility to complete internships at some mental health counseling agencies.

Testing Requirements:

- All students will complete a written final examination. Details of the final exam will be sent to 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 GS2 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. Students must follow the course sequence provided by the program coordinator when they were accepted into the program. The program must be completed within 6 years. Courses are sequenced in order to build foundation knowledge and skills.

Upon completion of the 60-credit program, students will receive both the MEd and EdS degrees.

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) two professional letters of recommendation, (3) transcripts, (4) a completed application including responses to short answer questions, and (5) interview. The school counseling program admits students once per year – the application deadline to start in the summer is January 15.

Program Curriculum Requirements

I. Counseling Core (27 Semester Hours)

EDC 8100 Theories and Techniques of Counseling
EDC 8110 Multicultural Counseling
EDC 8120 Career Counseling
EDC 8130 Assessment in Counseling
EDC 8140 Development of Counseling Skills
EDC 8150 Group Counseling
EDC 8240 Ethical Issues in Counseling
EDC 8250 Counseling Across the Lifespan
EDC 8280 Research in Counseling

II. Area of Specialization (18 Semester Hours)

EDC 8010 Foundations of School Counseling
EDC 8170 Crisis Intervention Counseling
EDC 8210 Diagnostics of Psychopathology for Counselors
EDC 8510 Leadership in School Counseling
EDSP 8530 Legal/Policy Issues in Spec. Ed.
Approved Electives (3 credits)

III. Field Experiences (15 Semester Hours)

EDC 8300 School Counseling Practicum, (3)
EDC 8410 School Counseling Internship, (12)
(taken as two, 6-credit classes over two semesters)

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. Background checks are required for eligibility to complete practicum and internship placement in schools.**

Testing Requirements:

- All students will complete a written final examination. Information about this exam will be disseminated via email to current students.
- 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 GS2 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. More information will be provided in class.

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. EDC 8100 and EDC 8140 must be completed prior to enrolling in EDC 8150. EDC 8150 must be taken before or concurrently with EDC 8300 (Practicum). EDC 8120 and 8130 must be taken before or concurrently with the first semester of EDC 8410 (internship).

Upon completion of the 60-credit program, students will receive the MEd and EdS degrees.

**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) two professional letters of recommendation, (3) transcripts, (4) a completed application including responses to short answer questions, and (5) interview. The application deadline is January 15.

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 previous pages*) 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 previous pages*) 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:

EDC 8160 Introduction to Couples and Family Counseling (3)
EDC 8170 Crisis Intervention Counseling (3)
EDC 8210 Counseling Psychodiagnosis (3)
EDC 8220 Addictions Counseling (3)
EDC 8230 Advanced Counseling Techniques and Strategies (3)
EDC 8240 Ethical Issues in Counseling (3)

EDC 8400 Independent Study in Counseling (3)
EDC 8560 College Admissions Counseling (3)
EDC 8580 Introduction to Play Therapy (3)
EDC 8850 Special Topics in Counselor Education

Testing Requirements:

- All students will complete a written final examination. Information about this exam will be disseminated via email to current students.
- 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 study. 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 developed to meet CACREP Standards and state counselor licensure requirements. Further, efforts are made to incorporate and address best practices and current issues in counseling.

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.

Advising

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

Advisors for new students enrolling 2021 Summer (last names ending in):

Clinical Mental Health Counseling: Dr. David Scott - last names A-H
Dr. Liz Boyd- last names I-Q
Dr. Corrine Sackett - last names L-Z

School Counseling: Dr. Jennifer Hall last names A-H
Dr. Brooke Wymer last names I-Q
Dr. Amanda Rumsey - last names R-Z

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.

Course sequences are designed to accommodate full-time students as well as students who pursue the degree on a part-time basis. The 60-semester hour sequence can be completed in a minimum of 2 years (including summers) and must be completed within six years of the first course enrollment (including courses you transfer in for graduate credit). Students may enroll in the program as either full-or part-time students. Students can expect to take about 1/3 of their courses in Clemson and 2/3 at the University Center in Greenville (UCG). More information and location of the University Center in Greenville can be found at www.ucgreenville.org

Registration and Payment for Courses

Students are encouraged to register for courses as soon as the university allows. Occasionally, a course will be full. In those instances, the *student should not complete the request log* provided on the registration system, but they should contact the instructor of record to see if they can be added to the course. The request log is a function primarily used with the undergraduate registration process. **Students are also reminded that failure to pay fees by the university stated deadline may result in being dropped from courses.**

Student Fees

Students should review the required fees listed online at
<http://www.clemson.edu/finance/student-financials/tuition-fees/index.html>

****Note** that students who are enrolled in fewer than 6 credits on campus (i.e., if most of your classes are at the University Center) should be sure to review the “part time graduate fees” section. Your fees for and access to certain on-campus services are determined by the number of credits you are enrolled in on campus that semester. Any fee that indicates “(6+ on campus credit hours)” is one you may need to check on to ensure you are eligible to use those services each semester. For example, if you are enrolled in fewer than 6 on-campus credits (or 3 on-campus credits during summer), the only way you can use the facilities at Fike during that semester is to go there and purchase a membership directly from them. Students also should be sure to check about eligibility to access health services at Redfern and counseling services at CAPS in these instances as well – it is best to contact those places directly for clarity.

The Clemson University Title IX (Sexual Harassment) Statement

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. To locate information on the Title IX policy, visit <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Alesia Smith is the Executive Director of Equity Compliance and her office is located at 110 Holtzendorff Hall, [864.656.3181](tel:864.656.3181) (voice) or [864.565.0899](tel:864.565.0899) (TDD).

Technology

Counselor Education recognizes and embraces the growing use of technology in counselor preparation. 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 the field of counseling. In the programs, technology will be used for communication, instructional methods, and students' projects and presentations.

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 use 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 at <https://ccit.clemson.edu/services/technical/data-storage/google-apps/>.

Students are expected to have access to computer equipment and basic working knowledge of their computer system. Please refer to the CCIT website: <http://www.clemson.edu/ccit/> for the recommended computer system specifications and software or contact the Help Desk at 864-656-3494.

College of Education Assessment Policies

As a program in the College of Education, Counselor Education must comply with a number of educational accreditation standards.

Education and Economic Development Act (EEDA)

The school counseling program is complying with the performance standards of the South Carolina Education and Economic Development Act (EEDA). This will affect students enrolled in the following courses:

- EDC 8010 – Foundations of School Counseling
- EDC 8300 – School Counseling Practicum

Read to Succeed

The school counseling program is complying with the standards of the South Carolina Department of Education's Read to Succeed initiative. This will affect students enrolled in the following courses:

- EDC 8110 – Multicultural Counseling
- EDC 8130 – Assessment in Counseling
- EDC 8510 – Leadership in School Counseling

ADEPT

The school counseling program is complying with the standards set forth in the South Carolina Department of Education's ADEPT (assisting, developing, and evaluating professional teaching) evaluation system. This will affect students enrolled in the following courses:

- EDC 8010 – Foundations of School Counseling
- EDC 8300 – School Counseling Practicum
- EDC 8410 – School Counseling Internship
- EDC 8510 – Leadership in School Counseling

EDC Policy and Procedures for *Transferring* in a Course

This policy applies to (a) students who enter the Clinical Mental Health Counseling or School Counseling programs having already completed a course they believe to be the equivalent of a required program course, and (b) currently enrolled students who want to complete a course through another institution. Requesting transfer course credit means that the course credits will count toward the total degree credit hours. The following general guidelines apply:

- Must be a *graduate level* course
- Must have been completed within 6 years of *when the student plans to graduate from Clemson*
- Must have been completed through a *CACREP-accredited* counseling program
- Grade received must be *no less than a B*
- Skills (individual or group counseling) or field experience (practicum or internship) coursework will not be eligible for transfer credit
- A maximum of 12 credit hours of coursework *could* be approved for transfer credit

Students who have completed coursework that meets the criteria above must follow the procedures below to request transfer course credit.

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 course to be considered for transfer credit as well as the semester/year and institution where the course was or will be completed, and (2) indicate the name and number of the required program course at Clemson that the student believes is the course equivalent.
2. Student signs and dates the written request.
3. Student attaches a syllabus from the transfer course, and if completed, 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 and the transfer course meet relevant CACREP requirements.
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 to the student and retaining a copy of the original.
7. If the request is approved, the student must have an official graduate transcript, clearly identifying this course as completed, sent *directly to the Graduate School*.

Please note:

- *The faculty reserve the right to request additional information (e.g., assignment descriptions, etc.) to help them make a determination regarding transfer credit.*
- *Transfer credit will only be approved for courses the counseling program faculty believe to be equivalent to a Clemson course in (a) content and (b) credit hours and in relation to the faculty's ability to assess acquisition of knowledge and/or skills related to associated CACREP standards.*
- *Currently enrolled students who wish to pursue transfer coursework are strongly encouraged to seek approval prior to enrolling in any course outside of Clemson (with the understanding that even if pre-approved, a final grade of B or higher must be achieved).*

Sample Letter of Request to Transfer in a Course:

Dear (advisor's name):

I am requesting to transfer in a course to meet the EDC 8120 Career Counseling requirement because I completed an equivalent graduate level course, CNED 8200 Career Development, during Fall 2014 at Mississippi State University, which has a CACREP-accredited program in CMHC. I have attached the syllabus from that course.

Student signature and date _____

Advisor signature and date _____

EDC Policy for Independent Study

All students who are interested in completing an independent study (EDC 8400) must complete and submit the following form outlining the rationale for and objectives of independent study to the faculty member with whom they would like to work. If the request is approved, the student will be permitted to register for EDC 8400 – Independent Study and the instructor will develop and share a course syllabus. *Note – students will NOT be permitted to register for independent study for a topic that is covered in existing courses. They must enroll in existing courses during the semesters they are offered.*

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. See more details on p. 28.

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.

Student Accessibility Services

Student Accessibility Services coordinates the provision of accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Reasonable and specific accommodations are developed with each student based on current documentation from an appropriate licensed professional. All accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment. Housing accommodations for a disability or medical condition are also coordinated through this office.

Visit the Student Accessibility Services [website](#) for location, contact information, as well as official policies and procedures. To learn more information or request accommodations contact Student Accessibility Services (SAS) at sds-l@clemson.edu or [864.656.6848](tel:864.656.6848) or visit <https://www.clemson.edu/academics/studentaccess/>

EDC Student Review and Retention

The Code of Ethics and Standards of Practice of the American Counseling Association (2014) 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 decision to dismiss or refer students for assistance, and 3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures” (p. 15). 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.

Professional Standards

In addition to maintaining high scholastic standards, students enrolled in the counselor education program must develop skills necessary to work with individuals from diverse backgrounds. 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).

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 in the Graduate School Policy Handbook:
<http://www.clemson.edu/graduate/students/policies-procedures/>

Counselor Education Professional Fitness Review

Evaluation Criteria:

1 - Does not consistently meet criteria, 2 - Meets criteria consistently, 3 - Exceeds criteria consistently

Professional Responsibility
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).
2. The student does not exploit or mislead other people in the context of professional relationships.
3. The student appropriately applies legal and ethical standards.
4. The student demonstrates commitment to helping clients discover their full potential.
5. The student takes initiative and responsibility for his/her own learning.
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.
7. The student is knowledgeable about the importance of advocacy in his/her program area.
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.).
Competence
1. The student takes responsibility for compensating for his/her deficiencies.
2. The student provides only those services and applies only those techniques for which he/she is qualified by education, training, or experience.
3. The student demonstrates appropriate affect in response to clients/students.
4. The student is knowledgeable about education and counseling processes.
5. The student demonstrates competence in the use of counseling skills.
Comportment
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.
2. The student demonstrates honesty and fairness both personally and professionally.
3. The student is aware of his/her own belief systems, values, and limitations.
4. The student is able to receive, integrate, and utilize feedback from peers, instructors, and supervisors.
Integrity
1. The student does not make statements that are false, misleading, or deceptive.
2. The student respects the fundamental rights, dignity, and worth of all people.
3. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.
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.
5. The student behaves in accordance with the Counselor Education Program's accepted code(s) of ethics/standards of practice.

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. Jennifer Hall and Dr. Amanda Rumsey. The national organization's website address is: <http://www.csi-net.org/>

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's mission is to represent professional school counselors and to promote professionalism and ethical practices. A student membership rate is available. Information on membership is available at www.schoolcounselor.org.

Counselor Licensure and Certification

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 Certification.** Certification 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 certification at elementary, secondary, or both levels. Information about completing requirements and submitting requirement paperwork will be disseminated each semester and is available in the School Counseling Workgroup in Canvas.
- 2. Professional Counselor Licensure.** To become a Licensed Professional Counselor (LPC) in South Carolina the student must **(a)** 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:

<https://llr.sc.gov/cou/>

Clemson counselor education students are offered the opportunity to take the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) in the semester before they graduate or within one year of graduating. Most states accept the NCE as part of the LPC application, but some states require the NCMHCE. The SC LPC board accepts either of these exams. The voluntary National Certified Counselor (NCC) credential requires students take and pass one of these exams. The exams are offered in April and October each year. Announcements regarding application deadlines will be sent to your Clemson email account, or contact Dr. Sackett for more information.

Clemson University Counselor Education Faculty

Dr. Liz Boyd

Clinical Assistant Professor, Counselor Education Program Coordinator

beboyd@clemson.edu

Interests: Integrated women's health, grief and women's health

Dr. Jennifer Hall

Clinical Assistant Professor, Field Experiences Coordinator

jgh3@clemson.edu

Interests: Issues in school counseling, students with disabilities, play therapy, creativity in counseling and supervision, childhood trauma and domestic violence

Dr. Amanda Rumsey

Assistant Professor

arumsey@clemson.edu

Interests: Trauma; Adolescents/Social and emotional issues and marginalized sub-groups; Non-suicidal self-injury and suicide intervention; School counseling preparation and professional advocacy

Dr. Corrine Sackett

Associate Professor

csacket@clemson.edu

Interests: supervision, experiences in counseling, therapeutic relationship, advocacy in counseling

Dr. David Scott

Associate Professor

dscott2@clemson.edu

Interests: Clinical mental health counseling, at-risk youth, identity development and career counseling

Dr. Brooke Wymer

Clinical Assistant Professor

bellis5@clemson.edu

Interests: Trauma-informed clinical supervision, improving child trauma treatment outcomes, holistic wellness, child abuse prevention

Ethical Expectations

All students are responsible for knowing and following relevant ethical guidelines.

American Counseling Association: Code of Ethics and Standards of Practice (at the link provided)

<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

American School Counselor Association Ethical Standards for School Counselors (at the link provided)

<https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>

Student Resources

Counseling Services: <https://www.clemson.edu/campus-life/student-health/caps/services-and-programs/index.html>

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/

Assistance with resume and cover letter preparation, interviewing skills, job search, etc.

Student Accessibility Services <https://www.clemson.edu/academics/studentaccess/>

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. SAS 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: <https://www.clemson.edu/campus-life/student-health/>

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.

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 or other appropriate professional standards of practice.

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 student 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 during field experiences.

Concentration:

____ Clinical Mental Health Counseling

____ School Counseling

Student Name _____ Date: _____

Student Signature _____

