



## **COUNSELOR EDUCATION PROGRAM**

*Department of Leadership, Counseling, Adult, Career  
and Higher Education (LCACHE)*

*College of Education*

### **Student Handbook**

*The mission of the Master's Program in Counselor Education is to prepare interpersonally skilled and culturally competent professional counselors who facilitate the psychological growth and development of those they serve as well as assist them in enriching the quality of their lives. These counselors also help those who experience difficulties in overcoming or resolving the complex interpersonal, vocational and emotional adjustment problems associated with modern living.*

*Graduate students must maintain an overall minimum grade point average (GPA) of 3.00 (on a 4.00 scale) in all courses taken as a graduate student, and maintain an overall minimum grade point average (GPA) of 3.00 (on a 4.00 scale) in each of the courses taken as part of their program of study.*

**Fall 2017**

***Counselor Education Program***

***Department of Leadership, Counseling, Adult, Career  
and Higher Education (LCACHE)***

***College of Education***

**Physical Address:**

**Counselor Education Program  
University of South Florida  
4202 East Fowler Avenue, EDU 158  
Tampa, FL 33620**

**Website: <http://www.coedu.usf.edu/main/departments/psf/CE/CounselEd.html>**

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Department of Leadership,  
Counseling, Adult, Career & Higher  
Education (LCACHE)  
4202 East Fowler Avenue, EDU105  
Tampa, FL 33620**

## PREFACE

The University of South Florida's Counselor Education Program developed this handbook to assist students with planning their studies and related developmental activities.

This handbook contains statements of procedures and/or regulations, guidelines for professional behavior, and documents related to every course offered through the USF Counselor Education Program (CEP). Students may use this handbook as supplemental text/reference for every course offered through the CEP. It is recommended that students enrolled in the CEP have a copy of this handbook to use as reference.

Students are entitled to a copy of the University of South Florida Graduate School Catalog upon admission to the CEP. Students may obtain a copy from the USF Registrar's Office (SVC 1034) or the Graduate Admissions Office on the first floor of FAO.

In order to receive their degree(s), students should become knowledgeable regarding the material in this handbook and the sections of the USF Graduate School Catalog applicable to the program in which they are enrolled.

**While advisors, faculty, and staff are available to guide, advise, and respond to questions posed by students, it is ultimately the responsibility of the student to be acquainted with the regulations and to meet all requirements in a timely manner. If graduation requirements are not satisfied, the degree will not be granted (USF Graduate Catalog).**

## ACKNOWLEDGMENTS

With many thanks to all the Counselor Education faculty, program staff, and students, present and past, for their thoughtful contributions to the development of the program and this handbook.

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**APPENDIX A  
ETHICAL CODES**

Ethical Codes are found online. See below.....

**ETHICAL STANDARDS**

**AMERICAN COUNSELING ASSOCIATION:**

American Counseling Association ([www.counseling.org](http://www.counseling.org) )

Specifically, <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

**ETHICAL STANDARDS OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION**

American School Counselor Association ([www.schoolcounselor.org/](http://www.schoolcounselor.org/)) Specifically,

<http://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

**SECTION A**  
**GENERAL INFORMATION**

## **MISSION AND VALUES OF THE COUNSELOR EDUCATION PROGRAM**

### **Mission Statement**

The mission of the Master's Program in Counselor Education is to prepare interpersonally skilled and culturally competent professional school counselors who facilitate the psychological growth and development of those they serve as well as assist them in enriching the quality of their lives. These counselors also help work with students with social/emotional, career, and academic issues.

The CEP prepares students throughout the ten-county service area assigned to the University of South Florida. The dense population and distance of the service area necessitates the offering of Counselor Education programs, in the form of cohorts.

The program prepares students to be employed as counselors in schools. The major goals of the program are to train practitioners who:

- Serve as effective counselors in schools.
- Provide leadership in educational and human services settings.
- Provide effective programs and interventions for individuals and groups.
- Strive to enhance the worth, dignity, self-respect, and positive development of themselves and of individuals and groups within their employment context.

### **Values of the Program**

The values of the CEP are consistent with the values promoted by the University of South Florida. These values are:

- Excellence in teaching, research, service and support activities.
- Free exchange of ideas in the spirit of academic freedom and professional responsibility.
- Contributions to the greater understanding and resolution of societal problems.
- An open and trusting environment in which individuals can expect ethical treatment and civility in all interactions.
- Human diversity, pluralism, and community.
- Shared governance, teamwork, and collaboration in decision-making.
- Personal commitment and contribution to the university's greater good.
- Individual growth and development.

## ORGANIZATIONAL STRUCTURE

The University of South Florida is a multi-campus university that serves the higher education needs of Florida's west coast. The primary administrative offices for USF and for the CEP are located on the main campus in Tampa. Counselor Education is a graduate program under the administrative guidance of the Graduate School and the College of Education.

USF is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the baccalaureate, master's, specialist, and doctoral levels, including the Doctor of Medicine. The National Council for the Accreditation of Teacher Education (NCATE) accredits the College of Education. Certification programs are approved by the Florida Department of Education.

*Events, activities, programs and facilities of the University of South Florida are available to all without regard to race, color, marital status, sex, religion, national origin, disability, or age in accordance with the university's respect for personal dignity.*

### **The Graduate School**

The Graduate school is an administrative unit apart from the College of Education. Their Dean coordinates the admission of graduate students, advises on budgetary requests, allocates funds for graduate training, and administers graduate fellowships, tuition waivers and scholarships, administers the Graduate School. That Dean also credentials graduate faculty and presides with the President over the conferring of degrees.

**Dean of the Graduate School and  
Associate Vice President for Research & Innovation:**

Dr. Karen Liller  
(813) 974-7359

**Director of Admissions:**

Francisco Vera  
(813) 974-2829

[admissions@grad.usf.edu](mailto:admissions@grad.usf.edu)

### **The College of Education**

The CEP is located in the Department of Psychological and Social Foundations in the College of Education. The primary administrative and staff personnel for graduate programs in the college are:

**Dean of the College of Education:**

**Dr. Roger Brindley, Ph.D.**  
EDU 105  
(813) 974-3400  
Administrative Assistant: Darla Null

**Graduate Support Office:**

Miranda Sloan,  
EDU 320  
(813) 974-3406  
Program Assistant: Vanessa Quintas

## **The Department of LCACHE**

The CEP is part of the Department of Department of Leadership, Counseling, Adult, Career and Higher Education (LCACHE), College of Education. Key administrative and support personnel follow:

Chair of the Department:	Judith Ponticell, Ph.D.
Program Coordinator:	Cindy Topdemir, Ph.D
Academic Program Specialist	Lisa Adkins

### **Counselor Education Program Location**

The reception/information area for the CEP is located on the first floor of the Education building, room EDU 158.

All faculty in the department receive mail and/or telephone calls through the department office. Each faculty member has an individual mailbox. If you need to leave a message or material for a faculty member, Ms. Lisa Adkins in EDU 158C would be happy to assist.

The complete mailing address for the program is:

Counselor Education Program  
University of South Florida  
4202 East Fowler Avenue  
EDU 105  
Tampa, FL 33620

**The CEP telephone number is (813) 974-3463. Regular hours of operation for the department are 8:00 am to 4:00 pm, Monday through Friday.**

Lisa Adkins is the academic program specialist for the CEP and can be reached at 974-3463 and e-mail: [lisaadkins@usf.edu](mailto:lisaadkins@usf.edu). Students may direct general questions to her. Faculty may be contacted through their voice mail numbers or email addresses. There are a number of professionals from the community who serve as adjunct faculty and they may be contacted through Lisa Adkins.

### **ADMISSIONS PROCESS**

Applications need to be completed online via this website, and sent to Graduate Admissions. All requirements below are to be sent directly to the Counselor Education Program. Please call 813-974-3463 if you have any questions

New students are admitted for the fall semester, and the deadline for completed applications is January 7th. Prospective students should access the USF Graduate Catalog online, as this publication has important information about admission to the Graduate School and other requirements.

Admissions are on a competitive basis, and meeting minimum Graduate School admission standards does not guarantee acceptance into the masters program in Counselor Education. Prospective students must report GRE scores to USF regardless of GPA.

The following are required elements of the admission process:

1. **USF Graduate application form**, available on the World Wide Web home page ([www.grad.usf.edu](http://www.grad.usf.edu))
  - INFORMATION PERTINENT TO GRADUATE STUDENTS: Please notice that as of July 1, 2002, the Department of Education no longer accepts the **Praxis I** for students seeking admission to state-approved, initial certification programs.
2. An official **Graduate Record Examination (GRE) score** of 1000 minimum (combined verbal and quantitative) **and Grade Point Average (GPA) acceptable to the College** or a GPA of 3.0 minimum over the last half of the bachelor's program and a minimum GRE of 800.
3. **Three letters of recommendation and 3 completed reference forms** (see <http://www.coedu.usf.edu/main/departments/psf/CE/OnlineForms/emailltrref%20form.doc>). These should be sent from current and former employers, professional acquaintances and colleagues, professors with whom you have worked closely, and any credible source who can attest to your potential skills as a counselor. These should be written on appropriate letterhead.
4. **An online application.**
5. **A personal statement** of professional background, experiences, and goals, including the applicant's reasons for seeking admission to the Counselor Education program.
6. **A current vita or resume.**
7. A group **interview** (scheduled for a two-hour period) with faculty members of the Counselor Education Program. Special arrangements will be made for out-of-state applicants to satisfy this requirement. At the conclusion of the group interview, students will be asked to write a response to an essay question that will be considered as part of the application process.
8. School counseling applicants must pass **all portions** of the **General Knowledge Exam no more than 4 months** after admission.
9. For **International students**: Applications for fall semester for international students is **January 7**. Graduate admissions has additional requirements that international students must meet prior to consideration for admission. For example, an applicant whose native language is not English must have a minimum score of 550 on the TOEFL. In addition, international students must provide a certificate of financial ability. This certificate should indicate proof of financial resources sufficient to cover tuition, fees, room and board and other expenses for the full academic year, including the cost of travel. In addition, we

routinely require international students for whom English is not their native language to enroll in only one course, MHS 6006, and take a remedial conversational English class. The ability to proceed in the program is dependent upon successful completion of both of these courses.

10. School counseling applicants should be aware that background checks are conducted by the State of Florida on all potential employees.
11. **Application deadline** is **January 7** for Fall semester. Note: In some cases, the deadline may be extended.

## **ADMISSIONS SELECTION and RETENTION PROCEDURES**

Once the program receives the application materials, the prospective student will be sent an acknowledgement that the materials were received. **It is the student's responsibility to ensure that all materials have been received by the deadline.** The application file will be reviewed by the Admissions Coordinator who will make initial recommendations for interviews. A minimum of two program faculty members will be present at the interviews. Those who are invited to an interview will be asked a series of standard questions and will also have the opportunity to ask questions to the interviewers.

After the interview, admissions decisions will be made by the Admissions Coordinator and the faculty members who interviewed that applicant, and will be based on the individual's application and his/her:

- Career goals and objectives and their relevance to the program;
- Aptitude for graduate-level study;
- Technological competence and computer literacy;
- Potential success in forming effective interpersonal relationships in individual and small group contexts;
- Communication skills;
- Willingness to look at self introspectively;
- Commitment to self-development;
- Knowledge of the counseling field; and
- Experience.

All faculty, including adjuncts and branch campus affiliates may provide input with respect to admissions decisions.

## **Admissions Decisions and Follow-Up Process**

### **1. Recommendation to Accept**

Once a decision has been made to accept an applicant, the Counselor Education program sends a letter recommending acceptance to the program to the student and to graduate admissions.

### **2. Letter from Graduate Admissions**

The Office of Graduate Admissions sends a letter to each applicant following the decision by the Counselor Education program to accept or deny.

### **3. Denials**

The Counselor Education program is a limited enrollment program. Acceptance into the program is competitive. Denials are made when an applicant does not meet minimum criteria levels, when the person's goals do not appear to be in line with the program, or if a person does not demonstrate adequate interpersonal skills and professional demeanor during the interview. Applicants may be denied due to the number of more highly qualified candidates applying for that particular semester.

### **4. Appeals**

Students who were denied admittance and who meet the minimum standards (3.0 GPA or 1000 GRE) may appeal this decision. The student should write to the Graduate Program Director of the Counselor Education program within 30 days of denial to request reconsideration. In this letter, the person should detail any additional evidence of potential for academic success in the program and explain why reconsideration is warranted. The student should contact the program secretary for the appeals form.

Students who decide to defer their admission may do so for one year by requesting a deferral from the Academic Program Specialist. If more than a year has passed, the student must formally reapply to the program.

## **ORIENTATION**

Orientation to the Counselor Education Program is held each fall, usually the week prior to classes beginning. Attendance at orientation is mandatory.

## **RETENTION**

Students must earn no less than a "B" in their primary class, MHS 6006. In addition, no grade less than a "B" will be acceptable for any of the MHS courses or in EDF 6354. If a student earns a "B-" or less in these courses, they must re-take the course in order to graduate. Each semester a retention meeting is held among the faculty to discuss any students who may be having difficulty in the program, as well as appropriate interventions, which may include a letter to the student, a meeting with the student, or other steps that seem appropriate.

## TRANSFER OF CREDIT

Transfer credits from other institutions and special student credits must be evaluated and approved by the student's advisor and the COEDU Coordinator of Graduate Studies. Transfer credits that are to be used as substitutions against College requirements must have the written support of the Chairperson of the Department in which the USF course(s) would be offered.

Exceptions to the time-limit requirements on transfer credit must be made in writing to the Coordinator of Graduate Studies by the Program Advisor. Verification as to the currency of course content must be provided by the Department Chairperson in the department currently teaching the equivalent course.

**Credit from another Institution:** Transfer of graduate credit from another regionally accredited institution is limited to 8 semester hours or three courses. A written request for transfer should be made to the Program Advisor at the time of admission to the USF graduate program and incorporated in the Planned Program of Study. Official transcripts are needed to initiate the transfer process. Written recommendations supporting the transfer are needed from the program advisor or Department Chairperson. If the course(s) fulfills COEDU requirements, a written approval for transfer is needed from the Department Chair in the department that teaches the equivalent course(s).

Courses are eligible for transfer if: (a) they were taken at another regionally accredited institution, (b) they were completed with grades of "B" or better, (c) they will be within the 5 year time limit at the time the student graduates, and (d) they were not counted towards the completion of a degree at the other institution. Exception: If the student is enrolling for a second degree at the same level, courses taken for the first degree may be waived in the second, provided the department offering the course approves the waiver, and provided the student still enrolls in the minimum number of hours required for the USF degree.

**Credit from USF:** USF Non-Degree Seeking "Special Student Credit Hours". No more than 12 semester hours of credit earned as a non-degree seeking or special student at USF may be applied toward the master's degree requirement. Prospective students to the program may take up to 12 hours in non-degree seeking status; however, this is not a factor in admission decisions.

### **Transfer of Credit for MHS 6006, MHS 6400 and MHS 6800:**

The CEP program will consider transfer requests for these courses if (a) the courses were taken from a CACREP-accredited program, (b) the faculty member from that program contacts the USF Counselor Education Program Coordinator with a formal request for the transfer, and (c) the student supplies a videotape presentation of skills and/or other course products. In the case where a student has two courses that cover the objectives for one USF CEP course, the same procedures should be followed.

## **FACULTY ADVISORS**

Each student is assigned an advisor who is a member of the program faculty. Students meet with their faculty advisor during the New Student Orientation. At that time, instruction is provided for completing the Program Plan.

Students should contact their advisor when they have any questions regarding their program plans, classes, or any matters that are of concern. The pursuit of a Master's degree will take students through a number of structures within the University. Faculty advisors help negotiate the path.

## **STUDENT DATA FILES**

The CEP develops student data files for department purposes. These files contain information necessary for communication with or about students in the program. Information including students' full names, identification numbers, current addresses, and phone numbers are maintained in these files. Each student's initial data is obtained at the new student orientation. If any information changes, such as current email or physical address, students should contact the academic program specialist immediately in writing or by email. Not having accurate information may prevent students from receiving important and useful information regarding the program.

The program regularly provides information through email via Canvas, including important deadline dates. Because of the online notification, it is imperative that students maintain an email address, and ensure that they check their email (that is registered on Canvas) regularly.

## **FINANCIAL ASSISTANCE**

Financial assistance is available through the Graduate School, the College of Education and the Office of Financial Aid.

### **University Graduate Fellowships**

Fellowships are awarded annually, on a competitive basis, to full-time students of outstanding academic potential. Recipients receive \$7,000 for the academic year (Fall and Spring semesters) and a partial tuition waiver. Applicants must have an upper-division undergraduate GPA of 3.2 or better, graduate GPA of 3.5 for any graduate work, and 1200 or better on the combined verbal-quantitative portions of the GRE.

### **Graduate Student Travel Monies**

Money may be available for graduate students who are presenting at state, national or international conferences. Students should contact the Graduate Studies office.

### **External Funding**

Includes grants or scholarships administered by the Graduate School but funded by sources outside of the university. Some of these awards include the Fulbright, Rhodes, American Association of University Women, and the Rockefeller Foundation. The Graduate School will assist with applications.

### **Office of Financial Aid**

The Office of Financial Aid administers several loan programs. There is also a Scholarship Library that provides information on private sources of funding. Application packets are available outside the Office of Financial Aid.

### **Graduate Assistantships**

To be eligible for a graduate assistantship, a student must be degree-seeking and enrolled full time (9 or more credit hours). Assistantships are competitive and awarded to students based on their previous experience and aptitude for meeting the position requirements. To be considered, students must complete an application form (available from the office secretary) early, during the spring term. Assignments are normally made for one academic year beginning the fall term. These may be available through many academic and service units on campus.

## **MATTERS OF PROTOCOL**

When students have a question that is not answered in this handbook, they should contact their faculty advisor.

### **Communicating with Professors on the Telephone or via Email**

When possible, students should plan ahead to make an appointment to meet with their faculty advisor. If an emergency occurs or an immediate response is needed, students may contact the program secretary. The best way to contact faculty members is via email. Other options include coming by the program reception area (EDU 158), calling the program secretary, or leaving a detailed message for the faculty member on voice mail. When leaving a message please leave

complete information (e.g. your name, date of the message, telephone number(s) with area codes and/or e-mail address).

Counseling students are expected to be courteous, polite and respectful in their messages to faculty, staff and fellow students, especially with respect to emails. This includes using appropriate language, not forwarding other's messages without permission, avoiding spamming, and observing other proper "etiquette" rules. Also, it is a good idea not to send messages when angry or upset. Take some time to reflect on what you have written before sending it. Email is a written communication that serves as an indication of professionalism (or lack thereof).

### **Other Program and Department Protocol**

- Department telephones and materials (e.g., letterhead paper, envelopes, and other office supplies) are not available for use by students.
- Students are not permitted to use materials or the copying facilities except with authorization from a faculty member.
- Students' personal information will not be given over the phone.
- Students are expected to respond to email or voice mail within 24 hours.

### **Communicating Concerns**

If a student has a concern about a grade or other issue with respect to an instructor, the student should first share that concern with the instructor. If the student feels that the concern still exists, the student should contact the program coordinator, followed by the department chair (if the concern still existed after discussion with coordinator), the associate dean (if the concern still existed after discussion with the department chair), and then the dean (if the concern still existed after discussion with associate dean).

## **STATEMENT OF PROFESSIONALISM**

The academic programs in the department are established to prepare graduates to enter "professions." The term profession in this context means an occupation/career for which there is a known body of knowledge (both theoretical and empirical), an identified set of appropriate skills, and a set of behavioral standards adhered to by members of the profession. As part of the CEP, students are engaged in a professional preparation curriculum. Therefore, upon admission, the department accepts students as professionals and expects them to act in accord with the highest professional standards.

The most common manifestation of professionalism is adherence to professional ethical standards such as those of the American Counseling Association, and its divisions, the National Board of Certified Counselors and the School Counselors Association.

Professionalism encompasses more than just adherence to ethical and/or other written standards. It includes appropriate and effective manners of interacting with people, manners of personal conduct and self-presentation, and respect for people, property, and processes. **If at any point students have any concerns about appropriate professional behavior for themselves or for others, their faculty advisor should be contacted immediately.** If unable to contact their faculty advisor, or the faculty advisor is not the appropriate contact person for the situation, students should contact the program coordinator or department chairperson. Students should not feel forced to evaluate the situation by themselves, rely on the opinions of other students, or hesitate to

contact a faculty member.

## PROFESSIONAL ORGANIZATIONS

One of the ways professionals manifest this comprehensive involvement is through becoming active members of professional organizations and associations.

Counselor Education students are encouraged to join a professional organization and to become involved in the organization. As a member of a professional organization, students are entitled to benefits including: (a) publications, journals and newsletters, (b) reduced registration rates for attendance at professional meetings (e.g., conventions and workshops) and (c) member services that include legal defense funds and library resources. By being involved in a professional association, students increase their network and are also involved in shaping the profession.

### **National Professional Organizations**

The diversity of interests and areas of expertise among the professions represented by programs in the department are reflected in faculty and student memberships in several national professional organizations. These organizations include the:

- American Counseling Association (ACA) [www.counseling.org](http://www.counseling.org)
- American School Counseling Association (ASCA) [www.schoolcounselor.org](http://www.schoolcounselor.org)

### **State Professional Organizations**

Each of these national organizations has a state-level counterpart, such as the:

- Florida Counseling Association (FCA) [www.flacounseling.org](http://www.flacounseling.org)
- Florida School Counselors Association (FSCA) <http://www.fla-schoolcounselor.org/>

## SECTION B

### ACADEMIC POLICIES AND PROCEDURES

#### THE GRADUATE POLICIES AT THE UNIVERSITY LEVEL

There are a number of academic policies and procedures at the University, Graduate School, and College levels which students must be aware of and attend to. These are documented in the USF Graduate School Catalog and in the College's Graduate Student Handbook: Policies and Procedures. Below are a number of these policies and procedures directly relevant to the CEP. The descriptions below are not all inclusive; students should consult with the Graduate School Catalog and the Student Handbook, available at <http://www.coedu.usf.edu/main/gradhandbook/mahandbook/requirements.htm>

USF and all its colleges, departments, and programs establish academic requirements that must be met before a degree is granted. Advisors, directors, department chairs, and deans are available to help student's understand and arrange to meet these requirements. If at the end of a student's course of study requirements for graduation have not been satisfied, the degree will not be granted. It is imperative that students acquaint themselves with all regulations, remain currently informed throughout their college careers, and be responsible for completing requirements. Courses, programs, and requirements described in the Catalog may be suspended, deleted, restricted, supplemented, or changed at the discretion of the University, the University Board of Trustees, and/or the Florida State Board of Education.

#### **Availability of Courses**

The University does not commit itself to offering all the courses, programs, and majors listed in the Catalog, unless there is sufficient demand to justify them. Some courses, for example, may be offered only in alternate semesters or years, or even less frequently if there is little demand.

#### **Course Load**

A student taking 9 or more hours toward a degree in the fall or spring semester is classified as full-time. Six hours is considered full time in the summer semester. The normal full-time graduate load is 9-12 credit hours. Students who attend part-time take two courses each semester. It is strongly recommended that full time student do not also work full time.

#### **Attending the First Class**

Critical information is presented on the first night of class, and attendance is expected to all CEP classes. Graduate students who do not attend the first class meeting and who have not made arrangements with the instructor to miss the meeting will be automatically dropped from the class.

#### **Academic Standards**

Graduate students must maintain an overall minimum grade point average (GPA) of 3.00 (on a 4.00 scale) in all courses taken as a graduate student, and maintain an overall minimum grade

point average (GPA) of 3.00 (on a 4.00 scale) in each of the courses taken as part of their program of study. Note: You must have a B or higher in all MHS and EDF courses to proceed to Internship.

Any graduate student who is not in good standing at the end of a semester or summer term shall be placed on probation. Notification of probation shall be made to the student in writing by his/her faculty advisor with a copy to the college dean. At the end of the probationary semester, the advisor shall recommend to the college dean, in writing, one of three alternatives: (1) removal of probation, (2) continued probation, or (3) dismissal from degree program. A concerted effort will be made during the probationary period to aid the student in re-establishing his/her standing. If the student is unable to re-establish this standing, the student may be dismissed from a degree-seeking status after one semester or placed on probation by the Dean of the Graduate School, upon recommendation of the dean of the student's college. If the student wishes to reapply to the Graduate School within three semesters after dismissal, the student should secure a Former Student Returning application from the Office of the Registrar. If the student wishes to reapply to the Graduate School after two years, the student must reapply to the Office of Admissions by the appropriate deadline.

### **Grades of Incomplete**

According to the Graduate School, graduate students may not receive "I" grades. The course instructor and student must draft and sign a contract that describes the work to be completed, the date the work is due, and the grade earned at the conclusion of the semester. The grade must also include the zero for the incomplete portion of the work. (For example, "I/C"). The instructor must file a copy of the contract in the department before the date grades are due. An incomplete grade not cleared within the next two successive academic semesters, including summer semester, will revert to the grade noted on the contract. "I" grades are not computed in the grade point average (GPA), but the grade noted on the contract will be computed in the GPA if the contract is not fulfilled by the specified date. In the event that the resulting GPA does not meet the required 3.00 to be "in good standing," the student will be placed on Academic Probation effective the semester the class was taken.

Students should also be aware that all grades of Incomplete "I" must be changed to other letter grades before becoming eligible for graduation. USF Graduate School policy stipulates that students may not graduate if grades of Incomplete remain on their records.

### **Grade Forgiveness**

**There is no grade forgiveness at the graduate level.** Students who register for classes and do not drop them during the drop/add deadline will not have these courses deleted from their transcripts. Students who repeat the same course will have the grades from both courses computed as a part of their grade point averages.

### **Last Academic Term Registration**

USF Graduate School policy requires that degree candidates be registered for at least two (2) semester credit hours during the term in which the candidate's degree(s) is (are) to be conferred.

### **Notification of Intent to Graduate**

Graduation upon completion of the requirements of the program is NOT automatic; students must notify the Graduate School, the Registrar's Office, and the Department of your intent to graduate.

When a student determines the academic term in which he/she intends to graduate from the program, the student notifies the Graduate School and Registrar's Office by completing a formal application form for graduation.

There are applications for graduation deadlines for each academic term. Failure to inform the Graduate School, Registrar's Office, and Program by the stipulated deadline will necessitate that the student register for at least another two (2) semester credit hours during a subsequent academic term.

### **Time Limitations**

The Graduate School requires that students complete a master's degree program in no more than 5 years.

### **Endorsements and Records**

Students should maintain copies of all records and course syllabi for future use. The program keeps student records for five years. The CEP may not be able to verify any academic and supervised experience if no validating paperwork is available.

The CEP will write an endorsement for the program plan from which the student graduated. The program can write endorsements only for the specific practicum and internship setting where the student was being formally supervised.

## COUNSELOR EDUCATION PROGRAM ACADEMIC POLICIES

The following information is a summary of policies specific to the CEP.

### **Grades**

Graduate students must maintain an overall minimum grade point average (GPA) of 3.00 (on a 4.00 scale) in all courses taken as a graduate student, and maintain an overall minimum grade point average (GPA) of 3.00 (on a 4.00 scale) in each of the courses taken as part of their program of study (see Program Plan). No grade of B-, or below will be accepted towards the CEP graduate degree. In addition, to the CEP requirement that students earn a 'B' or higher grade in all Counselor Education Program courses.

### **MHS 6006**

The course covers basic relationship and counseling skills necessary to function as an effective professional counselor. Students must earn a grade of "B" or better in MHS 6006 to continue taking courses in the CEP. If a student does not earn such grade in this course, he or she should not register for any Counselor Education courses until after the semester a grade of "B" or better is earned. This applies to all students enrolled in this class, including those formally accepted into the program.

### **MHS 6400**

The course covers basic counseling theories necessary to function as an effective professional counselor. Students must earn a grade of "B" or better in MHS 6400 to continue taking courses in the CEP. If a student does not earn such grade in this course, he or she should not register for any Counselor Education courses until after the semester a grade of "B" or better is earned. This applies to all students enrolled in this class, including those formally accepted into the program.

### **Computer Capability**

Students should have access to a computer and a reliable connection to the internet. Computer literacy is imperative in graduate studies. The campus offers free basic courses of a few hours duration to assist students. In addition, each student is expected to have an email account that they access regularly. The University provides all students with email accounts. For information about setting up a USF email account, students may visit the following web address:

<http://it.usf.edu/services/myusf>.

### **Prerequisites**

MHS 6006 (Trends and Principles of the Counseling Profession) is the prerequisite for all other Counselor Education courses. Counselor Education is based on an accumulation of skills and knowledge. Content in one course is required for integration into other courses. Course prerequisites are listed below. MHS 6400 (Counseling Theories and Practices) is a prerequisite for all of the courses taken after its completion. Completion of all other course is a prerequisite for Internship (with the exception of MHS 6601 Consultation).

<u>Course</u>	<u>Prerequisites</u>
MHS 6200 Appraisal and Appraisal Procedures	MHS 6006
MHS 6340 Career Development	MHS 6006 & MHS 6400
MHS 6400 Counseling Theories and Practice	MHS 6006
MHS 6450 Counseling Substance Abuse	MHS 6400
MHS 6470 Human Sexuality Issues for Counselors	MHS 6400
MHS 6420 Multicultural Counseling for Diverse Population	MHS 6400
MHS 6509 Group Counseling and Practice	MHS 6400
MHS 6600 Consultation	MHS 6800

**Program Plans**

Each student in the program must complete an approved program plan form before beginning the program. This is typically done at the New Student Orientation. The purpose of the program plan is to specify the courses necessary for completion of the degree. A student’s plan is approved when it has been signed and dated by the student’s advisor, the Program Coordinator, and the College of Education Graduate Coordinator. When changes affecting program curricula are implemented by the USF Graduate School, the College of Education, or the program, the criterion for whether the new requirement is applicable to a student is based on the approved plan program filed.

If a student does not have an approved program plan on file when a new requirement goes into effect, the student must follow the new requirement. It is important to understand, however, that on rare occasions, the USF Graduate School and/or the Florida Department of Education implement changes in requirements irrespective of whether the students have an approved planned program.

At times, a student requests to change the approved program plan. The advisor can assist in making these changes. A student does not need to change a planned program if the student completes the designated courses in a different sequence. However, the student should confer with an advisor before deviating from the approved program plan.

If a student desires to change an approved program plan, the student should photocopy the original form and present this along with a letter explaining the request to the advisor. The advisor or program assistant will provide the appropriate new form. The advisor will then sign the new form and submit it to the Graduate Coordinator. After reviewing the request, the Graduate Coordinator will submit the request to the College of Education Office of Graduate Studies.

If a student changes a program plan, it is the student’s responsibility to ensure that all the requirements for the degree are met. Approval of a change of program plan does not exempt the student of the responsibility for fulfilling all program and degree requirements.

**Internship Requirement**

At the culmination of the CEP, prior to graduation, all students must complete an internship. The internship is full-time (40 hours per week) for at least 15 weeks. It is not usually possible to be employed while completing the internship. We recommend that students begin making financial arrangements for their internship early in the program.

**There are no exceptions to the internship requirement.**

## **Cohorts and Course Rotations**

Students are grouped together by year of program entry. These groups move through the program as a "cohort". This means there is a schedule of courses offered each semester in a sequence that students should follow. These courses are sequenced on the basis of skill development as well as competency building.

A student may select courses that are out of sequence if the student has met the prerequisite requirements and there is room in the class. It is always best to confer with the student's faculty advisor. It is important for students to realize, however, that the program will only guarantee a seat in those courses for the semester designated on the student's plan. If a student should register for a course out of sequence and it fills, others may have priority. Students who have priority for a class include:

- a) Students scheduled to take the course that semester based on their planned programs
- b) Anyone who was formally admitted to the program prior to the student making the request
- c) Those who need the courses in order to graduate

Questions regarding students' planned program and its course sequence may be directed to your advisor.

## **Course Registration**

Students who have been formally admitted to programs in the department may register for classes during the course registration periods established by the USF Registrar's Office. There are two course registration periods for each academic term: (1) regular registration (sometimes referred to as "early" registration) and (2) late registration. The regular registration period is scheduled during the term preceding the one in which classes will be taken. The late registration period is held during the first few days of each semester.

The University publishes, prior to regular registration, a listing of all classes offered in all departments in the University. Departments offering graduate courses may change their schedule of courses between the initial submission of a schedule and the beginning of regular registration. It is always a good idea to consult with department offices at the time of regular registration to ensure that classes listed in the University's schedule are accurate. Course information is posted on the program bulletin board.

## **Attendance**

**USF mandates that students be dropped from class rolls if they do not attend the first class meeting.** If a student must miss the first class, he or she should contact the class instructor. Attendance is required in all Counselor Education courses. It is the student's responsibility to complete any work missed due to an absence and to obtain notes from a fellow student.

## **Course Scheduling**

Most courses on the Tampa campus begin at 5:00 p.m. Monday through Thursday.

## **Cell Phones**

Receiving or making calls on cell phones during class time is not allowed.

## **Liability Insurance**

All students are required to obtain liability insurance upon beginning the program.

### **APA Style**

All courses require students to write papers using the literary style developed by the American Psychological Association (APA). Students are encouraged to purchase this manual (6th edition) and demonstrate knowledge of this style in every class.

## STUDENT EVALUATION

Student evaluations are implemented through use of a form, which allows each faculty member to evaluate students on aspects of academic and professional development. Areas to be evaluated include professional relationships with faculty and peers, oral and written communication skills, professional involvements, and overall progress in personal and professional development.

A formal meeting is held at the end of every semester to review the progress of all students. Students are evaluated at two points: the completion of MHS 6006 Principles of Counseling and the end of MHS 6800 Practicum. Faculty members evaluate all students taught in her or his classes that semester. If there is a concern about a student, the faculty member will complete this form relative to that student and submit it for discussion at the designated faculty meeting. At that time, the faculty will discuss joint perceptions and concerns. The goal is to develop a strategy to assist the student in working through developmental challenges they may have encountered.

If necessary, the faculty advisor will contact his or her student regarding their development and progress in the CEP. The Program Coordinator will meet with the student and faculty member at that time to discuss faculty recommendations. It is recognized that many students experience normal personal and professional developmental problems. The program faculty assumes responsibility for facilitating the growth of all students.

If any faculty member recommends against your further participation in the program or you receive less than "average" evaluation(s) on any of the dimensions by any faculty member, the Program Coordinator will initiate appropriate action(s). Possible actions include:

1. Requesting the student's faculty advisor meet with the student to discuss the evaluations.
2. Meeting with the student to discuss the evaluations.
3. Constituting a "review" committee, chaired by the student's faculty advisor, to recommend appropriate action relative to the student's status in the program.
4. Initiating the procedures described in the student retention policy.

### **For School Counseling Students**

The College Of Education requires that the performance of its students and graduates is regularly assessed. Because our school counseling program is an initial preparation program for Florida Educators, students are evaluated twice during the course of the program on the 12 accomplished practices outlined by the Florida Department of Education. Contact that department for a detailed description of the 12 competency areas. Students are rated on a 5 point scale in specific classes. Students receiving a 3 or less will be required to meet with the faculty member of that class to determine an appropriate remediation project or assignment, the successful of accomplishment of which, will result in an increase in the student's rating to an acceptable level (i.e., 4 or 5). School counseling students must receive a rating of at least a 4 on the 12 competencies in order to graduate.

Student progress on the 12 accomplished practices will be tracked on Chalk and Wire (<http://www.coedu.usf.edu/main/chalkandwire/index.htm>). In order to register with Chalk and Wire, students need a Chalk and Wire access code, available at the campus bookstore. Students must purchase this access code during their first semester. The account must be renewed annually or every two years.

## STUDENT PROGRESS EVALUATION

Each student will be evaluated on the criteria listed below at the time of completion of MHS 6006 and MHS 6800 (Practicum). In addition, each semester both regular and adjunct faculty will evaluate every student in all classes of their teaching load, both in terms of academic performance and professional development. If a student is identified as a concern at times other than the two specified, the faculty member voicing the concern will complete this evaluation and share it with the student. Students who receive ratings of Unsatisfactory on any item are required to initiate remedial action under the supervision of their respective faculty advisors. Please explain below any Unsatisfactory rating along with other comments and actions taken.

Student: \_\_\_\_\_

Student #: \_\_\_\_\_

	MHS 6006		MHS 6800		OTHER	
	Date:		Date:		Date:	
	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory	U	S
1. Openness to New Ideas						
2. Flexibility						
3. Cooperativeness With Others						
4. Willingness to Accept and Use Feedback						
5. Sensitivity and Respect for Others						
6. Professionalism						
7. Ability to Deal With Conflict						
8. Ability to Accept Personal Responsibility						
9. Ability to Express Feelings Effectively and Appropriately						
10. Attention to Ethical and Legal Considerations						
11. Initiative and Motivation						
12. Writing Skills						
13. Oral Presentation Skills						
14. Overall Progress in Program						
Comments:						
Action(s) Taken:						

If a student receives a "U" on any item, this evaluation must be shared with the student and acknowledged by student signature below.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

## USF Counselor Education Program Criteria and Rubric for Evaluating Student Performance

<b>Openness to new ideas</b>	
<b>Unsatisfactory</b>	<b>Satisfactor</b>
<ul style="list-style-type: none"> <li>• Was dogmatic about own perspective and ideas.</li> <li>• Ignored or was defensive about constructive feedback.</li> <li>• Showed little or no evidence of incorporating constructive feedback received to change own behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Solicited others' opinions and perspectives about own work.</li> <li>• Invited constructive feedback, and demonstrated interest in others' perspectives.</li> <li>• Showed strong evidence of incorporation of feedback received to change own behavior.</li> </ul>
<b>Flexibility</b>	
<b>Unsatisfactory</b>	<b>Satisfactor</b>
<ul style="list-style-type: none"> <li>• Showed little or no effort to recognize changing demands in the professional &amp; interpersonal environment.</li> <li>• Showed little or no effort to flex own response to changing environmental demands.</li> <li>• Refused to flex own response to changing environmental demands despite knowledge of the need for change.</li> <li>• Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</li> </ul>	<ul style="list-style-type: none"> <li>• Showed accurate effort to recognize changing demands in the professional &amp; interpersonal environment.</li> <li>• Showed accurate effort to flex own response to changing environmental demands as needed.</li> <li>• Independently monitored the environment for changing demands and flexed own response accordingly.</li> <li>• Attempts to understand needs for change in established schedule or protocol to avoid resentment.</li> </ul>
<b>Cooperativeness with others</b>	
<b>Unsatisfactory</b>	<b>Satisfactor</b>
<ul style="list-style-type: none"> <li>• Showed little or no engagement in collaborative activities.</li> <li>• Undermined goal achievement in collaborative activities.</li> <li>• Was unwilling to compromise in collaborative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Worked actively toward reaching consensus in collaborative activities.</li> <li>• Was willing to initiate compromise in order to reach group consensus.</li> <li>• Showed concern for group as well as individual goals in collaborative activities.</li> </ul>
<b>Willingness to accept and use feedback</b>	
<b>Unsatisfactory</b>	<b>Satisfactor</b>
<ul style="list-style-type: none"> <li>• Discouraged feedback from others through defensiveness and anger.</li> <li>• Showed little or no evidence of incorporation of feedback of supervisory feedback received.</li> <li>• Took feedback contrary to own position as a personal affront.</li> <li>• Demonstrated greater willingness to give feedback than receive it.</li> <li>• Took no personal responsibility for poor performance; blamed others.</li> </ul>	<ul style="list-style-type: none"> <li>• Invited feedback by direct request and positive acknowledgement when received.</li> <li>• Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</li> <li>• Demonstrated a balanced willingness to give and receive supervisory feedback.</li> </ul>
<b>Sensitivity and Respect for Others</b>	
<b>Unsatisfactory</b>	<b>Satisfactor</b>
<ul style="list-style-type: none"> <li>• Words, emails and actions reflected little or no concern for how others were impacted by them.</li> <li>• Communicates in a rude, insensitive or disrespectful manner</li> <li>• Ignored supervisory feedback about how words and actions were negatively impacting others.</li> </ul>	<ul style="list-style-type: none"> <li>• Effort toward recognition of how own words, emails and actions impacted others</li> <li>• Communicates in a polite, respectful manner that demonstrates sensitivity</li> <li>• Initiates feedback from others regarding impact of own words and behaviors.</li> <li>• Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</li> </ul>

<b>Professionalism</b>	
<b>Unsatisfactory</b>	<b>Satisfactor</b>
<ul style="list-style-type: none"> <li>• Arrives late, misses due dates and meetings, and does not complete tasks on time. Always has to be reminded and prompted.</li> <li>• Does not demonstrate professional relationships and/or interactions, formally or informally, with co-workers, supervisors, staff or other students. Does not communicate with appropriate language or demonstrate appropriate behavior.</li> <li>• Does not adhere to organizational policies or procedures.</li> <li>• Does not follow professional standards established by department, university, national association or other affiliation (dress, ethics, codes, etiquette, scripts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Arrives early, makes due dates, meetings and has task completed early. Never has to be reminded and prompted.</li> <li>• Always demonstrates professional relationships and/or interactions with co-workers, supervisors, patrons or guests, both formally and informally. Always communicates with appropriate language and demonstrates appropriate behavior.</li> <li>• Always follows organizational policies and procedures. May be proactive to refine policies and procedures.</li> <li>• Always follows professional standards established by department, university, national association or other affiliation (dress, ethics, codes, etiquette, scripts, etc.). Contributes to the formulation of, or supports, professional standards.</li> </ul>
<b>Ability to deal with conflict</b>	
<b>Unsatisfactory</b>	<b>Satisfactor</b>
<ul style="list-style-type: none"> <li>• Was unable or unwilling to consider others' points of view.</li> <li>• Showed no willingness to examine own role in a conflict.</li> <li>• Ignored supervisory advisement if not in agreement with own position.</li> <li>• Showed no effort at problem solving.</li> <li>• Displayed hostility when conflicts were addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Always willing and able to consider others' points of view.</li> <li>• Almost always willing to examine own role in a conflict.</li> <li>• Was consistently open to supervisory critique about own role in a conflict.</li> <li>• Initiated problem solving efforts in conflicts.</li> <li>• Actively participated in problem solving efforts.</li> </ul>
<b>Ability to accept personal responsibility</b>	
<b>Unsatisfactory</b>	<b>Satisfactor</b>
<ul style="list-style-type: none"> <li>• Refused to admit mistakes or examine own contribution to problems.</li> <li>• Lied, minimized or embellished the truth to extricate self from problems.</li> <li>• Consistently blamed others for problems without self-examination.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitored own level of responsibility in professional performance.</li> <li>• Invited constructive critique from others and applied it toward professional growth.</li> <li>• Accepted own mistakes and responded to them as opportunity for self-improvement.</li> <li>• Avoided blame in favor of self-examination.</li> </ul>
<b>Ability to express feelings effectively and appropriately</b>	
<b>Unsatisfactory</b>	<b>Satisfactor</b>
<ul style="list-style-type: none"> <li>• Showed no evidence of willingness and ability to articulate own feelings.</li> <li>• Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</li> <li>• Acted out negative feelings (through negative behaviors) rather than articulating them.</li> <li>• Expressions of feeling were inappropriate to the setting.</li> <li>• Was resistant to discussion of feelings in supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Was consistently willing and able to articulate the full range of own feelings.</li> <li>• Showed evidence of willingness and accurate ability to acknowledge others' feelings.</li> <li>• Expression of own feelings was consistently appropriate to the setting.</li> <li>• Initiated discussion of own feeling in supervision.</li> </ul>
<b>Attention to ethical and legal considerations</b>	
<b>Unsatisfactory</b>	<b>Satisfactor</b>
<ul style="list-style-type: none"> <li>• Engaged in dual relationships with clients.</li> <li>• Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</li> <li>• Endangered the safety and the well being of</li> </ul>	<ul style="list-style-type: none"> <li>• Maintained clear personal-professional boundaries with clients.</li> <li>• Demonstrated consistent sensitivity to diversity.</li> <li>• Satisfactorily ensured client safety and well-being.</li> <li>• Appropriately safeguarded the confidentiality of clients.</li> </ul>

clients. <ul style="list-style-type: none"> <li>Breached established rules for protecting client confidentiality.</li> </ul>	
<b>Initiative and motivation</b>	
<b>Unsatisfactory</b>	<b>Satisfactory</b>
<ul style="list-style-type: none"> <li>Often missed deadlines and classes.</li> <li>Rarely participated in class activities.</li> <li>Often failed to meet minimal expectations in assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Met all attendance requirements and deadlines.</li> <li>Regularly participated in class activities.</li> <li>Met or exceeded expectations in assigned work.</li> <li>Consistently displayed initiative and creativity in assigned work.</li> </ul>
<b>Writing Skills</b>	
<b>Unsatisfactory</b>	<b>Satisfactory</b>
<ul style="list-style-type: none"> <li>Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.</li> <li>Written work does not cover the assigned topic, and assertions are not supported by evidence.</li> <li>Current APA style is not followed</li> </ul>	<ul style="list-style-type: none"> <li>Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.</li> <li>Written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence.</li> <li>Current APA style is followed.</li> </ul>
<b>Oral Presentation Skills</b>	
<b>Unsatisfactory</b>	<b>Satisfactory</b>
<ul style="list-style-type: none"> <li>There is no logical sequence of information.</li> <li>Presenter mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout presentation. Presenter speaks too quietly to be heard by many in audience.</li> </ul>	<ul style="list-style-type: none"> <li>Presenter follows logical sequence and provides explanations/ elaboration.</li> <li>Presenter speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely.</li> </ul>
<b>Overall Progress</b>	
<b>Unsatisfactory</b>	<b>Satisfactory</b>
<ul style="list-style-type: none"> <li>Has received an unsatisfactory on any of the above categories</li> </ul>	<ul style="list-style-type: none"> <li>Has received satisfactory ratings on all of the above categories</li> </ul>

Rubric developed and enhanced using the PRPP that was presented in the following:

McAdams, C. R., III, Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal polices in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision, 46*,212-229.

CEP: Revised STUDENT PROGRESS EVALUATION.doc

## STUDENT RETENTION POLICY

The CEP, consistent with other counselor and professional training programs, evaluates the development and progress of its students. Evaluation takes place on two levels. One level of student evaluation is required in each course on the basis of attainment of specified performance objectives as stated in the syllabus. In addition, over the past decade, the counseling profession has become aware of the need to implement a second level of assessment, a holistic evaluation, monitoring the development of the program's major training goals for the students (Baldo, Softas-Nall, & Shaw, 1997; Frame & Stevens-Smith, 1995).

The CEP adheres to and expects the behavior of its students to be in accordance with specific guidelines delineated in the major ethical codes of the counseling and related professions: Ethical Standards, Standards of Preparation, and Professional Conduct Codes of organizations and associations such as the Association for Counselor Education and Supervision, American Counseling Association, and the National Board for Certified Counselors.

### **Purpose**

Protection of student rights and the responsibility of faculty to maintain the highest quality in the training of professional counselors contribute to the need to carefully evaluate professionals in training.

### **Student Rights**

A major aspect of effective training is to provide meaningful feedback and opportunity to correct deficiencies. Students are entitled to expect this as part of the training for which they enrolled. Students are additionally entitled to appeal negative decisions of faculty related to their continuation in the program.

### **Professional Responsibilities**

It is the responsibility of the faculty to augment the profession through the training of qualified and competent counselors. The faculty is charged with this by the state of Florida and by the counseling profession. It is further the charge of the faculty to train practitioners who will provide ethical and competent services to the public.

### **Three Skill Areas**

The holistic evaluation of students is based on three skill areas acknowledged to be requisite for successful implementation of the role of professional counselor:

- a) **Academic Competencies**: writing and grammatical skills, oral communication skills, research skills, computer skills, completion of academic assignments, understanding and integrating counseling theories and content areas
- b) **Counseling Skill Competencies**: listening skills, capacity for empathy, appropriate verbal skills and usage, accurate assessment of situations, effective decision-making, effective relationship-building skills, effective intervention skills, effective counseling process and problem-solving skills
- c) **Professional and Ethical Behavior**: behaviors and decisions consistent with ethical standards of the counseling profession; conducts self appropriately in work settings

and classes; communicates appropriately with program peers, faculty, and staff; maintains confidentiality, evidences efforts of self understanding and personal growth, accepts interpersonal diversity; seeks and accepts corrective feedback; interpersonal skills producing positive and pleasant relationships with peers, faculty, and colleagues.

To this end, students in the CEP will be evaluated on the basis of an equal weighting of all three identified dimensions. Deficiencies in one area may be sufficient to terminate a student from the program or to place a student on a probationary behavior plan. Academic Competencies will be evaluated in individual courses, and the Graduate School monitors students' academic progress and places them on academic probation when the GPA falls below 3.0. The faculty will evaluate counseling Skill Competencies and Professional Behavior for the students they teach each semester.

### **Student Review Procedures**

The procedures for the evaluation are as follows:

1. Students will be evaluated at the completion of MHS 6006 and MHS 6800 using the Student Progress form. In addition, each semester both regular and adjunct faculty will evaluate every student in all classes of their teaching load, both in terms of academic performance and professional development.
2. Both regular and adjunct faculty will meet each semester to discuss student evaluations. Regular meetings will be scheduled in August for the year, and will be held close to the end of the semester to give the faculty members maximum opportunity to become acquainted with the students. Special meetings may be called as appropriate.
3. Evaluations of students enrolled in MHS 6006 are important; students are given opportunities early in their program to correct skill deficiencies. It is also important to identify early in their training those students who will not be successful in this program, prior to student investment of a great deal of time and personal resources.
4. All evaluations of each student will be retained in a secure program file. If sequential notations of problems are found from one semester to another, this is reason for concern.
5. Students may be identified for discussion of skill deficiency through any of the following means:
  - a) Faculty evaluations on the Student Progress form
  - b) Failure of any course
  - c) Concerns that arise through interaction or observation made by faculty or other professionals
  - d) Student placed on academic probation
  - e) Concerns expressed by practicum or internship site supervisors
  - f) Concerns expressed by other students

6. The faculty advisor or Program Coordinator will meet with the student to review the faculty concerns and suggest measures for remediation.
7. If a majority of the faculty considers the deficiencies to be significant enough to warrant potential dismissal from the program, the student will be placed on Program Probation for a minimum period of two regular semesters (excluding summers). The student, advisor, and Faculty Review Committee will develop a plan for remediation of the student's behavior, identifying specific skills that require strengthening.

The plan will include:

- a) Behavioral definitions of the student's problem
  - b) Expected behaviors or goals
  - c) Possible methods to reach these goals (e.g. personal counseling, group growth experiences, self-structured behavioral change, and additional academic course work or practical experiences, etc.)
  - d) Plan for how attainment of the goals will be demonstrated
  - e) Date for goal attainment and reevaluation
8. A copy of the plan will be provided to the student and a copy of the plan will be retained in the student file. Both copies of the plan will be signed and dated by the student. The plan will be formally copied to the department chair.
  9. Near the date for reevaluation, the advisor will request an evaluation of the student's progress. The advisor will request an appointment with the student to allow the student to present all documentation relevant to progress made on the remediation plan.
  10. The faculty will evaluate the student at a regularly scheduled faculty meeting. The student's advisor chairs this evaluation. The process will include a review of the faculty evaluations completed since the initiation of the probationary period, and any documentation provided to the advisor by the student.
  11. At this time the faculty will determine whether progress has been satisfactory. The faculty has four options for recommendations:
    - a) Continuation in the program: the specified concerns no longer present a significant problem and the student is allowed to continue in the program.
    - b) Continued probation and remediation: progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion.
    - c) Voluntary resignation: recommend that the student resign from the program.
    - d) Dismissal from the program: student has failed to attain the behavioral goals, no expectation she or he can reasonably attain them in the near future.

12. The student will be notified in writing by the advisor of the reevaluation decision and of the option to make an appointment with the advisor for feedback concerning the decision.
13. Any student who is the subject of a retention meeting for three (3) times will be recommended for termination. This ordinarily does not include occasions when follow-ups are being discussed unless the student's non-compliance with the retention plan is the subject of the meeting.
14. If dismissal from the program is recommended, the student will be given 30 days, within the regular academic year, in which to: a) prepare and present to the faculty a written response to the notification; b) request, in writing, a faculty review of the termination recommendation and to meet with the faculty as a whole.
15. Following the student's presentation or request, the program faculty will:
  - a) Review the student's progress in the program;
  - b) Review the student's professional behaviors;
  - c) Review the student's remediation progress; and
  - d) Render a decision as to whether the dismissal recommendation is to be upheld.
16. The Program Coordinator will provide written notification of the decision to the student.
17. If the dismissal decision is upheld, the Program Coordinator will forward a formal dismissal recommendation to the LCACHE and the Associate Dean of the College of Education.
18. If the student is not satisfied with the program faculty's decision, the appeals procedures of the University of South Florida's College of Education are available to the student.

#### References:

- Baldo, T., Softas-Nall, B., & Shaw, S. (1997). Student review and retention in counselor education: An alternative to Frame and Stevens-Smith. *Counselor Education and Supervision*, 38, 245-253.
- Frame, M., & Stevens-Smith, P. (1995). Out of harms way: Enhancing monitoring and dismissal processes in counselor education programs. *Counselor Education and Supervision*, 35, 118-129.
- McAdams III, C. R. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision*,

## **GRADE APPEAL POLICY**

A student enrolled in a course offered through the department has the right to appeal an assigned grade if the student believes the assigned grade is inappropriate for the work done and/or submitted for the course. The department faculty members have adopted the following procedures to allow a student to appeal an assigned grade.

### **Grade Appeal Procedures**

The steps in the USF CEP grade appeal procedures are as follows:

1. The student who wishes to have an assigned grade reviewed and/or reevaluated first should make a reasonable effort to resolve the issue with the instructor concerned. If the situation cannot be resolved, the student should write a letter so indicating to the Program Coordinator.
2. Upon a written request from the student, the Program Coordinator will meet with jointly or individually with the student and the faculty member. If the meeting does not resolve the problem, the Program Coordinator will inform the Department Chairperson who will appoint a committee composed of three faculty members (excluding the faculty member who assigned the grade) to investigate the situation.
3. The committee will interview both the student and the faculty member who assigned the grade, and review pertinent materials (e.g., course syllabus, the student's written work, or audio or videotapes of the student's work) as appropriate.
4. The committee presents written recommendation(s) for action (e.g., no change of assigned grade, change of assigned grade, or further review of the situation) to the department Chairperson.
5. The department Chairperson informs the student and the faculty member who assigned the grade, in writing, of the committee's recommendation(s).
6. If the recommendation is for the student's assigned grade to be changed, the faculty member who assigned the grade may accept or reject the recommendation. If the faculty member who assigned the grade rejects the recommendation, the faculty member presents this decision, in writing, to the department Chairperson and the student.
7. If the student is not satisfied with the decision made by the faculty member who assigned the grade, the student can subsequently follow the appeals procedures of the College of Education and/or University of South Florida.

## **POLICY ON PLAGIARISM**

The department faculty members define plagiarism as the presentation of information as a new and original idea or product, which was actually derived from an existing source. Common examples of plagiarism include submitting a paper, or re-typed copy of it, developed for a previous academic or other purpose/requirement as if it were an original response to a current requirement; including all or a portion of the written work of another into a response to a current requirement without giving appropriately cited credit to the source person(s); "purchasing" a written document and presenting it as an original response to a current requirement; developing an idea presented by another into a written document or presentation without giving appropriate credit to the source person(s); or presenting (essentially) the same written work for fulfillment of two (concurrent) academic requirements.

The department faculty believes that plagiarism by a student is a serious violation of professional ethics and standards. Therefore, if a student is found to have engaged in plagiarism, the following steps will be taken:

1. The faculty member who has become aware of the student engaging in plagiarism will request, in writing, that the department Chairperson constitute a retention committee to evaluate the student's suitability for continuation in a program in the department.
2. Per the USF Regulation 3-0015 on Academic Dishonesty, students who commit Academic Dishonesty may receive an "F" on the assignment, an "F" in the course, or an "FF" in the course. Refer to the regulation for the exact requirement.
3. If the plagiarism by the student occurred in a professional context (e.g., during submission of a manuscript for publication in a professional journal or for presentation at a professional meeting), the faculty member who has become aware of it will take whatever action is appropriate under the Ethical Standards and/or Codes of Conduct pertinent to the student's intended profession.

## **CLASSROOM INSTRUCTION EVALUATION**

The department values effective classroom instruction and believes a way for classroom teaching to be improved is for course instructors to receive feedback on teaching methods and activities. Therefore, department policy stipulates those department faculty members and others who teach courses for the department must obtain students' evaluations of their teaching.

In order to obtain evaluations of teaching, the department uses the "Instructional Evaluation" procedures developed by and used throughout the USF College of Education. This survey will be available online during the last week of each semester.

## COUNSELOR EDUCATION COMPREHENSIVE EXAMINATION

All students are required to demonstrate successful performance on a comprehensive exam to qualify for graduation with a Master's degree. The program uses the **Counselor Preparation Comprehensive Examination (CPCE)**, an exam that is used by Counselor Education programs nationwide. The exam covers the following common-core areas as defined by national accreditation standards.

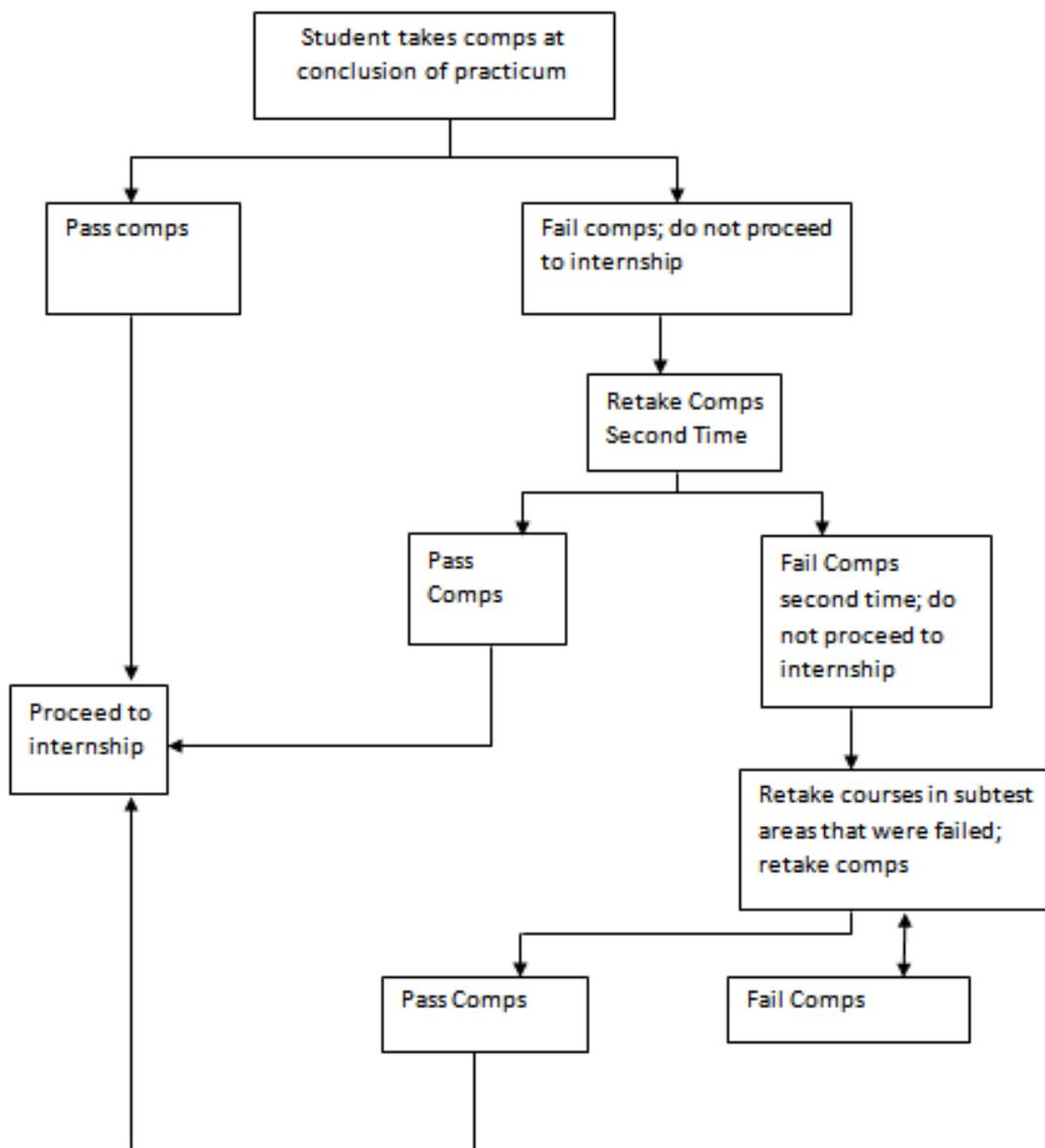
- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation and Ethics

The exam is given twice a year (in March and October) as prescribed in the College of Education Master's Handbook.

According to the College of Education Master's Handbook, the student's current transcript will be checked against his/her officially signed and approved Program of Study form to ensure that all required coursework will have been completed and grades submitted by the end of the semester in which the comprehensive examination is to be taken. No more than 12 hours of coursework may be taken in the semester in which the comprehensive exam is to be taken, without prior approval from the program advisor. In the event there are changes to coursework listed on the planned Program of Study, these changes must be submitted by the CEP to the Coordinator of Graduate Studies and must be officially approved by that office. Notification of approval or denial [with reason(s)] to take the comprehensive examination will be sent to the student by the CEP. A copy of the signed application form is to be retained in the student's departmental file.

Students should take the comprehensive exam during the semester they take practicum. **You must pass the comprehensive exam before you can proceed to internship.**

Students who fail the comps must schedule a re-take and pay the associated costs. **They may not proceed to internship.** Students who fail the comps a second time must retake the course(s) relevant to the section(s) failed on the comps and then re-take the comps. Students who fail the comps a third time, must retake the course(s) relevant to the section(s) failed on the comps and then re-take the comps. Students who continue to fail the comps may continue the process of retaking courses and the comps. See diagram for visual description of the process.



Study guides are available for the NCE (National Counselor Examination). The CPCE is derived from the NCE. The NCE is a more comprehensive test than the CPCE, however, preparation for the NCE will adequately prepare you for the CPCE. The study guides are available at local bookstores or can be ordered directly from the NBCC by calling (336) 547-0607.

### **Counselor Education Alumni List-Serv**

During your last semester, please sign up for the counselor education alumni list-serv. Instructions are available in Canvas discussion board. This will allow you to continue to receive information about the program that would be of interest to alumni following your graduation.

### **Conclusion**

The CEP faculty and staff are excited that you have chosen school counseling as a profession, and are here to help as you progress on your journey. We encourage you to make the most of the program, engaging completely in your courses as well as outside professional activities. We wish you the best as you start the program.