USF UNIVERSITY OF SOUTH FLORIDA

TAMPA BAY

COUNSELOR EDUCATION PROGRAM

Department of Leadership, Policy & Lifelong Learning

Student Handbook

Fall 2022

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Department of Leadership, Policy, & Lifelong Learning (LPLL)
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Tampa, FL 3362

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 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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ETHICAL STANDARDS

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American Counseling Association (www.counseling.org)
Specifically, http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx
THE AMERICAN MENTAL HEALTH COUNSELORS ASSOCIATION American Mental Health
Counselors Association (www.amhca.org) Specifically, www.amhca.org/code/
ETHICAL STANDARDS OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION
American School Counselor Association (www.schoolcounselor.org/) Specifically,
http://www.schoolcounselor.org/content.asp?contentid=173
THE NATIONAL CAREER DEVELOPMENT ASSOCIATION
National Career Development Association (www.ncda.org)

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 counselors who facilitate the personal-social, academic, and career growth and development of those they serve as well as enrich the quality of their student/ clientele lives by assisting then to overcome or resolve the complex, interpersonal, vocational and emotional adjustment problems.

School Counseling Program Objectives
The objectives of the School Counseling program at The University of South Florida are:

- To prepare students with the knowledge and skills associated with the eight-core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These 8 core areas are:

    1. Professional Counseling Orientation and Ethical Practice
    2. Social and Cultural Diversity
    3. Human Growth and Development
    4. Career Development
    5. Counseling and Helping Relationships
    6. Group Counseling and Group Work
    7. Assessment
    8. Research and Program Evaluation

- To prepare students with the knowledge and skills to effectively implement and develop comprehensive school counseling programs within k-12 schools, including direct and indirect services to promote the academic, career and personal/social development of students

- To prepare students to identify and serve as professional school counselors, advocates, and leaders who display an appropriate level of self-awareness, sensitivity to others, and the ability to relate to and counsel a diverse group of students

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.

Table 1: Program Objectives and Key Performance Indicators

Program Objectives	Key Performance Indicators *The School Counseling program at The University of South Florida will evaluate program success in achieving its objectives by measuring the following key performance indicators:*
1. Professional Counseling Orientation and Ethical Practice	• Students will demonstrate knowledge and understanding of the counselor's various professional roles and functions in providing ethically sound counseling and advocacy.
2. Social and Cultural Diversity	• Students will demonstrate knowledge and skill of theories of multicultural counseling, cultural identity development • Students will demonstrate self-understanding of multicultural characteristics related to power and discrimination. • Students will demonstrate multicultural counseling competencies as counselors-in-training.
3. Human Growth and Development	• Students will demonstrate the knowledge and skill of culturally and developmentally relevant theories and strategies to promote optimal development and wellness for diverse individuals across the lifespan.
4. Career Development	• Students will demonstrate the knowledge and skill of career development theories, assessments, and information resources necessary to facilitate career development and to provide career counseling to clients across the lifespan.
5. Counseling and Helping Relationships	• Students will demonstrate the knowledge and skill of the counseling relationship and processes • Students will demonstrate the knowledge and skill of counseling theories and models for case conceptualization, consultation, evidence-based practice, and assessment as well as the development of a personal model of counseling. .
6. Group Counseling and Group Work	• Students will demonstrate knowledge and skill of the development, process, purpose, skills, and stages of group counseling, as well as the roles and responsibilities of group members and effective leaders.
7. Assessment and Testing	• The students will demonstrate knowledge and skill of ethically and culturally competent assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of settings.
8. Research and program evaluation	• Students will demonstrate knowledge and skill in research methods and program evaluation

9. Comprehensive school counseling	- Students demonstrate knowledge and skills to effectively implement and develop comprehensive school counseling program within k-12 schools, including direct and indirect services to promote the academic, career and personal/social development of students and integrate strategies to close the achievement gap among marginalized populations - Students demonstrate dispositions and skills to serve as advocates and school leaders, who demonstrate ability to navigate complex school culture, sensitivity towards all stake holders and perspectives while balancing the needs of a diverse student body.

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 Council for Accreditation of Educational Programs (CAEP) accredits the College of Education. Certification programs are approved by 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: Dr. M. Dwayne Smith
                                                                           (813) 974-2267

The College of Education
The Department of Leadership, Policy & Lifelong Learning is housed in the College of Education:

Dean of the College of Education: Anthony Rolle Ph.D.
                                                                           EDU 105
                                                                           (813) 974-3400
                                                                           Administrative Assistant: Darla Null

THE DEPARTMENT OF LEADERSHIP, POLICY, & LIFELONG LEARNING (LPLL)

LPLL includes the following programs: Leadership, Counseling, Career and Workforce, Higher Education & Student Affairs.

Key administrative and support personnel follow:

Chair of the Department: Vonzell Agosto, Ph.D.

School Counseling Program Coordinator: Cynthia Topdemir, Ph.D

Academic Program Specialist   Douglas Hollis JR

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, Mr. Douglas Hollis in EDU 158C would be happy to assist.

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.

Douglas Hollis is the academic program specialist for the CEP and can be reached at 974-3463 and e-mail: **hollisd@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 Douglas Hollis.

COUNSELOR EDUCATION PROGRAM FACULTY

- **Cindy M. Topdemir** (Ph.D., 2010, University of South Florida) School Counseling Program Coordinator & Associate Professor of Instruction
  Research: School Counselor accountability; School Counselor advocacy; adolescent girls' self-concept issues; and counselor education.

- **Eric Davis** (Ph.D., 2010, University of Florida) Associate Professor.
  Research: Play therapy, reality therapy, stay at home fathers, and creative pedagogy in counselor education.

- **Chloe Lancaster** (Ph.D. 2009, Texas A&M-Corpus Christi). Associate Professor.

Research: College readiness and college completion among non-traditional students, substance use prevention, school counseling policy, and qualitative methods.

ADMISSIONS PROCESS

Applications need to be completed online via the website and sent to Graduate Admissions.
https://secure.vzcollegeapp.com/usf/default.aspx?cid=87&ltid=1
 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 1st. 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 master's 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)
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. **A completed information form** (ask Douglas Hollis for the application form).
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. 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

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 GRE scores in the 50th percentile) 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.

5.   Deferrals

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 7 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. <u>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.</u>

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.

Concerns about academic status may be discussed with your faculty advisor or the office of Graduate Studies in the College of Education. For financial assistance, students should contact the Graduate School.

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

Information regarding loans, scholarships, grants, and student work study programs can be found at the **University Scholarships and Financial Aid Services.** Application packets are also available outside the Office of Financial Aid (SVC 1102).

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 academic specialist, 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 "netiquette" 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

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, the Mental Health Counselors Association, the School Counselors Association, and the National Career Development Association. Some of these standards are provided in Appendix A of this handbook.

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, including 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**
- American Mental Health Counselors Association (AMHCA) **http://www.amhca.org/**
- American School Counseling Association (ASCA) **www.schoolcounselor.org**
- American Psychological Association (APA) **www.apa.org**
- National Career Development Association (NCDA) **www.ncda.org**

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

- Florida Counseling Association (FCA) www.flacounseling.org
- Florida Career Development Association (FCDA): www.floridacareer.org
- Florida Mental Health Counselors Association (FMHCA) www.fmhca.org
- Florida School Counselors Association (FSCA) http://www.fla-schoolcounselor.org/
- Suncoast Mental Health Counselors Association (SMHCA) http://suncoastmhca.org/

National Divisions
Most national and state-level professional organizations have membership subsections, known as "divisions," for members who have specific professional interests within the general organization. For example, the American Counseling Association has the following membership divisions:

- American College Personnel Association (ACCA)
- Association for Counselor Education and Supervision (ACES)
- National Career Development Association (NCDA)
- Association for Humanistic Education and Development (AHEAD)
- American Rehabilitation Counseling Association (ARCA)
- American School Counselors Association (ASCA)
- Measurement and Evaluation in Counseling (AMECD)
- National Employment Counselors Association (NECA)
- Public Offenders Counselors Association (POCA)
- Association for Religious and Value Issues in Counseling (ARVIC)
- Association for Multicultural Counseling and Development (AMCD)
- Military Educators and Counselors Association (MECA)
- Association for Adult Development and Aging (AADA)

State Divisions
Similarly, the Florida Association for Counseling and Development has the following membership divisions:

- Florida Association for Counselor Education and Supervision (FACES)
- Florida School Counselors Association (FSCA)
- Measurement and Evaluation in Counseling and Development (FMECD)
- Florida Employment Counselors Association (FECA)
- Florida Association for Specialists in Group Work (FASGW)
- Florida Association for Multicultural Counseling and Development (FAMCD)
- Florida Association for Marriage and Family Counselors (FAMFC)

STUDENT ORGANIZATIONS

Counselor education students are strongly encouraged to also participate in Departmental, College and University student organizations. Student organizations help to develop student leadership skills, provide professional and personal networking opportunities and foster a sense of community within the College.

Graduate & Professional Student Council

The Graduate and Professional Student Council (GPSC) fosters interaction between graduate and professional students through community service, social and academic events. GPSC provides a voice for graduate and professional students through representation on university committees and advocating student interests to the administration.

Other Student Organizations

USF has over 600 registered student organizations! Of these organizations, there are over 40 student organizations that are cultural or identity-based. **The Office of Multicultural Affairs** can help to connect students with these diverse student organizations.

Below are links to some of the student organizations with a dedicated diversity focus:

Arab/Middle Eastern Organizations
Asian/Pacific Islander Organizations
Black Organizations
Caribbean Organizations
International Organizations
Latinx Organizations
LGBTQ+ Organizations
Undocumented Organizations

More organizations can be found through **BullSync**

MATRICULATION AND APPLYING FOR LICENSURE

Upon admission to the counselor education program, students will be assigned an advisor with whom they will work to identify a suitable program plan, either full or part-time. Each semester students work in conjunction with our academic specialist, Douglas Hollis, to obtain permits to register for those classes identified on the student's program plan. In addition to following an approved program of study, to become a Florida Certified School Counselor students must also pass the required Florida Teacher Certification Examinations (FTCE)

Timeline of Exams

The full-time program is 7 semesters, and the part-time program is 10. Students must complete both the Professional Education Test, School Counseling Subject area, and Comprehensive Exams before graduation. For Full-Time students, the Professional Education Test is taken in their third semester of enrollment which is typically the summer term at the end of the first year in the program. The Professional Test can be retaken every 30 days. Those that are already certified Florida teachers have already passed the Professional Education Test. Full-time students then take the Counselor Preparation Comprehensive Exam (CPCE) "comps", at the end of their fourth semester before

Practicum. Students pass when they score at least 1 standard deviation below the mean based on the national mean. Students can take this exam twice (if needed) to be able to still proceed to internship and stay on track with their plan. If they fail it twice, they are allowed an alternate comps exam which is in a written essay format based on the section/s they were 1 standard deviation or more below the mean. The final exam students take in the program for certification is the Subject Area Exam (Guidance & Counseling PK-12). This exam is taken during the practicum semester. It can be retaken every 30 days. Part-time students should review their program plan for the timeline of exams.

All 3 of these exams are graduation requirements. All but comps are required by the state of Florida for certification. Students cannot proceed to an internship until they have passed comps. As soon as a student graduates they apply to the FLDOE for certification. Once their transcripts are received their certification is granted. Because their exams are all passed prior to graduation, the certification process is very simple for our graduates.

Procedures for Recommending Students for Credentialing and Employment

Students must apply for licensure directly through the and are required to provide transcripts and other supporting documentation. Although counseling faculty are not part of the formal avenue for credentialing, the practicum and internship coordinator communicate with counseling supervisors from the four surrounding districts to identify school counselor vacancies and connects prospective graduates to these employment opportunities. This process has resulted in a successful bridge between graduate school and employment as a professional school counselor in the local school districts, for our program graduates.

UNIVERSITY RESOURCES AND SERVICES

The Academic Success Center This center is located in the USF Library and can provide assistance for a variety of academic and study skill needs. Students are expected to write extensively in this program and may at times need to refine their writing skills. The writing center, housed within the academic success center can help both undergraduate and graduate students who need to improve their writing skills. Staff will not write your papers; rather, they can help you improve what you have already written, including the organization, style, and grammar. There are no charges for their services.

USF Counseling Center
The Counseling Center provides free counseling services for University of South Florida Students. Students can access a variety of psychotherapy services inclusive of individual, group, and couples counseling.

Career Services.
The USF Career Center offers an array of online resources to assist students in transitioning from academic life to professional employment.

Students with Disabilities Services
USF provides a number of services for academic support and accommodations to students with disabilities. Students should contact the office directly for more information and to determine eligibility for services

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 students 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 in all MHS 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 contact. "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 three (3) 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 three (3) 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 clinical 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-, C+, 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, they should obtain a 'B' or higher in EDF 6354 (Theories of Human Development and Personality) prior to enrolling in Practicum.

MHS 6006 Trends and Principles of the Counseling Profession
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 Counseling Theories and Practice
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 and required for CACREP-accredited programs. 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.

[The Counselor Education homepage](#) provides updated information on the faculty, degrees, admission requirements, and other pertinent program-specific information

PREREQUISITES & PROGRAM PLANS

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. Course requirements are based on program specialty. 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 the Internship (with the exception of MHS 6470 Human Sexuality Issues and MHS 6601 Consultation).

Course	Prerequisites
MHS 6620 Counseling in the Community Setting	MHS 6006
MHS 6070 Mental Disorders	MHS 6006
MHS 6200 Appraisal and Appraisal Procedures	MHS 6006
MHS 6340 Career Development	MHS 6006
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 6472 Multicultural Counseling of Diverse Populations	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.

f 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 CEP recommends that students begin making financial arrangements for their internship early in the program. The clinical coordinator is responsible for all placements, and while students can indicate their preferred school system, the coordinator cannot guarantee students will be placed at a site of their choosing.

In some instances, students are able to secure paid internships, wherein they are employed by the school district as a school counselor on a provisional license prior to graduation. If a student believes he or she may have an opportunity to obtain a paid internship he or she must notify the clinical coordinator in advance, as these sites must be approved by the internship application deadline. Internship policies are informed by counseling professional standards, accreditation bodies, and ethical codes, and as such are non-negotiable. Students should be cautioned that even if they secure a paid internship the program may not approve the site due to the exact nature of internship requirements.

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.

Cross-Listing of Courses

Occasionally, students may be asked to take a course in another department. Counselor Education collaborates frequently with Rehabilitation Counseling, Social Work, Public Heath, Student Affairs, and the Louis de la Parte Mental Health Institute. This can be a very enriching experience for students.

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) <u>regular</u> registration (sometimes referred to as "early" registration) and (2) <u>late</u> 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. Students should also refrain from texting, social media usage, and surfing the web for non-class-related content. The profession of counseling requires individuals to be present and engaged with others. Because counseling faculty serve as gatekeepers to the profession, when they notice a student is consistently unable to detach from their cellular device during class time, they may question the students fit for the profession, which in turn may result in the faculty member referring the student to the retention committee.

 If a student has a legitimate situation that requires, he or she to respond to calls/texts during class, he or she must notify the professor/ instructor before class.

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. The USF Library offers webinars on how to cite sources appropriately with APA and avoid plagiarism.

Student Evaluation

Student evaluations are implemented through use of student evaluation rubric, included below, which allows each faculty member to evaluate students on multiple 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 a below on the evaluation 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.

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 <u>Below</u> on any item are required to initiate remedial action under the supervision of their respective faculty advisors. Please explain below any <u>Below</u> along with other comments and actions are taken.

Student:_____Student #: _____

	Items	MHS 6006			MHS 6800		
		Date:			Date:		
		Target	Fair	Below	Target	Fair	Below
Interpersonal and Counseling Skills	1. Openness to New						
	2. Flexibility						
	3. Cooperativeness With Others						
	4. Willingness to Accept						
	5. Sensitivity and Respect						
	6. Ability to Deal With Conflict						
	7. Ability to Accept Personal						
	8. Ability to Express Feelings Effectively						
	9. Attention to Ethical and						
Professional Deportment	10. Professionalism						
	11. Initiative and						
Scholarship	12. Writing Skills						
	13. Oral Presentation						
	14. Overall Progress in Program						
		Comments: Action(s) Taken:					

- If a student receives a "Below" on any item, this evaluation must be shared with the student and acknowledged by student signature below.
- If a student receives a fair this indicates the instructor noted a moderate concern and remediated the issue at the instructor and or advisor level

_____   _____
Student Signature   Date

_____   _____
Faculty Signature   Date

USF Counselor Education Program
Criteria and Rubric for Evaluating Student Performance

1. Openness to New Ideas		
Below	**Fair**	**Target**
☐ Was dogmatic about own perspective and ideas. ☐ Ignored or was defensive about constructive feedback.	• Struggled at times to integrate perspective of others • Inconsistent response to feedback • Inconsistently integrated	☐ Solicited others' opinions and perspectives about own work. ☐ Invited constructive feedback, and

2. Flexibility		
Below	**Fair**	**Target**
☐ Showed little or no effort to recognize changing demands in the professional & interpersonal environment. ☐ Showed little or no effort to flex own response to changing environmental demands. ☐ Refused to flex own response to changing	• Demonstrated adequate effort to adapt to changing demands in professional and interpersonal environments • Showed adequate response to behavioral change in the face of environmental demands • Expressed frustration towards changing	☐ Showed accurate effort to recognize changing demands in the professional & interpersonal environment. ☐ Showed accurate effort to flex own response to changing environmental demands as needed. ☐ Independently monitored the environment for

3. Cooperativeness with others		
Below	**Fair**	**Target**
☐ Showed little or no engagement in collaborative activities. ☐ Undermined goal achievement in collaborative activities. ☐ Was unwilling to compromise in collaborative activities.	• Expressed frustration towards collaborative activities and a strong preference for individual work Resisted working in group contexts, yet ultimately contributed to shared endeavor	☐ Worked actively toward reaching consensus in collaborative activities. ☐ Was willing to initiate compromise in order to reach group consensus. ☐ Showed concern for group as well as

4. Willingness to accept feedback		
Below	**Fair**	**Target**

Below	Fair	Target
☐ Discouraged feedback from others through defensiveness and anger. ☐ Showed little or no evidence of incorporation of feedback of supervisory feedback received. ☐ Took feedback	• Expressed dislike for feedback and justified/ rationalized poor performance behavior in professional and interpersonal contexts • Showed inconsistent integration of	☐ Invited feedback by direct request and positive acknowledgement when received. ☐ Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. ☐ Demonstrated a balanced willingness to give and

5. Sensitivity & Respect for Others		
Below	**Fair**	**Target**
• Words, emails and actions reflected little or no concern for how others were impacted by them. ☐ Communicates in a rude, insensitive or disrespectful	• Was minimally aware of how one's words, emails, and actions impacted colleagues and or clients • student was insensitive or disrespectful towards groups and or individuals • Responsive to feedback and open to change	• Effort toward recognition of how own words, emails and actions impacted others ☐ Communicates in a polite, respectful manner that demonstrates sensitivity ☐ Initiates feedback from others regarding impact of

6. Ability to deal with conflict		
Below	**Fair**	**Target**
• Was unable or unwilling to consider others' points of view. • Showed no willingness to examine own role in a conflict. • Ignored supervisory advisement if not in agreement with own	• At times struggled to accept others points of view • Inconsistent recognition of role in conflict situation • Was inconsistently open to supervisory critique about own role in a conflict	• Always willing and able to consider others' points of view. • Almost always willing to examine own role in a conflict. • Was consistently open to supervisory critique about own role in a conflict. • Initiated problem solving efforts

7. Ability to accept responsibility		
Below	**Fair**	**Target**
• Refused to admit mistakes or examine own contribution to problems. • Lied, minimized or embellished the truth to extricate self from problems	• Inconsistently admitted mistakes or willingness to examine own contribution to problems. • Minimized facts to extricate self from	• Monitored own level of responsibility in professional performance. • Invited constructive critique from others and applied it toward professional growth. • Accepted own mistakes and responded to them

8. Express feeling effectively		
Below	**Fair**	**Target**

• Showed no evidence of willingness and ability to articulate own feelings. • Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. • Acted out negative feelings (through negative behaviors)	• Resistant to articulating own feelings • Struggled to articulate feelings of clients • Expression of feeling often mismatched setting and client's experience • Struggled to talk about interpersonal	• Was consistently willing and able to articulate the full range of own feelings. • Showed evidence of willingness and accurate ability to acknowledge others' feelings. • Expression of own feelings was consistently appropriate to the setting. • Initiated discussion of

8 Legal and Ethical		
Below	**Fair**	**Target**
• Engaged in dual relationships with clients. • Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. Endangered the	• Developing ability to create clear personal-professional boundaries • Inconsistent sensitivity toward diversity	• Maintained clear personal-professional boundaries with clients. • Demonstrated consistent sensitivity to diversity. • Satisfactorily ensured client safety and well-being. Appropriately

9. Professionalism		
Below	**Fair**	**Target**
• Arrives late, misses due dates and meetings, and does not complete tasks on time. Always has to be reminded and prompted. • 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. • Does not adhere to	• Has to be reminded by supervisors to arrive on time and communicate with supervisors when he/she encounters a barrier that may account for a missed deadline or event • Student had to me reminded of professional conduct appropriate for settings • Adequate adherent to policies and procedures • Adequate adherent to professional standards	• Arrives early, makes due dates, meetings and has task completed early. Never has to be reminded and prompted. • 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. • Always follows

10. Initiation and Motivation		
Below	**Fair**	**Target**
• Often missed deadlines and classes. • Rarely participated in class activities. • Often failed to meet minimal expectations in	• Occasionally missed deadlines and classes without contacting instructor • Inconsistent participation in	• Met all attendance requirements and deadlines. • Regularly participated in class activities. • Met or exceeded expectations in assigned work

11. Writing Skills		
Below	**Fair**	**Target**

• Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. • Written work does not cover the assigned topic, and assertions are not	• Written work has many of the errors indicated in the below column, but student responded to instructor suggestions to carefully edit work and utilize writing lab if needed.	• Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. • Written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence
12. Oral Presentation Skills		
Below	**Fair**	**Target**
• There is no logical sequence of information. • Presenter mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout	• demonstrated adequate growth but oral presentation skills remain an area in need of improvement	• Presenter follows logical sequence and provides explanations/ elaboration. • Presenter speaks clearly and loud enough for all in audience to hear, makes no
13. Overall Progress in Program		
Below	**Fair**	**Target**
• Has Received a Below on any of the areas above	• Has received a fair and has yet to meet target level	• Has received target ratings on all of the above categories

Rubric developed and adapted 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.

For School Counseling Students Only:
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, **s**tudents 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 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 by Campus Portfolio. Professors will provide information in each class associated with a critical task of how to access campus portfolio

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, National Board for Certified Counselors, National Academy of Certified Clinical Mental Health Counselors, Council for the Accreditation of Counseling and Related Educational Programs, and the American Psychological Association.

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 <u>one</u> 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- see page 31. 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 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 Chair of LPLL and 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 an 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. Toward the end of the semester you will receive an email that provides the "Instructional Evaluation" materials. The survey requests information about the class (e.g., level or academic term) and solicits your ratings or comments on different aspects of the instructional process. When you receive this survey, you should provide the information requested and rate the various items presented. Please be as honest and specific as possible in your responses to these questions because honest and specific information is the most useful type for the instructor. The information you provide and your ratings in this procedure will in no way effect the grade you receive in the course. You are asked to professional in your comments. After the

evaluations are processed by the College of Education, they are made available to the faculty member. The department encourages you to provide evaluations of instructional activities. This information is used to assess the curriculum and learning activities. It is also used to adjust teaching assignments and as a part of the faculty members' annual performance evaluation.

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 as prescribed in the College of Education Master's Handbook, between the 11th and 12th week of the fall and spring semesters on a Saturday morning. A retake may be scheduled if a student fails the exam. Application forms are available online at http://www.coedu.usf.edu/main/downloads/Grad_Forms.htm (entitled "Application for Master's Degree Comprehensive Exam") and must be submitted to the Academic Program Specialist by the end of the second week of classes.

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.

The cost for the exam is approximately seventy-five ($75) dollars. The NBCC do not recommend a specific study guide, however, a list of recommended resources are provided on their affiliate webpage: CPCE study resources

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**
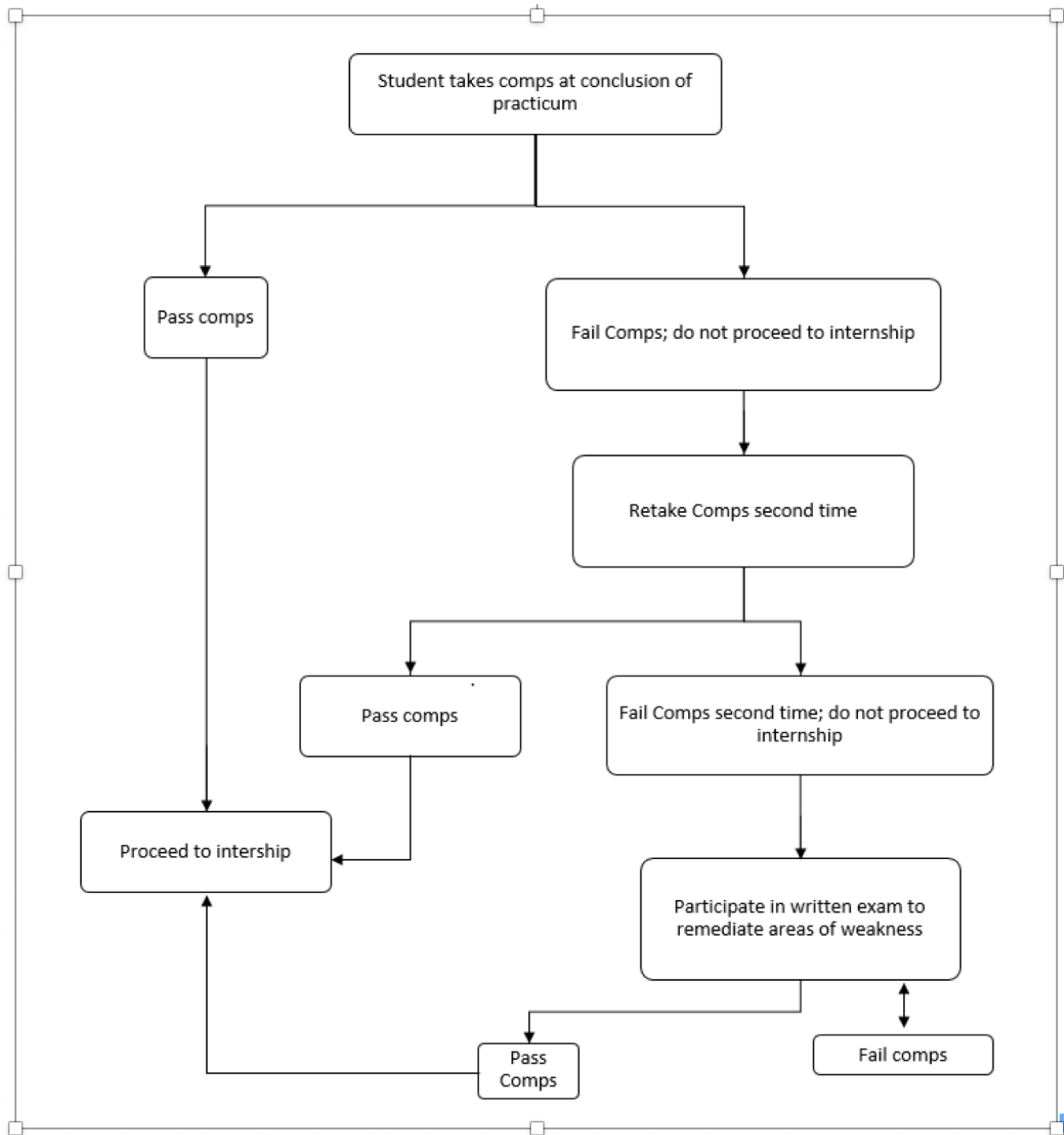
CPCE Retake Policy

A score is considered passing if it falls within one Standard Deviation of the national mean score for the exit exam administrations for the given semester and year. Each time the test is given, new psychometric data are provided, so the cutoff score may change from one administration to the next; however, the cutoff used to determine whether a student passes or not will remain constant at one Standard Deviation below the national mean for exit exam administrations.

Students who pass will receive an email simply stating they passed. A student who did not pass will receive a detailed analysis of his or her scores on the test as a whole and the individual domain scores in relation to the corresponding national mean and standard deviation. This will provide the student with information regarding his/her relative strengths and areas for growth that may be the focus of their study plan moving forward.

Students who earned an overall score lower than the standard deviation from the mean will be required to retake the CPCE in its entirety. However, students will only be accountable for remediating CPCE domain scores that fell below the standard deviation and are not required to earn a passing score on the domains passed during the first test administration.

Students who fail to remediate their areas of deficiency the second time they take the CPCE, will participate in a written examination. The written examination will focus on any areas they have scored one standard deviation below the mean on BOTH administrations of the CPCE. Students will be given a case-based question for each area of deficiency and must earn at least a 2 on each area based on the rubric - provided below. Written examinations are take-home, and students will have one day for each area of deficiency.

Comprehensive Exam Flow Chart

Scoring Rubric Used for Evaluating Answers on USF Written Comprehensive Examination

Rubric Category	Criteria & Associated Points for Students' Responses to Questions		
	3 - Target	*2 - Acceptable*	*1 - Unacceptable*
Following directions	Answers all (or nearly all) parts of question	Answers several parts of question	Answers few parts of question
Depth & Mastery of Content	Response is fully developed & demonstrates mastery of content	Response is fairly well developed, but lacks some essential details. Response demonstrates understanding of content	Response is not well developed and lacks many essential details. Response demonstrates little or no understanding of content
Organization & Communication of Thoughts	Response is well organized, logical and understandable	Response is fairly organized and logical. Response is not consistently expressed effectively	Response is not organized and/or does not make much sense. Response is not expressed effectively
Rationale/Justification	Student provides an excellent rationale and/or justification for position/viewpoint.	Student provides an adequate rationale and/or justification for position/viewpoint.	Student provides a weak rationale and/or justification for position/viewpoint.
Grammar	Response contains no (or very few) grammatical and editing errors; errors do not detract from response	Response contains some grammatical and/or editing errors that somewhat detract from response	Response contains many grammatical and/or editing errors that significantly detract from response

CONCLUSION

The CEP faculty and staff are excited that you have chosen 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.