

Counselor Education Pro

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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 them to overcome or resolve

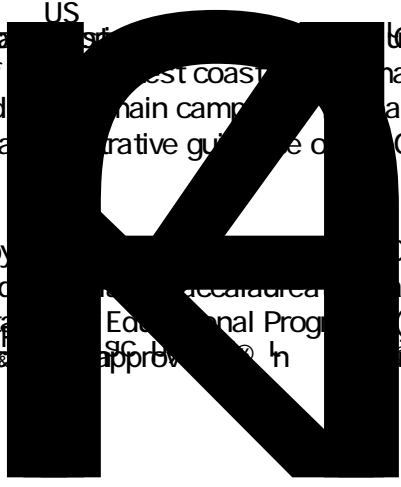
Table 1: Program Objectives and Key Performance Indicators

Program Objectives	Key Performance Indicators
	The Couns ators

Organizational Structure

The University of South Florida is a public university that serves the higher education needs of the West coast. Primary administrative offices for USF and for the CEP are located on the main campus in Tampa, Florida. Counselor Education is a graduate program under the administrative guidance of the Graduate School and the College of Education.

USF is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, specialist, and doctoral degrees. The Council for Accreditation of Educational Programs (CAEP) accredits the College of Education. The CEP program is approved by the Florida State Board of Education. The "



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&tid=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

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 their:

- Career goals and objectives and their relevance to the program;
- Aptitude for graduate-level study;
- Technological competence and computer experience.

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 defer

provided the department offering the course approves the waiver, and provided the student still enrolls in the minimum number of hours required for the USF degree.

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

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

The CEP program will consider transfer requests for these courses if (a) the courses were taken from a SACREP accredited program, (b) the program that program contacts the USF Center for Education Programs, and (c) the student provides a videotape proof of the course content.



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Information regarding loans, scholarships, granm

admission, the department accepts students as professionals and expects them to act in accord with the highest professional standards.

The most common manifestation of professionalism is adherence to professional ethical standards such as those of the American Counseling Association and its divisions, the National Board of Certified Counselors, , and the American School Counselor 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
ACA Code of Ethics <https://www.counseling.org/resources/ethics>

American School Counseling Association (ASCA) www.schoolcounselor.org
Ethical Standards for School Counselors
<https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities>

State Professional Organizations

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

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

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 (School 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 FLDOE 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 communicates with counseling supervisors from the six surrounding districts to identify prospective students.

Section B: Academic Policies and Procedures

Graduate School Academic Policies

the student register for at least another three (3) semester credit hours during a subsequent academic term.

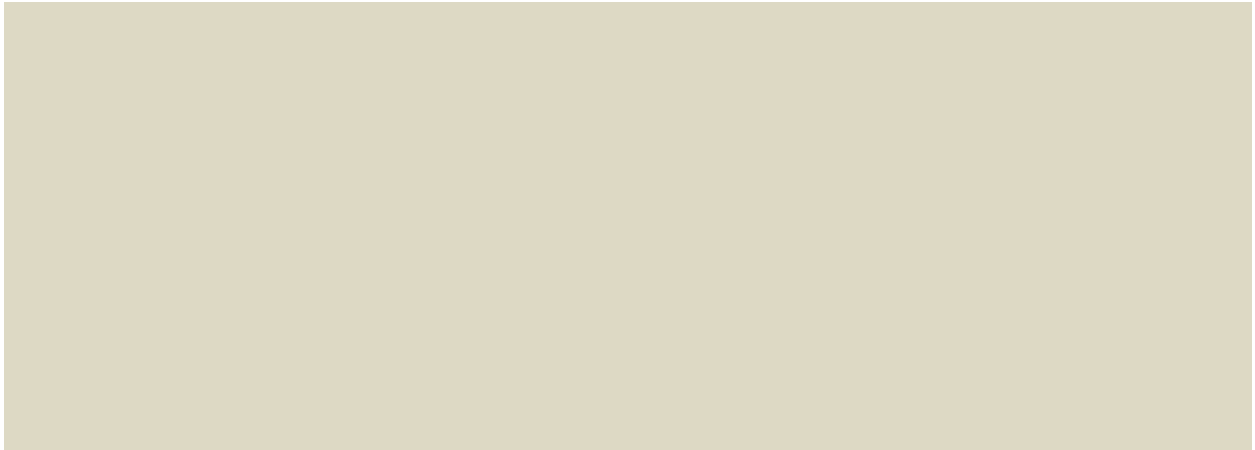
Time Limitations

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

all students with email accounts. For information about setting



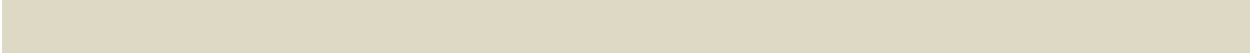
If a student desires to change an approved program plan, the student should photocopy the original form and present this along with a letter explaining the request to the advisor. The advisor or program assistant will provide the appropriate new form. The advisor will then sign the new form and submit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



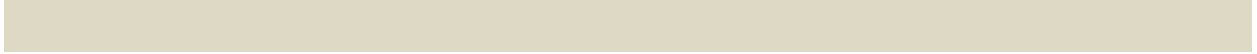
Table 2: St

Table 3: Criteria and Rubric for Evaluating Student Performance

	Below	Fair	Target
Openness to			



Was unwilling to



Ignored supervisory
advisement if not M

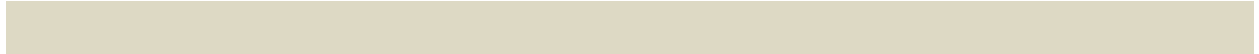


Endangered the safety and the well-being of client

Required extra supervision and was responsive to supervisor support

Appropriately safeguarded the confidentiality of clients.

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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 American School Counselor Association, 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:

1. 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
2. Counseling Skill Competencies: listening skills, capacity for empathy, appropriate verbal skills and usage, accurate process, negative empathn, and verbal skills

interpersonal diversity; seeks and accepts corrective feedback; interpersonal skills producing positive and pleasant relationships with peers, faculty, and colleagues.

To this end, students in the CEP will be evaluated on the basis of an equal weighting of all three identified dimensions. Deficiencies in one area may be sufficient to terminate a student from the

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According to the College of Education Master's Handbook, the student's current transcript will be checked against their 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 9 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

Table 4: Comprehensive Exam Flow Chart

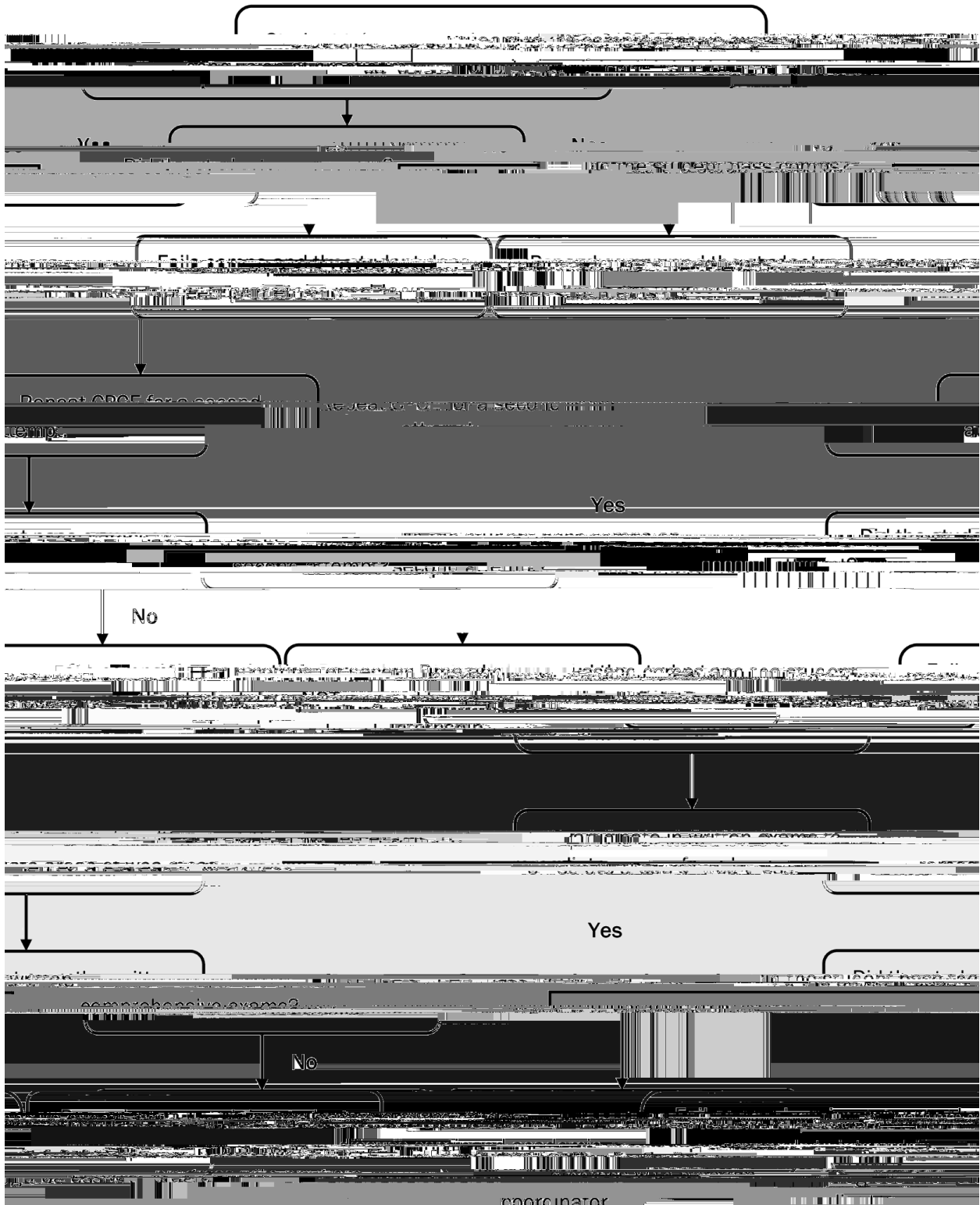


Table 5: Written Comprehensive Exams Scoring Rubric

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The CEP faculty and staff are excited that you have

Conclusion