Mission, Goals, and Objectives of Counselor Education

The mission of the Counselor Education Program is to prepare exemplary counselor educators, marriage and family therapists, mental health counselors, school counselors, and program administrators who generate, use, and disseminate knowledge about human development and human relating to enrich the quality of life for all people, and who collaborate with others to solve critical personal, family, educational, social, and vocational problems in a diverse global community. Students and faculty of the Department are expected to behave in accord with the highest ethical and professional standards while engaged in accomplishing this mission.

Counselor Education faculty challenge and support students enrolled in departmental programs to develop the following as personal and professional goals: an ethically informed professional identity; a disciplined professional curiosity about human performance, human possibility, and human relating; and an efficacious commitment to professional service. The following objectives serve to challenge faculty and students towards achieving these goals.

An ethically informed professional identity
Students and faculty are encouraged to embrace their chosen professional identity and to prepare themselves to competently perform the scope of practice promoted by their program specialization: Marriage and Family Therapy, Mental Health Counseling, and/or School Counseling. Although students and faculty may qualify for more than one professional credential, usually there is a professional identity that is considered primary.

Students and faculty are encouraged to participate in local, state, regional, national, and international activities relevant to their professional practice.

Students and faculty are expected to recognize and respect the possibilities and limits of their own abilities, knowledge, frames of reference, skill, and authority, and to behave in accord with the highest ethical and professional standards such as those advanced by the American Counseling Association, the American Association for Marriage and Family Therapy, the American Mental Health Counselors Association, the National Board for Certified Counselors, Florida Statutes 455 and 491, and Florida Rule Chapter 64B4.

Students and faculty are expected to regard themselves as professionals and to work closely and cooperatively with other professionals, including those in: public and private schools, colleges and universities; community and private agencies, institutions, and programs; businesses, industries, and philanthropic organizations; and government agencies.

Students and faculty are encouraged to consult frequently with their advisor(s), clinical supervisor(s), and/or professional colleagues regarding the choices confronting them in their various professional activities.

A disciplined professional curiosity
Students and faculty are challenged to ask far-reaching questions.
Students and faculty are expected to master the tools of professional research to aid them in their search for trustworthy answers to their questions.

Students and faculty are expected to construct their own ethically informed philosophical orientation to the helping process by utilizing the various theoretical, research, and practice resources available and articulating an ethical justification for the choices made.

Students and faculty are encouraged to take calculated risks in their search for creative and innovative solutions to human problems.

Students and faculty are expected to create new knowledge and model efficacious practices.

Students and faculty are expected to disseminate their knowledge to all interested parties so as to enhance efficacious practices that enrich the quality of life for all.

Students and faculty are expected to dedicate themselves to continuous personal and professional development through life-long learning.

An efficacious commitment to professional service

Students and faculty are expected to respect and enhance the worth, dignity, equality and positive development of all people within their communities of engagement.

Students and faculty are expected to give compassionate and competent ethically-and-culturally sensitive professional service that promotes mental health and human potential and ameliorates mental illness and human misery.

Students and faculty are expected to promote equal educational, employment, and self-development opportunities for all people, including ethnic minorities, women, older persons, and persons with disabilities.

Students and faculty are expected to commit themselves to improve the quality of life in the world community as well as in the immediate communities in which we live.

Students and faculty are expected to provide leadership that enhances professional efficacy and inspires public trust.

Students and faculty are expected to be accountable to the profession, to the public, and to each other.