INTRODUCTION

WELCOME to the University of Florida (UF) and the Department of Counselor Education. We hope the information in this revised 2001-2002 edition of the Counselor Education Student Handbook and in the 2001-2002 UF Graduate School Catalog (available at the UF Registrar's Office) will enable you to fully benefit from the opportunities available to you here at the University of Florida and to successfully plan and implement your Counselor Education Graduate program in Marriage and Family Counseling (EDC), Mental Health Counseling (ACD), and/or School Counseling (SCG).

The Handbook and the Graduate Catalog delineate Program, Department, and Graduate School guidelines, procedures, protocol, and regulations necessary for successful completion of your degree program. Taken together, they specify what you must do after matriculation in order to graduate with degree(s) in hand. You are encouraged to consult this Handbook and the Graduate School Catalog frequently for answers to your program-related questions.

There are three editions of this 2002 Handbook:

♦ Those admitted into the MAE/EDS, MED/EDS, or EDS-only degree program (regardless of specialization) are to use the 2002 Counselor Education MAE/EDS, MED/EDS, and EDS-only Student Handbook.

♦ Those who already have a Masters in Counseling who are admitted into the doctoral program (regardless of specialization) are to use the 2002 Counselor Education Doctoral Student Handbook.

♦ Those who have not yet earned a Masters degree in Counseling and who have been admitted directly into the doctoral program are to use the 2002 Counselor Education “PhD. Direct Entry” Student Handbook.

The three handbooks differ in the quantity of information included and in the Planned Program Forms specifying the courses required for each graduate degree.

Please retain your copy of the relevant 2002 Handbook, the 2001-2002 Graduate School catalog, and all copies of the syllabi of courses you complete. These documents are legally recognized as sources which explain program requirements and provide course descriptions (in support of your graduate transcript) so that you can document (whenever necessary) that you covered the subject matter required by law for the certification(s) and/or license(s) you seek after you graduate.

Again, welcome to the University of Florida! It is our hope that you will experience the “challenge and support” that characterizes graduate education at its best! and that your enrollment initiates a challenging, enjoyable and productive professional career.
ACKNOWLEDGMENTS

The revised 2002 editions of the COUNSELOR EDUCATION STUDENT HANDBOOK are based on the latest edition of the Graduate Council Policy Manual for Graduate Coordinators, prior editions of the Counselor Education Student Handbook (originally compiled by Dr. Larry C. Loesch in 1987), course materials prepared by Dr. Ellen Amatea for the Doctoral Orientation Seminar she teaches, and conversations with colleagues and students regarding essential information and “most frequently asked questions”.


Thanks to Dama Jackson and Kitty Fallon, the 2002 edition of the Handbook has been re-ordered into a “reader friendly” format and is presented in three versions: one for MAE/EDS, MED/EDS, and EDS-only students, one for EDD and PHD students, and one for MED/EDS/PHD students who are already admitted into the doctoral program, but have not yet earned the MED/EDS degree. The three handbooks differ in the quantity of information included and in the Planned Program Forms specifying the courses required for each graduate degree.

All previous editions of the Counselor Education Student Handbook are now superseded by the 2002 versions now available. I hope the new revised editions of the 2002 Counselor Education Student Handbooks help you to create programmatic “order out of chaos” so that you can fully benefit from the clinical, professional, and scholarly opportunities at the University of Florida.

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Associate Professor and Graduate Coordinator
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SECTION A. - PROFESSIONAL ORGANIZATIONS and SERVICES

A1. PROFESSIONAL ORGANIZATIONS

You are encouraged to join state and national organizations pertinent to your professional interests and areas of expertise. The Faculty members believe that professional organization membership is an integral part of their (and your) professional responsibility. The national organizations which command the largest representation in the department are:

American Counseling Association (ACA)
5999 Stevenson Avenue, Alexandria, Virginia 22304-3300
1-800-347-6647  FAX: 703-823-0252  www.counseling.org

American Association of Marriage and Family Therapists (AAMFT)
1133 15th Street N.W., Suite 300, Washington, DC 20005-2710

American Mental Health Counselors Association (AMHCA)
801 N. Fairfax Street, Alexandria, VA 22314-9654
1-800-326-2642  FAX: 703-548-4775  www.amhca.org

Each of these national organizations in turn has a state-level counterpart:

Florida Counseling Association (FCA)
P.O. Box 300457, Fern Park, FL  32730
PHONE:  407-628-0793; FAX:  407-628-0790
E-MAIL:  FCAoffice@aol.com

Florida Association for Marriage and Family Therapists (FAMFT)
P.O. Box 4722, Seminole, FL 34642
PHONE: 727/393-2517;  FAX: 727/393-2517
E-MAIL:  FAMFT@aol.com

Florida Mental Health Counselors Association (FMHCA)
335 Beard Street, Tallahassee, FL 32303
PHONE: 850/222-6000;  FAX: 850/681-2890
E-MAIL:  fmhca@webcom.com

FAMFT has a local chapter:

North Central Florida Association for Marriage and Family Therapists (NCFAMFT)
1031 NW 6th St., Suite 2, Gainesville, FL 32601
PHONE:  352-376-5543; FAX:  376-2042
Additional professional organizations of interest are:
American Psychological Association;
American Vocational Association;
American Educational Research Association;
and/or their state-level counterparts.

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

Association for Counselor Education and Supervision (ACES)
Association for Adult Development and Aging (AADA)
National Career Development Association (NCDA)
American College Counseling Association (ACCA)
Association for Gay, Lesbian, and Bisexual Issues in Counseling (AGLBIC)
Association for Humanistic Education and Development (AHEAD)
American School Counselor Association (ASCA)
American Rehabilitation Counseling Association (ARCA)
Association for Assessment in Counseling (AAC)
National Employment Counseling Association (NECA)
International Association of Addictions and Offender Counselors (IAAOC)
Association for Spiritual, Religious, and Value Issues in Counseling (ASERVIC)
Association for Specialists in Group Work (ASGW)
Association for Multicultural Counseling and Development (AMCD)
Association for Counselors and Educators in Government (ACEG)
International Association of Marriage and Family Counselors (IAMFC)

Similarly, the Florida Counseling Association has the following membership divisions:

Florida Association for Counselor Education and Supervision (FACES)
Florida College Counseling Association (FCCA)
Florida Career Development Association (FCDA)
Florida School Counselors Association (FSCA)
Florida Employment Counselors Association (FECA)
Florida Association for Specialists in Group Work (FASGW)
Florida Association for Multicultural Counseling & Development (FAMCD)
Florida Association for Adult Development and Aging (FAADA)
Florida Association for Spiritual, Ethical, Religious Values and Issues in Counseling (FASERVIC)

Notice that not all of the divisions of ACA are represented in FCA. This is typical of national professional organizations and their state-level counterparts.

A2. BENEFITS of MEMBERSHIP

While there are many benefits to be derived from membership in a professional organization, only the primary ones can be noted here. As a member of a professional organization, you:

♦ receive the publications (e.g., professional journals and newsletters) of the organization, as well as those of the divisions to which you belong.
♦ usually are entitled to reduced registration rates for professional meetings (e.g., conventions and workshops) sponsored by the organization.
♦ are eligible for member services (e.g., library resource use and legal defense funds and services) provided by or through the organization.
♦ have a method of direct involvement with activities and issues (e.g., legislation and professional credentialing, including certification, licensure, and program accreditation) directly and/or indirectly pertinent to your profession.
♦ can network with other professionals having interests and areas of expertise similar to yours.

Other benefits are typically relevant to your specific professional activities and interests.

A3. BETA CHAPTER-CHI SIGMA IOTA

The University of Florida Department of Counselor Education is the home of Beta Chapter of Chi Sigma Iota (CSI), the Greek-letter name for the Counseling Academic and Professional Honor Society International.

CSI is an honor society of counseling professionals and counseling professionals-in-training dedicated to excellence in scholarship, research, and clinical practice. The primary purpose of CSI is to promote and recognize exemplary attainment in the study and practice of counseling.
Students in programs in the department who anticipate becoming counseling professionals may be eligible for membership in CSI-Beta Chapter if they meet membership criteria, which include completion of a minimum of nine (9) program-applicable semester credit hours, a graduate grade point average of at least 3.50, and approval by the CSI Beta Chapter membership committee. Those eligible for and interested in membership in Chi Sigma Iota are encouraged to apply. Contact the current CSI-Beta Chapter President for information.

**A4. CESA-COUNSELOR EDUCATION STUDENT ASSOCIATION**

Counselor Education Students are invited to join and expected to manage the Counselor Education Student Association (CESA). Membership in CESA is open to all students enrolled in programs in the department. The CESA officers (i.e., President; President-elect; Secretary; and Treasurer) are elected from and by the CESA membership on an annual basis. A faculty advisor for CESA is appointed annually.

The primary purposes of CESA are to:

- ♦ Provide a formal channel of communication among students, faculty and staff associated with the department.
- ♦ Represent student interests at department business meetings.
- ♦ Sponsor social gatherings that foster positive relationships among students and faculty members associated with the department.
- ♦ Serve as advocates for graduate students in Counselor Education.
- ♦ Create and promote extracurricular professional development activities for students in programs in the department.
- ♦ Promote and sponsor graduate student participation in and presentation of professional programs at local, state, regional, and national conferences.
- ♦ Foster professional responsibility and accountability among students in programs in the department.
- ♦ Recruit and promote professional and personal resources (as needed) for students in programs in the department.
You are strongly encouraged to become and stay a member of CESA while you are enrolled in a program in the department. Active involvement in CESA can greatly enhance the quality of your experience in the program and help you establish professional relationships that can last a lifetime.

Each year, two CESA representatives may be selected by the CESA officers from the CESA membership to attend regular Counselor Education Faculty meetings. They will have full voting privileges on all department matters (EXCEPT those involving evaluations of students or faculty members associated with the department).

The CESA "headquarters" room is located in 1313 Norman Hall. This room is intended for use by all Counselor Education students for individual and group study and/or socializing with other students. Students using this room are asked to keep it "neat and clean" as a courtesy to other students.

CESA has a mailbox in 1313 Norman Hall. Messages or materials for CESA can be placed in the CESA mailbox.

CESA periodically publishes the CESA newsletter, which is distributed to students and faculty members associated with the department. The CESA newsletter is a primary source of information for students about Counselor Education business and activities.

A5. NATIONAL COUNSELOR CERTIFICATION (NBCC)

A "certification" is a professional credential awarded by a certifying agency to persons who have applied for the certification and who have met the eligibility criteria for the certification. Most professional certifying agencies are national (or international) in origin and scope, and are distinguished from state-level agencies.

The professional certifying agency for counselors is the National Board for Certified Counselors, Inc. (NBCC). The various certifications awarded by the NBCC include those leading to the following designations:

- National Certified Counselor (NCC),
- National Certified School Counselor (NCSC),
- National Certified Clinical Mental Health Counselor (NCCMHC)
- National Certified Master Addictions Counselor (NCMAC)
The NCC designation is available to all counselors who have met general, minimum academic and experiential preparation standards regardless of individual professional specializations. Attainment of NCC status is prerequisite to attainment of specialty status as an NCSC, NCCMHC, or NCMAC.

Students successfully completing department MHC, MFC, or SCG MED/EDS, MAE/EDS, EDS (only), and/or PhD or EdD Counselor Education degree programs will have fulfilled the minimum NBCC eligibility criteria for NCC status and will be given a "priority" eligibility because these programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Program graduates must successfully complete NBCC's National Counselor Examination (NCE), which they can take during their last semester of enrollment in courses in their respective programs. The NCE is currently required for licensure in the majority of states licensing Professional Counselors.

Information on the certifications offered through the NBCC are available in the department office or from

National Board for Certified Counselors, Inc.
3 Terrace Way, Suite D
Greensboro, NC 27403-3660
PHONE: (336) 547-0607
FAX: (336) 547-0017
WEB SITE: http://www.nbcc.org
E-MAIL: nbcc@nbcc.org

A6. PROFESSIONAL LIABILITY INSURANCE

Litigation involving practitioners in the professions represented by programs in the department has increased dramatically in recent years for many reasons; the result is that every practicing professional is a potential target for litigation. Adherence to professional ethical standards and high standards for personal and professional conduct are perhaps the best ways for professionals to avoid involvement in litigation. Nevertheless, since there is no “foolproof” way to avoid litigation, most practicing professionals now consider liability insurance to be a necessity.

The Counselor Education department REQUIRES all students (as counselors and supervisors-in-training) to obtain professional liability insurance before beginning practicum and internship experiences. Proof of
insurance is now a condition of enrollment in all departmental Practica and Internships and must be submitted prior to beginning work at your site. Proof may be in the form of a letter from your insurance provider and/or a copy of your insurance policy or insurance card.

Students can obtain professional liability insurance at a discounted rate as a benefit of membership through professional organizations such as the American Counseling Association (ACA):

**Marriage & Family Counseling students** and **Mental Health Counseling students** can arrange for insurance coverage by contacting ACA through its website: [http://www.counseling.org](http://www.counseling.org), by phone at 1-800-347-6647 ext.284, or writing ACA at 5999 Stevenson Avenue, Alexandria, VA 22304-3300…OR… by contacting the American Association of Marriage & Family Therapists (AAMFT) through its website: [http://www.aamft.org](http://www.aamft.org), by phone at 202/452-0109, or writing AAMFT at 1133 15th Street NW, Suite 300, Washington, DC 20005-2710.

**School Counseling students** can arrange for insurance coverage by contacting the American School Counselors Association (ASCA) through its website: [http://www.schoolcounselor.org](http://www.schoolcounselor.org), by phone at 1-800-306-4722, or writing ASCA at 801 North Fairfax Street, Suite 310, Alexandria, VA 22314.

[As an alternative, students may elect to attach a rider to their homeowners or apartment dwellers insurance policies].

If you become involved in litigation as a result of activities required of practicum or internship students, you MAY or MAY NOT be entitled to the services of the University attorneys and/or the attorneys representing the practicum or internship site. HOWEVER, remember that university and practicum & internship site attorneys are employed to represent the interests of the University and practicum & internship site FIRST. **Your own insurance plan provides representation for you, should you ever have need of it.**

**A7. STUDENT MEMBERSHIP**

Students in the department should know the following:

- First, the costs for “student” membership in professional organizations are considerably less than those for “regular” membership.
- Second, membership in a national organization is separate from membership in the state-level counterpart of the organization; you may join one without joining the other.
♦ Third, membership in divisions is distinct from membership in the larger organization. However, typically, you must join the larger organization and then you also may join as many divisions as you wish.
♦ Fourth, membership fees are (typically) for one year; memberships must be renewed annually.
♦ Fifth, memberships in professional organizations are accepted at any time during the (calendar) year.
♦ Sixth, membership provides abundant opportunities to build a network of contacts that will be invaluable throughout your career.

Information and/or application materials for various professional organizations are available in the department office. You are encouraged to talk with department faculty members about professional organizations. You are usually required to obtain the signature of a faculty member on the application materials confirming your student status in order for you to become a student member of a professional organization. All faculty members in the department are happy to provide signatures for this purpose.

The faculty members strongly encourage you to join relevant professional organizations when you have the financial resources to do so.
SECTION B. - ETHICAL AND PROFESSIONAL STANDARDS

B1. PREFACE

Note 1: The following professional standards statements are provided under expressed, written permission from the respective copyright holders.

Note 2: The ethical and professional standards statements presented herein are evaluated and revised continuously by their authors. Users of this Handbook should check the designated sources to determine if the versions printed here are up to date.

Note 3: The academic programs in Counselor Education are established to prepare graduates of the programs to become “professional” Marriage and Family Therapists, Mental Health Counselors, and School counselors. The term “professional” in this context refers to persons practicing an occupation/career for which there is a known body of theoretical and research knowledge that disciplines professional practice, an identified set of skills relevant to efficacious performance, and a set of ethically informed behavioral standards which members of the profession agree to follow. As a student admitted to a program in the department, you have begun preparation for a career as a professional. Therefore, upon admission, the faculty and staff expect you to act in accord with the highest professional standards (such as those presented in this section). Above all, let us give people, property, and processes our respect, and let us “view all through the clear lens of compassion” (Lau Tzu).

Note 4: It is not possible to convey in this Handbook all the aspects of professional responsibility pertinent to the various activities in the department. What is possible is to present a basic guideline:

IF YOU HAVE ANY CONCERN ABOUT APPROPRIATE PROFESSIONAL BEHAVIOR FOR YOU OR FOR OTHERS, CONSULT YOUR FACULTY ADVISOR, the GRADUATE COORDINATOR, or the DEPARTMENT CHAIRPERSON

REMEMBER: a cardinal principle of ethical discourse is the mandate to CONSULT IN ALL THINGS QUESTIONABLE; rigorous and thoughtful conversation generates clarity and consensus.
B2. UF STUDENT RIGHTS AND RESPONSIBILITIES

Admission to the University of Florida is a privilege granted to those persons who meet both high academic qualifications and high standards of health, character, and conduct. Commensurate with this privilege is the responsibility to abide by university regulations considered essential to sustaining a climate of disciplined inquiry which allows all members of the University community to exercise their rights as citizens and as scholars.

Information contained in this section has been edited from source documents. Should questions arise as to specific meaning and interpretation of student rights, student responsibilities, or student judicial processes relating to the Student Conduct Code, the source documents for this section include Florida State Statutes, Chapter 6C Florida Administrative Code, Chapter 6C1 Florida Administrative Code, the Undergraduate Catalog, the University of Florida Student Conduct Code and the University of Florida Graduate Student Handbook.

STUDENT RIGHTS

The right to give and receive respect for personal feelings and reasoned opinions, to treat others with dignity and be treated with dignity, and to pursue an education of the highest quality.

The right to participate in self-governing student bodies, which provide channels of communication and offer means for using democratic processes to solve problems.

The constitutional rights of freedom of expression and assembly.

The right of freedom to hear and participate in dialogue and debate and to examine diverse views and ideas.

The right of freedom to write and distribute printed material for reasons that are not commercial without the exercise of prior restraint.

The constitutional rights of freedom of the press for all student publications.

The right of due process in disciplinary procedures in accordance with rules of procedures prescribed in the Student Conduct Code.
STUDENT RESPONSIBILITIES

The responsibility of facing the consequence(s) of one's own actions.

The responsibility for knowing and observing established University policies presented in official University publications.

The responsibility to see that free discussions meet the standard of scholarly inquiry characteristic of an academic community.

The responsibility for filing a statement of intent to make the distribution of all printed material conform to the Student Conduct Code, and all laws of the city, state, and nation governing freedom of expression.

The responsibility to exercise journalistic ethics.

The responsibility to insure that no student organization, constitution or other organizational document includes discriminatory clauses pertaining to race, creed, religion, color, sex, national origin, disability, or sexual preference.

The responsibility to become acquainted with the University Graduate Catalog, Graduate Student Handbook, Department Handbook and other relevant publications.

B3. ACADEMIC HONESTY GUIDELINES

All students are required to abide by the Academic Honesty Guidelines, which have been endorsed by the University. Students will be asked to sign the following declaration when completing tests and other academic work.

ON MY HONOR, I HAVE NEITHER GIVEN NOR HAVE I RECEIVED UNAUTHORIZED AID in COMPOSING MY ANSWERS to the QUESTIONS ASKED ON THIS EXAMINATION / ASSIGNMENT.

In addition, UF Faculty are asked to include the following oath in their course syllabi:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines. Those adjudged to have committed such conduct shall be subject to the penalties listed in paragraph XI of the Student Conduct Code, page 21.
Taking of Information - copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted.

Tendering of Information - giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; informing another person of questions that appear or have appeared on an exam in the same academic term; giving or selling a term paper or other written materials to another student.

Plagiarism - copying homework answers from your text to hand in for a grade; quoting text or other written materials submitted to a teacher when requested by the teacher to present your own work; handing in a paper as your own work which was purchased from a term paper service; retyping a friend's paper and handing it in as your own work; taking a paper from fraternity/sorority files and handing it in as your own work.

Conspiracy - planning with one or more persons to commit any form of academic dishonesty, including but not limited to, giving your term paper to another student who you know will plagiarize it.

Misrepresentation - having another student do your computer program and handing it in as your own work; lying to a teacher to increase your grade; or any other act of omission with intent to deceive a teacher as to the authorship of oral or written materials submitted or presented to a teacher which would affect your grade.

Bribery - offering, giving, receiving, or soliciting money or any item or service to a teacher or any other person so as to gain academic advantage for yourself or another.

B4. STUDENT CONDUCT CODE

I. Introduction: Students enjoy the rights and privileges that accrue to membership in a university community and are subject to the responsibilities which accompany that membership. In order to have a system of effective campus governance, it is incumbent upon all members of the campus community to notify appropriate officials of any violations of regulations and to assist in their enforcement. All conduct regulations of the University are printed and made available to all students and are applicable upon publication in the Independent Florida Alligator, the University Catalog, the Student Guide, or any reasonable means of notification.
II. Authority: The President is charged with the responsibility for establishing and enforcing regulations governing student life. Regulations are designed to enable the University to protect against the conduct of those who, by their actions, impair or infringe on the rights of others or interfere with the orderly operations of the University. Discipline may be imposed for offenses against the Code occurring at any other following locations or activities:

A. University campus;
B. University owned or controlled property;
C. Property or housing units assigned for responsibility to the University, including, but not limited to, fraternity and sorority property;
D. Activities sponsored by the University;
E. Activities officially approved by the University which are conducted by University chartered organizations, and;
F. Activities occurring off campus as provided in paragraph VI.

III. Rules of Procedure: The primary judicial bodies authorized by the President and charged with the administration and enforcement of this code shall formulate and furnish to students charged with an offense, rules of procedure which shall insure basic procedural fairness including, but not limited to:

A. The right to be notified in writing of the charges against him/her with sufficient detail and time to prepare for the hearing;
B. The right to a prompt hearing before an appropriate official, committee, or court;
C. The right to know the nature and source of the evidence which will be used against him/her;
D. The right to present evidence in his/her own behalf;
E. The right to freedom against compulsory self-incrimination, and;
F. The right to appear with an advisor at the hearing.

IV. Suspension of Student Pending Hearing: Violations of the Student Conduct Code, Sections V.A. 12 and V.A. 18, may result in immediate suspension. If in the determination of the Director of Student Judicial Affairs, the student poses a significant danger of imminent and serious physical harm to himself/herself or others at the University; or immediate suspension is necessary to protect health, safety or welfare of the student or others at the University, the Director of Student Judicial Affairs may suspend the student
pending a hearing before the appropriate hearing body. The hearing will take place within a reasonable time after notification of the suspension.

V.  **Violations of the Code of Conduct:**

A. The following are violations of the Student Conduct Code and may result in expulsion or any lesser sanction:

1. Furnishing false information to the University.
2. Forgery, alteration, or misuse of University documents, records, or identification cards.
3. Unauthorized use, taking or destruction of public or private property on campus, or acts committed with disregard of possible harm to such property.
4. Actions or statements, which amount to intimidation, harassment, or hazing.
5. Participation in or continued attendance at a raid on a University living unit, after warning to disperse by a University official or any law enforcement officer.
6. Disorderly conduct.
7. Disrupting the orderly operation of the University as defined in Florida Statutes and the Demonstration Policy of the University.
8. Failure to comply with any University rule or regulation, including, but not limited to, the Academic Honesty Guidelines.
9. Violations of Housing, Inter-Residence Hall Association, and Area Government regulations.
10. Violation of conduct probation.
11. Possession, use or delivery of controlled substances as defined in Florida Statutes.
12. Possession or use of a firearm on the University campus except as specifically authorized in writing by the University.
13. Actions(s) or conduct, which hinders, obstructs or otherwise interferes with the implementation or enforcement of the Student Conduct Code.
14. Failure to appear before any of the disciplinary authorities and to testify as a witness when reasonably notified to do so. Nothing in this subsection shall be construed to compel self-incrimination.
15. Violation of any municipal ordinance, law of the State of Florida, rule promulgated by the Florida Board of Regents, or law of the United States.
16. Ticket scalping, i.e., selling tickets to any University of Florida function or event being held or to be held on the University of Florida campus, for more than $1.00 over the original price.

17. Possession or use of fireworks, explosives, dangerous chemicals, ammunition or weapons (including, but not limited to, bows and arrows or switch-blade knives).

18. Actions which are committed with disregard of the possible harm to an individual or group, or which result in injury to an individual or group.

19. Any actions, including those of a sexual nature or involving sexual activities, which are intimidating, harassing, coercive, or abusive to another person, or which invade the right to privacy of another person.

20. Any action without authorization from the University which does or causes to, access, use, modify, destroy, disclose or take data, programs or supporting documentation residing in or relating in any way to a computer, computer system or computer network or causes the denial of computer system services to an authorized user of such system.

B. The Student Honor Court may recommend expulsion or any lesser penalty for academic dishonesty as defined by the Student Conduct Code and Academic Honesty Guidelines. Conflicts in jurisdiction will be resolved by the Director of Student Judicial Affairs.

C. Residence Hall Conduct Boards may recommend penalties as set forth by the Office of Student Services for violation of the Student Conduct Code, Inter-Residence Hall Association and/or Area Government regulations.

D. Student Traffic Court may impose authorized penalties for violations of University traffic, parking, and vehicle registration regulations.

E. The Health Center Student Conduct Standards Committee hears cases of alleged academic dishonesty by students of the Health Center colleges. The committee is comprised of faculty and students from the Health Center, appointed by the President. Recommendations of guilt or innocence or sanctions, if appropriate, are made to the Dean for Student Services for final action.

F. Other judicial bodies may be established and vested with jurisdiction by appropriate authority.
VI. Off-Campus Conduct: When a student violates city, state or federal law, by an offense committed off the campus and which is not associated with a University-connected activity, the disciplinary authority of the university will not be used merely to duplicate the penalty awarded for such an act under applicable ordinances and laws. The University will take disciplinary action against a student for such an off-campus offense only when it is required by law to do so or when the nature of the offense is such that in the judgement of the Director of Student Judicial Affairs, the continued presence of the student on campus is likely to interfere with the educational process or the orderly operation of the University; the continued presence of the student on campus is likely to endanger the health, safety, or welfare of the University community or its property; or the offense is of such a serious nature as to adversely effect the student's suitability as member of the University community. If the Director of Student Judicial Affairs determines that disciplinary action is warranted, the Director of Student Judicial Affairs shall so notify the student in accordance with Rule 6C1-4.16(5). The action of the University with respect to any such off-campus conduct shall be made independently of any off-campus authority.

VII. Postponement of Hearing Due to Pending or Possible Criminal or Civil Charges: If the student charged with a violation of the Student Conduct Code, regardless of which primary judicial body may hear the matter, wishes to have the hearing postponed because there is pending or possible civil or criminal litigation which he/she feels might be prejudiced by the findings of the hearing, such postponement may be granted provided the student agrees to accept conduct probation or suspension, depending upon the gravity of the offense. Such probation or suspension will be determined and activated by the Director of Student Judicial Affairs and will remain in force until such time as the student requests a hearing before the appropriate primary judicial body and the hearing is held. The student shall be informed whether he/she would be placed on probation or suspended prior to making a decision to postpone the hearing.

VIII. Student Waiver of Right to Hearing: In the event a student charged with a violation of the Student Conduct Code desires to waive the right to a hearing by the appropriate official or hearing body, and the student so indicates in writing, the Director of Student Judicial Affairs, provided he/she agrees to accept jurisdiction, may make a determination of fact and take appropriate action concerning the alleged violation.
IX. **Summary Hearing:** In the event a student charged with a violation of the Student Conduct Code which, in the opinion of the Director of Student Judicial Affairs, if proven, would not warrant a penalty in excess of two semesters probation, and the student does not waive his or her right to a hearing before the appropriate official or hearing body, the Director of Student Judicial Affairs may require a hearing to be held before the chairperson of the committee on Student Conduct or the chairperson's designated representative rather than before the full committee.

X. **Conflict of Jurisdiction:** In the event that the offense is within the jurisdiction of more than one primary judicial body, the Director of Student Judicial Affairs shall determine which judicial body shall hear the charge.

XI. **Adjudications** - A student adjudicated guilty of violations of the Student Conduct Code shall be subject to sanctions commensurate with the offense and any aggravating and mitigating circumstances, which may include one or more of the following penalties, unless otherwise expressly provided:

A. **Reprimand** - The student is given formal written notice and official recognition is taken of the offense committed.

B. **Conduct Probation** - The student is deemed not in good standing and cannot represent the University on any athletic team other than intramurals or hold an office in any student organization registered with the University. In the event a student on conduct probation is found in violation of the terms of such probation or of the Student Conduct Code which includes the Academic Honesty Guidelines prior to the completion of the probation period, he/she may receive expulsion or any other lesser penalty. The duration of any probation period or any conditions or penalty(ies) imposed for the violation shall be in proportion to the seriousness of the violation.

C. **Suspension** - The student is required to leave the University for a given or indefinite period of time, the termination of which shall depend upon specified acts of the student's own volition related to mitigation of the offense committed.

D. **Expulsion** - The student is permanently deprived of his/her opportunity to continue at the University in any status.

E. **Payment of Damages and/or Community Service** - The student is required to pay for damages to University property, provided that such payment shall be limited to the actual cost of repair or replacement of such property. The student may also be required to complete a specified amount of community service.
F. Reduced or Failing Grade - The student is given a reduced or failing grade for the class in which the offense occurred for violations of the Academic Honesty Guidelines, but only by the faculty member involved and upon recommendation thereto.

XII. Appeal: The Student Honor Court and Residence Hall Conduct Board make findings of fact and recommendations concerning innocence of guilt and imposition of a judicial sanction to the Director of Student Judicial Affairs. The student may appeal the recommendations of the Student Honor Court and Residence Hall Conduct Board to the Director of Student Judicial Affairs. The decision of the Director of Student Judicial Affairs may be appealed to the Dean for Student Services.

The Student Conduct Committee and the Health Center Student Conduct Standards Committee make findings of fact and recommendations concerning innocence or guilt and the imposition of a judicial sanction to the Dean of Student Services. The decision of the Dean for Student Services may be appealed to the Vice President for Student Affairs.

All appeals must be made in writing to the appropriate official within five days after notice of last action taken unless otherwise agreed upon in writing by the appellant and the person to whom the appeal is directed.

B5. VALUES OF THE AMERICAN COUNSELING ASSOCIATION

(Approved by ACA [AACD] Governing Council, July 14-17, 1988)

CARING FOR SELF AND OTHERS

We believe in the worth and dignity of the individual and we value caring and respect for self and others. We respect and care for the self by preserving professional identity through the support of, and for, the professional association (ACA), and by establishing and maintaining professional standards and ethical behavior. We also respect and care for the self through continuing personal development. We also value examination of the relationships among the intellectual, physical, spiritual, and psychological aspects of human development. We respect and care for others through identification and the removal of barriers to human development and through pro-active approaches to human rights. This respect and caring for others extends to concerns about global issues such as world peace and the ecology. We value and celebrate the diversity of cultures and interests within our society, our profession and our association. We also value the power, strength, and support of a unified profession.
ENABLING AND USING KNOWLEDGE
We believe that positive change in people, organizations and societies can be facilitated. Positive change involves moving to higher levels of moral, ethical, spiritual, intellectual, physical and interpersonal development. Working for a positive change is a major function of our profession.

ACQUIRING AND USING KNOWLEDGE
We believe that we need to be aware of current and evolving knowledge, including alternate ways of knowing, that can assist in facilitating positive change. We have a responsibility to acquire, utilize, and disseminate new knowledge in our field. We have a responsibility to utilize both traditional and alternative methods of understanding. We have a responsibility to exert leadership in using and sharing our knowledge and skills.

EMPOWERING LEADERSHIP
We believe in the kind of leadership which requires a willingness to take risks, a readiness to take stands, and a responsibility to act on vital issues. Empowerment means that individuals, groups and organizations, by their actions, enable (empower) others to make changes. Counselors and human development professionals see themselves as active leaders, willing to take risks. Responsible and professional leaders act when faced with compelling situations. Leaders who are committed to this belief are consistent in what they say and do. This leadership style ensures that all populations served are empowered to teach their human potential.

PROMOTING LINKAGE
We believe in fostering an integrative quality, interdependence, and connectedness among people, organizations, and societies. Collaboration is a preferred mode of operation which fits the philosophical foundations on which the counseling and human development profession is based. Action to accomplish identified goals, in some instances, involves interpersonal coalition-building among professionals and at other times, involves inter-professional cooperation.
B6. AMERICAN COUNSELING ASSOCIATION CODE of ETHICS and STANDARDS of PRACTICE

(Approved by the Governing Council, April 1995)

Preamble

The American Counseling Association is an educational, scientific and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual.

The specification of a code of ethics enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members. As the code of ethics of the association, this document establishes principles that define the ethical behavior of association members. All members of the American Counseling Association are required to adhere to the Code of Ethics and the Standards of Practice. The Code of Ethics will serve as the basis for processing ethical complaints initiated against members of the association.

ACA CODE OF ETHICS

Section A: The Counseling Relationship

A.1 Client Welfare

a. Primary Responsibility. The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.

b. Positive Growth and Development. Counselors encourage client growth and development in ways that foster the clients’ interest and welfare; counselors avoid fostering dependent counseling relationships.

c. Counseling Plans. Counselors and their clients work jointly in devising integrated, individual counseling plans that offer reasonable promise of success and are consistent with abilities and circumstances of clients. Counselors and clients regularly review counseling plans to ensure their continued viability and effectiveness, respecting clients’ freedom of choice. (see A.3.b.)

d. Family Involvement. Counselors recognize that families are usually important in clients’ lives and strive to enlist family understanding and involvement as a positive resource, when appropriate.
e. **Career and Employment Needs.** Counselors work with their clients in considering employment in jobs and circumstances that are consistent with the clients’ overall abilities, vocational limitations, physical restrictions, general temperament, interest and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics and needs. Counselors neither place nor participate in placing clients in positions that will result in damaging the interest and the welfare of clients, employers, or the public.

**A.2. Respecting Diversity**

a. **Nondiscrimination.** Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. (See C.5.a, C.5.b., and D.I.i.)

b. **Respecting Differences.** Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor’s own cultural/ethnic/racial identity impacts her/his values and beliefs about the counseling process. (See E.u. and F.W.i.).

**A.3. Client Rights**

a. **Disclosure to Clients.** When counseling is initiated, and throughout the counseling process as necessary, counselors inform clients of the purposes, goals, techniques, procedures, limitations, potential risks and benefits of services to be performed, and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees and billing arrangements. Clients have the right to expect confidentiality and to be provided with an explanation of its limitations, including supervision and/or treatment team professionals; to obtain clear information about their case records; to participate in the ongoing counseling plans; and to refuse any recommended services and be advised of the consequences of such refusal. (See E.5.a and G.2).

b. **Freedom of Choice.** Counselors offer clients the freedom to choose whether to enter into a counseling relationship and to determine which professional(s) will provide counseling. Restrictions that limit choices of clients are fully explained. (See A.1.c.)

c. **Inability to Give Consent.** When counseling minors or persons unable to give voluntary informed consent, counselors act in these clients’ best interests. (See B.3.)
A.4. Clients Served By Others

If a client is receiving services from another mental health professional, counselors, with client consent, inform the professional persons already involved and develop clear agreements to avoid confusion and conflict for the client (See C.6.c.)

A.5. Personal Needs and Values

a. Personal Needs. In the counseling relationship, counselors are aware of the intimacy and responsibilities inherent in the counseling relationship, maintain respect for clients, and avoid actions that seek to meet their personal needs at the expense of clients.

b. Personal Values. Counselors are aware of their own values, attitudes, beliefs, and behaviors and how these apply in a diverse society, and avoid imposing their values on clients. (See C.5.a.).

A.6. Dual Relationships

a. Avoid When Possible. Counselors are aware of their influential positions with respect to clients, and they avoid exploiting the trust and dependency of clients. Counselors make every effort to avoid dual relationships with clients that could impair professional judgment or increase the risk of harm to clients. (Examples of such relationships include, but are not limited to, familial, social, financial, business, or close personal relationships with clients.) When a dual relationship cannot be avoided, counselors take appropriate professional precautions such as informed consent, consultation, supervision, and documentation to ensure that judgment is not impaired and no exploitation occurs. (See F.1.b.)

b. Superior/Subordinate Relationships. Counselors do not accept as clients superiors or subordinates with whom they have administrative, supervisory, or evaluative relationships.

A.7. Sexual Intimacies with Clients

a. Current Clients. Counselors do not have any type of sexual intimacies with clients and do not counsel persons with whom they have had a sexual relationship.

b. Former Clients. Counselors do not engage in sexual intimacies with former clients within a minimum of two years after terminating the counseling relationship. Counselors who engage in such relationship after two years
following termination have the responsibility to thoroughly examine and
document that such relations did not have an exploitative nature, based on
factors such as duration of counseling, amount of time since counseling,
termination circumstances, client’s personal history and mental status, adverse
impact on the client, and actions by the counselor suggesting a plan to initiate a
sexual relationship with the client after termination.

A.8. Multiple Clients
When counselors agree to provide counseling services to two or more persons
who have a relationship (such as husband and wife, or parents and children),
counselors clarify at the outset, which person or persons are clients and the
nature of the relationships they will have with each involved person. If it
becomes apparent that counselors may be called upon to perform potentially
conflicting roles, they clarify, adjust, or withdraw from roles appropriately.
(See b.2. and b.4.d.)

A.9 Group Work
a. Screening. Counselors screen prospective group counseling/therapy
participants. To the extent possible, counselors select members whose needs
and goals are compatible with goals of the group, who will not impede the
group process, and whose well-being will not be jeopardized by the group
experience.

b. Protecting Clients. In a group setting, counselors take reasonable
precautions to protect clients from physical or psychological trauma.

A.10 Fees and Bartering
(See D.3.a. and D.3.b)

a. Advance Understanding. Counselors clearly explain to clients, prior to
entering the counseling relationship, all financial arrangements related to
professional services including the use of collection agencies or legal measures
for nonpayment. (A.11.c.)

b. Establishing Fees. In establishing fees for professional counseling services,
counselors consider the financial status of clients and locality. In the event that
the established fee structure is inappropriate for a client, assistance is provided
in attempting to find comparable services at acceptable costs. (See A.10.d.,
D.3.a., and D.3.b.)
c. **Bartering Discouraged.** Counselors ordinarily refrain from accepting goods or services from clients in return for counseling services because such arrangements create inherent potential for conflicts, exploitation, and distortion of the professional relationship. Counselors may participate in bartering only if the relationship is not exploitive, if the client requests it, if a clear written contract is established, and if such arrangements are an accepted practice among professionals in the community. (See A.6.a.)

d. **Pro Bono Service.** Counselors contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (*pro bono*).

**A.11 Termination and Referral**

a. **Abandonment Prohibited.** Counselors do not abandon or neglect clients in counseling. Counselors assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, and following termination.

b. **Inability to Assist Clients.** If counselors determine an inability to be of professional assistance to clients, they avoid entering or immediately terminate a counseling relationship. Counselors are knowledgeable about referral resources and suggest appropriate alternatives. If clients decline the suggested referral, counselors should discontinue the relationship.

c. **Appropriate Termination.** Counselors terminate a counseling relationship, securing client agreement when possible, when it is reasonably clear that the client is no longer benefiting, when services are no longer required, when counseling no longer serves the client's needs or interests, when clients do not pay fees charged, or when agency or institution limits do not allow provision of further counseling services. (See A.10.b. and C.2.g.)

**A.12 Computer Technology**

a. **Use of Computers.** When computer applications are used in counseling services, counselors ensure that: (1) the client is intellectually, emotionally, and physically capable of using the computer application; (2) the computer application is appropriate for the needs of the client; (3) the client understands the purpose and operation of the computer applications; and (4) a follow-up of client use of a computer application is provided to correct possible misconceptions, discover inappropriate use, and assess subsequent needs.
b. *Explanation of Limitations.* Counselors ensure that clients are provided information as a part of the counseling relationship that adequately explains the limitations of computer technology.

c. *Access to Computer Applications.* Counselors provide for equal access to computer applications in counseling services (See A.2.a.).

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**Section B: Confidentiality**

**B.1. Right to Privacy**

a. *Respect for Privacy.* Counselors respect their clients’ right to privacy and avoid illegal and unwarranted disclosures of confidential information. (See A.3.a. and B.6.a.)

b. *Client Waiver.* The right to privacy may be waived by the client or their legally recognized representative.

c. *Exceptions.* The general requirement that counselors keep information confidential does not apply when disclosure is required to prevent clear and imminent danger to the client or others or when legal requirements demand that confidential information be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception.

d. *Contagious, Fatal Diseases.* A counselor who receives information confirming that a client has a disease commonly known to be both communicable and fatal is justified in disclosing information to an identifiable third party, who by his or her relationship with the client is at a high risk of contracting the disease. Prior to making a disclosure the counselor should ascertain that the client has not already informed the third party about his or her disease and that the client is not intending to inform the third party in the immediate future. (See B.1.c. and B.1.f)

e. *Court Ordered Disclosure.* When court ordered to release confidential information without a client’s permission, counselors request to the court that the disclosure not be required due to potential harm to the client or counseling relationship. (See B.1.c)

f. *Minimal Disclosure.* When circumstances require the disclosure of confidential information, only essential information is revealed. To the extent possible, clients are informed before confidential information is disclosed.
g. Explanation of Limitations. When counseling is initiated and throughout the counseling process as necessary, counselors inform clients of the limitations of confidentiality and identify foreseeable situations in which confidentiality must be breached. (See G.2.a.)

h. Subordinates. Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates including employees, supervisees, clerical assistants, and volunteers. (See B.1.a.)

i. Treatment Teams. If client treatment will involve a continued review by a treatment team, the client will be informed of the team’s existence and composition.

B.2. Groups and Families

a. Group Work. In group work, counselors clearly define confidentiality and the parameters for the specific group being entered, explain its importance, and discuss the difficulties related to confidentiality involved in group work. The fact that confidentiality cannot be guaranteed is clearly communicated to group members.

b. Family Counseling. In family counseling, information about one family member cannot be disclosed to another member without permission. Counselors protect the privacy rights of each family member. (See A.i., B.e., and B.4.d.)

B.3. Minor or incompetent clients

When counseling clients who are minors or individuals who are unable to give voluntary, informed consent, parents or guardians may be included in the counseling process as appropriate. Counselors act in the best interests of clients and take measures to safeguard confidentiality. (See A.3.c.)

a. Requirement of Records. Counselors maintain records necessary for rendering professional services to their clients and as required by laws, regulations, or agency or institution procedures.

b. Confidentiality of Records. Counselors are responsibility for securing the safety and confidentiality of any counseling records they create, maintain, transfer, or destroy whether the records are written, taped, computerized, or stored in any other medium. (See B.1.a.)

c. Permission to Record or Observe. Counselors obtain permission from clients prior to electronically recording or observing sessions. (See A.3.a.)
d. **Client Access.** Counselors recognize that counseling records are kept for the benefit of clients, and therefore provide access to records and copies of records when requested by competent clients, unless the records contain information that may be misleading and detrimental to the client. In situations involving multiple clients, access to records is limited to those parts of records that do not include confidential information related to another client. (See A.8., B.1.a., and B.2.b.)

e. **Disclosure or Transfer.** Counselors obtain written permission from clients to disclose or transfer records to legitimate third parties unless exceptions to confidentiality exist as listed in Section B.1. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature.

**B.5. Research and Training**

a. **Data Disguise Required.** Use of data derived from counseling relationships for purposes of training, research, or publication is confined to content that is disguised to ensure the anonymity of the individuals involved. (See B.1.g. and G.3.d.)

b. **Agreement for Identification.** Identification of a client in a presentation or publication is permissible only when the client has reviewed the material and has agreed to its presentation or publication. (See G.3.d.)

**B.6. Consultation**

a. **Respect for Privacy.** Information obtained in a consulting relationship is discussed for professional purposes only with persons clearly concerned with the case. Written and oral reports present data germane to the purposes of the consultation, and every effort is made to protect client identity and avoid undue invasion of privacy.

b. **Cooperating Agencies.** Before sharing information, counselors make efforts to ensure that there are defined policies in other agencies serving the counselor’s clients that effectively protect the confidentiality of information.

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**Section C: Professional Responsibility**

**C.1. Standards Knowledge**

Counselors have a responsibility to read, understand, and follow the *Code of Ethics* and the *Standards of Practice*. 
C.2. Professional Competence

a. *Boundaries of Competence.* Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors will demonstrate a commitment to gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population.

b. *New Specialty Areas of Practice.* Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and to protect others from possible harm.

c. *Qualified for Employment.* Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent.

d. *Monitor Effectiveness.* Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counselors in private practice take reasonable steps to seek out peer supervision to evaluate their efficacy as counselors.

e. *Ethical Issues Consultation.* Counselors take reasonable steps to consult with other counselors or related professionals when they have questions regarding their ethical obligations or professional practice. (See H.1)

f. *Continuing Education.* Counselors recognize the need for continuing education to maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse and/or special populations with whom they work.

g. *Impairment.* Counselors refrain from offering or accepting professional services when their physical, mental or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and, if necessary, limit, suspend, or terminate their professional responsibilities. (See A.11.c.)
C.3. Advertising and Soliciting Clients

a. **Accurate Advertising.** There are no restrictions on advertising by counselors except those that can be specifically justified to protect the public from deceptive practices. Counselors advertise or represent their services to the public by identifying their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent. Counselors may only advertise the highest degree earned which is in counseling or a closely related field from a college or university that was accredited when the degree was awarded by one of the regional accrediting bodies recognized by the Council on Postsecondary Accreditation.

b. **Testimonials.** Counselors who use testimonials do not solicit them from clients or other persons who, because of their particular circumstances, may be vulnerable to undue influence.

c. **Statements by Others.** Counselors make reasonable efforts to ensure that statements made by others about them or the profession of counseling are accurate.

d. **Recruiting Through Employment.** Counselors do not use their places of employment or institutional affiliation to recruit or gain clients, supervisees, or consultees for their private practices. (See C.5.e.)

e. **Products and Training Advertisements.** Counselors who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate and disclose adequate information for consumers to make informed choices.

f. **Promoting to Those Served.** Counselors do not use counseling, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. Counselors may adopt textbooks they have authored for instruction purposes.

g. **Professional Association Involvement.** Counselors actively participate in local, state, and national associations the foster the development and improvement of counseling.
C.4. Credentials

a. **Credentials Claimed.** Counselors claim or imply only professional credentials possessed and are responsible for correcting any known misrepresentations of their credentials by others. Professional credentials include graduate degrees in counseling or closely related mental health fields, accreditation of graduate programs, national voluntary certifications, government issued certifications or licenses, ACA professional membership, or any other credential that might indicate to the public specialized knowledge or expertise in counseling.

b. **ACA Professional Membership.** ACA professional members may announce to the public their membership status. Regular members may not announce their ACA membership in a manner that might imply they are credentialed counselors.

c. **Credential Guidelines.** Counselors follow the guidelines for use of credentials that have been established by the entities that issue the credentials.

d. **Misrepresentation of Credentials.** Counselors do not attribute more to their credentials than the credentials represent, and do not imply that other counselors are not qualified because they do not possess certain credentials.

e. **Doctoral Degrees From Other Fields.** Counselors who hold a master’s degree in counseling or a closely related mental health field, but hold a doctoral degree from other than counseling or a closely related field do not use the title, “Dr.” in their practices and do not announce to the public in relation to their practice or status as a counselor that they hold a doctorate.

C.5. Public Responsibility

a. **Nondiscrimination.** Counselors do not discriminate against clients, students, or supervisees in a manner that has a negative impact based on their age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, or socioeconomic status, or for any other reason. (See A.2.a.)

b. **Sexual Harassment.** Counselors do not engage in sexual harassment. Sexual harassment is defined as sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with professional activities or roles, and that either (1) is unwelcome, is offensive, or creates a hostile workplace environment, and counselors know or are told this; or (2) is sufficiently severe or intense to be perceived as harassment to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or multiple persistent or pervasive acts.
c. **Reports to Third Parties.** Counselors are accurate, honest, and unbiased in reporting their professional activities and judgments to appropriate third parties including courts, health insurance companies, those who are the recipients of evaluation reports, and others. (See B.1.g.)

d. **Media Presentations.** When counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, pre-recorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that (1) the statements are based on appropriate professional counseling literature and practice; (2) the statements are otherwise consistent with the *Code of Ethics* and the *Standards of Practice*; and (3) the recipients of the information are not encouraged to infer that a professional counseling relationship has been established. (See C.6.b.)

e. **Unjustified Gains.** Counselors do not use their professional positions to seek or receive unjustified personal gains, sexual favors, unfair advantage, or unearned goods or services. (See C.3.d.)

**C.6. Responsibility to Other Professionals**

a. **Different Approaches.** Counselors are respectful of approaches to professional counseling that differ from their own. Counselors know and take into account the traditions and practices of other professional groups with which they work.

b. **Personal Public Statements.** When making personal statements in a public context, counselors clarify that they are speaking from their personal perspectives and that they are not speaking on behalf of all counselors or the profession. (See C.5.d.)

c. **Clients Served by Others.** When counselors learn that their clients are in a professional relationship with another mental health professional, they request release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships. (See A.4.)

**Section D:**

**Relationships With Other Professionals**

**D.1. Relationships With Employers and Employees**

a. **Role Definition.** Counselors define and describe for their employers and employees the parameters and levels of their professional roles.

b. **Agreements.** Counselors establish working agreements with supervisors, colleagues, and subordinates regarding counseling or clinical relationships,
confidentiality, adherence to professional standards, distinction between public and private material, maintenance and dissemination of recorded information, workload, and accountability. Working agreements in each instance are specified and made known to those concerned.

c. **Negative Conditions.** Counselors alert their employers to conditions that may be potentially disruptive or damaging to the counselor’s professional responsibilities or that may limit their effectiveness.

d. **Evaluation.** Counselors submit regularly to professional review and evaluation by their supervisor or the appropriate representative of the employer.

e. **In-Service.** Counselors are responsible for in-service development of self and staff.

f. **Goals.** Counselors inform their staff of goals and programs.

g. **Practices.** Counselors provide personnel and agency practices that respect and enhance the rights and welfare of each employee and recipient of agency services. Counselors strive to maintain the highest levels of professional services.

h. **Personnel Selection and Assignment.** Counselors select competent staff and assign responsibilities compatible with their skills and experiences.

i. **Discrimination.** Counselors, as either employers or employees, do not engage in or condone practices that are inhumane, illegal, or unjustifiable (such as considerations based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, or socioeconomic status) in hiring, promotion, or training. (See A.2.a. and C.5.b.)

j. **Professional Conduct.** Counselors have a responsibility both to clients and to the agency or institution within which services are performed to maintain high standards of professional conduct.

k. **Exploitive Relationships.** Counselors do not engage in exploitive relationships with individuals over whom they have supervisory, evaluative, or instructional control or authority.

l. **Employer Policies.** The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers as to acceptable standards of conduct that allow for changes in institutional policy conducive to the growth and development of clients.
D.2. Consultation (See B.6.)

a. Consultation as an Option. Counselors may choose to consult with any other professionally competent persons about their clients. In choosing consultants, counselors avoid placing the consultant in a conflict of interest situation that would preclude the consultant being a proper party to the counselor’s efforts to help the client. Should counselors be engaged in a work setting that compromises this consultation standard, they consult with other professionals whenever possible to consider justifiable alternatives.

b. Consultant Competency. Counselors are reasonably certain that they have or the organization represented has the necessary competencies and resources for giving the kind of consulting services needed and that appropriate referral resources are available.

c. Understanding with Clients. When providing consultation, counselors attempt to develop with their clients a clear understanding of problem definition, goals for change, and predicted consequences of interventions selected.

d. Consultant Goals. The consulting relationship is one in which client adaptability and growth toward self-direction are consistently encouraged and cultivated. (See A.1.b.)

D.3. Fees for Referral

a. Accepting Fees from Agency Clients. Counselors refuse a private fee or other remuneration for rendering services to persons who are entitled to such services through the counselor’s employing agency or institution. The policies of a particular agency may make explicit provisions for agency clients to receive counseling services from members of its staff in private practice. In such instances, the clients must be informed of other options open to them should they seek private counseling services. (See A.10.a, A.11.b., and C.3.d.)

b. Referral Fees. Counselors do not accept a referral fee from other professionals.

D.4. Subcontractor Arrangements

When counselors work as subcontractors for counseling services for a third party, they have a duty to inform clients of the limitations of confidentiality that the organization may place on counselors in providing counseling services to clients. The limits of such confidentiality ordinarily are discussed as part of the intake session. (See B.1.e. and B.1.f.)
Section E:
Evaluation, Assessment, And Interpretation

E.1. General

a. Appraisal Techniques. The primary purpose of educational and psychological assessment is to provide measures that are objective and interpretable in either comparative or absolute terms. Counselors recognize the need to interpret the statements in this section as applying to the whole range of appraisal techniques, including test and nontest data.

b. Client Welfare. Counselors promote the welfare and best interests of the client in the development, publication, and utilization of educational and psychological assessment techniques. They do not misuse assessment results and interpretations and take reasonable steps to prevent others from misusing the information these techniques provide. They respect the client’s right to know the results, the interpretations made, and the bases for their conclusions and recommendations.

E.2. Competence to Use and Interpret Tests

a. Limits of Competence. Counselors recognize the limits of their competence and perform only those testing and assessment services for which they have been trained. They are familiar with reliability, validity, related standardization, error of measurement, and proper application of any technique utilized. Counselors using computer-based test interpretations are trained in the construct being measured and the specific instrument being used prior to using this type of computer application. Counselors take reasonable measures to ensure the proper use of psychological assessment techniques by persons under their supervision.

b. Appropriate Use. Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use computerized or other services.

c. Decisions Based on Results. Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of educational and psychological measurement, including validation criteria, test research, and guidelines for test development and use.

d. Accurate Information. Counselors provide accurate information and avoid false claims or misconceptions when making statements about assessment instruments or techniques. Special efforts are made to avoid unwarranted connotations of such terms as IQ and grade equivalent scores. (See C.5.c.)
E.3. Informed Consent

a. Explanation to Clients. Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results in language the client (or other legally authorized person on behalf of the client) can understand, unless an explicit exception to this right has been agreed upon in advance. Regardless of whether scoring and interpretation are completed by counselors, by assistants, or by computer or other outside services, counselors take reasonable steps to ensure that appropriate explanations are given to the client.

b. Recipients of Results. The examinee’s welfare, explicit understanding, and prior agreement determine the recipients of test results. Counselors include accurate and appropriate interpretations with any release of individual or group test results. (See B.1.a. and C.5.c.)

E.4. Releases of Information to Competent Professionals

a. Misuse of Results. Counselors do not misuse assessment results, including test results, and interpretations, and take reasonable steps to prevent the misuse of such by others. (See C.5.c.)

b. Release of Raw Data. Counselors ordinarily release data (e.g., protocols, counseling or interview notes, or questionnaires) in which the client is identified only with the consent of the client or the client’s legal representative. Such data are usually released only to persons recognized by counselors as competent to interpret the data. (See B.1.a.)

E.5. Proper Diagnosis of Mental Disorders

a. Proper Diagnosis. Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interview) used to determine client care (e.g., locus of treatment, type of treatment, or recommended follow-up) are carefully selected and appropriately used. (See A.3.a. and C.5.c.)

b. Cultural Sensitivity. Counselors recognize that culture affects the manner in which clients’ socioeconomic and cultural experience is considered when diagnosing mental disorders.

E.6. Test Selection

a. Appropriateness of Instruments. Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting tests for use in a given situation or with a particular client.
b. **Culturally Diverse Populations.** Counselors are cautious when selecting tests for culturally diverse populations to avoid inappropriateness of testing that may be outside of socialized behavioral or cognitive patterns.

**E.7. Conditions of Test Administration**

a. **Administration Conditions.** Counselors administer tests under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity.

b. **Computer Administration.** Counselors are responsible for ensuring that administration programs function properly to provide clients with accurate results when a computer or other electronic methods are used for test administration. (See A.12.b.)

c. **Unsupervised Test-Taking.** Counselors do not permit unsupervised or inadequately supervised use of tests or assessments unless the tests or assessments are designed, intended, and validated for self-administration and/or scoring.

d. **Disclosure of Favorable Conditions.** Prior to test administration, conditions that produce most favorable test results are made known to the examinee.

**E.8. Diversity in Testing**

Counselors are cautious in using assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument was standardized. They recognize the effects of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, and socioeconomic status on test administration and interpretation and place test results in proper perspective with other relevant factors. (See A.2.a.)

**E.9. Test Scoring and Interpretation**

a. **Reporting Reservations.** In reporting assessment results, counselors indicate any reservations that exist regarding validity or reliability because of the circumstances of the assessment or the inappropriateness of the norms for the person tested.
b. *Research Instruments.* Counselors exercise caution when interpreting the results of research instruments possessing insufficient technical data to support respondent results. The specific purposes for the use of such instruments are stated explicitly to the examinee.

c. *Testing Services.* Counselors who provide test scoring and test interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. The public offering of an automated test interpretations service is considered a professional-to-professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client.

### E.10. Test Security

Counselors maintain the integrity and security of tests and other assessment techniques consistent with legal and contractual obligations. Counselors do not appropriate, reproduce, or modify published tests or parts thereof without acknowledgment and permission from the publisher.

### E.11. Obsolete Tests and Outdated Test Results

Counselors do not use data or test results that are obsolete or outdated for the current purpose. Counselors make every effort to prevent the misuse of obsolete measures and test data by others.

### E.12. Test Construction

Counselors use established scientific procedures, relevant standards, and current professional knowledge for test design in the development, publication, and utilization of educational and psychological assessment techniques.

### Section F: Teaching, Training, And Supervision

#### F.1. Counselor Educators and Trainers

a. *Educators as Teachers and Practitioners.* Counselors who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession, are skilled in applying that knowledge, and make students and supervisees aware of their responsibilities. Counselors conduct counselor education and training programs in an ethical
manner and serve as role models for professional behavior. Counselor educators should make an effort to infuse material related to human diversity into all courses and/or workshops that are designed to promote the development of professional counselors.

b. **Relationship Boundaries with Students and Supervisees.** Counselors clearly define and maintain ethical, professional, and social relationship boundaries with their students and supervisees. They are aware of the differential in power that exists and the student’s or supervisee’s possible incomprehension of that power differential. Counselors explain to students and supervisees the potential for the relationship to become exploitive.

c. **Sexual Relationships.** Counselors do not engage in sexual relationships with students or supervisees and do not subject them to sexual harassment. (See A.6/ and C.5.b.)

d. **Contributions to Research.** Counselors give credit to students or supervisees for their contributions to research and scholarly projects. Credit is given through co-authorship, acknowledgment, footnote statement, or other appropriate means, in accordance with such contributions. (See G.4.b. and G.4.c.)

e. **Close Relatives.** Counselors do not accept close relatives as students or supervisees.

f. **Supervision Preparation.** Counselors who offer clinical supervision services are adequately prepared in supervision methods and techniques. Counselors who are doctoral students serving as practicum or internship supervisors to master’s level students are adequately prepared and supervised by the training program.

g. **Responsibility for Services to Clients.** Counselors who supervise the counseling services of others take reasonable measures to ensure that counseling services provided to clients are professional.

h. **Endorsement.** Counselors do not endorse students or supervisees for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisees are not qualified for the endorsement. Counselors take reasonable steps to assist students or supervisees who are not qualified for endorsement to become qualified.

**F.2. Counselor Education and Training Programs**

a. **Orientation.** Prior to admission, counselors orient prospective students to the counselor education or training program’s expectations, including but not
limited to the following: (1) the type and level of skill acquisition required for successful completion of the training, (2) subject matter to be covered, (3) basis for evaluation, (4) training components that encourage self-growth or self-disclosure as part of the training process, (5) the type of supervision settings and requirements of the sites for required clinical field experiences, (6) student and supervisee evaluation and dismissal policies and procedures, and (7) up-to-date employment prospects for graduates.

b. **Integration of Study and Practice.** Counselors establish counselor education and training programs that integrate academic study and supervised practice.

c. **Evaluation.** Counselors clearly state to students and supervisees, in advance of training, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and experiential components. Counselors provide students and supervisees with periodic performance appraisal and evaluation feedback throughout the training program.

d. **Teaching Ethics.** Counselors make students and supervisees aware of the ethical responsibilities and standards of the profession and the students’ and supervisees’ ethical responsibilities to the profession. (See C.1. and F.3.e.)

e. **Peer Relationships.** When students or supervisees are assigned to lead counseling groups or provide clinical supervision for their peers, counselors take steps to ensure that students and supervisees placed in these roles do not have personal or adverse relationships with peers and that they understand they have the same ethical obligations as counselor educators, trainers, and supervisors. Counselors make every effort to ensure that the rights of peers are not compromised when students or supervisees are assigned to lead counseling groups or provide clinical supervision.

f. **Varied Theoretical Positions.** Counselors present varied theoretical positions so that students and supervisees may make comparisons and have opportunities to develop their own positions. Counselors provide information concerning the scientific bases of professional practice. (See C.6.a.)

g. **Field Placements.** Counselors develop clear policies within their training program regarding field placement and other clinical experiences. Counselors provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision and are informed of their professional and ethical responsibilities in this role.

h. **Dual Relationships as Supervisors.** Counselors avoid dual relationships such as performing the role of site supervisor and training program supervisor
in the student’s or supervisee’s training program. Counselors do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisee placement.

i. Diversity in Programs. Counselors are responsive to their institution’s and program’s recruitment and retention needs for training program administrators, faculty, and students with diverse backgrounds and special needs. (See A.2.a.)

F.3. Students and Supervisees

a. Limitations. Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselors assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors assure that students and supervisees have recourse to address decisions made, to require them to seek assistance, or to dismiss them.

b. Self-Growth Experiences. Counselors use professional judgment when designing training experiences conducted by the counselors themselves that require student and supervisee self-growth or self-disclosure. Safeguards are provided so that students and supervisees are aware of the ramifications their self-disclosure may have, on counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and not dependent on the student’s level of self-disclosure. (See A.6.)

c. Counseling for Students and Supervisees. If students or supervisees request counseling, supervisors or counselor educators provide them with acceptable referrals. Supervisors or counselor educators do not serve as counselor to students or supervisees over whom they hold administrative, teaching, or evaluative roles unless this is a brief role associated with a training experience (See A.6.b.)

d. Clients of Students and Supervisees. Counselors make every effort to ensure that the clients at field placements are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Clients receive professional disclosure information and are informed of the limits of confidentiality. Client permission is obtained in order for the students and
supervisees to use any information concerning the counseling relationship in the training process (See B.1.e.)

e. Standards for Students and Supervisees. Students and supervisees preparing to become counselors adhere to the Code of Ethics and the Standards of Practice. Students and supervisees have the same obligations to clients as those required of counselors. (See H.1.)

Section G: Research and Publication

G.1. Research Responsibilities

a. Use of Human Subjects. Counselors plan, design, conduct, and report research in a manner consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human subjects. Counselors design and conduct research that reflects cultural sensitivity appropriateness.

b. Deviation from Standard Practices. Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard acceptable practices. (See B.6.)

c. Precautions to Avoid Injury. Counselors who conduct research with human subjects are responsible for the subjects’ welfare throughout the experiment and take reasonable precautions to avoid causing injurious psychological, physical, or social effects to their subjects.

d. Principal Researcher Responsibility. The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and full responsibility for their own actions.

e. Minimal Interference. Counselors take reasonable precautions to avoid causing disruptions in subjects’ lives due to participation in research.

f. Diversity. Counselors are sensitive to diversity and research issues with special populations. They seek consultation when appropriate. (See A.2.a. and B.6.)

G.2. Informed Consent

a. Topics Disclosed. In obtaining informed consent for research, counselors use language that is understandable to research participants and that: (1) accurately explains the purpose and procedures to be followed; (2) identifies
any procedures that are experimental or relatively untried; (3) describes the attendant discomforts and risks; (4) describes the benefits or changes in individuals or organizations that might be reasonably expected; (5) discloses appropriate alternative procedures that would be advantageous for subjects; (6) offers to answer any inquiries concerning the procedures; (7) describes any limitations on confidentiality; and (8) instructs that subjects are free to withdraw their consent and to discontinue participation in the project at any time (See B.1.f.)

b. Deception. Counselors do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. When the methodological requirements of a student necessitate concealment or deception, the investigator is required to explain clearly the reasons for this action as soon as possible.

c. Voluntary Participation. Participation in research is typically voluntary and without any penalty for refusal to participate. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects and is essential to the investigation.

d. Confidentiality of Information. Information obtained about research participants during the course of an investigation is confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, be explained to participants as a part of the procedure for obtaining informed consent. (See B.1.e.)

e. Persons Incapable of Giving Informed Consent. When a person is incapable of giving informed consent, counselors provide an appropriate explanation, obtain agreement for participation and obtain appropriate consent from a legally authorized person.

f. Commitments to Participants. Counselors take reasonable measures to honor all commitments to research participants.

g. Explanations After Data Collection. After data are collected, counselors provide participants with full clarification of the nature of the study to remove any misconceptions. Where scientific or human values justify delaying or withholding information, counselors take reasonable measures to avoid causing harm.

h. Agreements to Cooperate. Counselors who agree to cooperate with another individual in research or publication incur an obligation to cooperate as
promised in terms of punctuality of performance and with regard to the completeness and accuracy of the information required.

i. Informed Consent for Sponsors. In the pursuit of research, counselors give sponsors, institutions, and publication channels the same respect and opportunity for giving informed consent that they accord to individual research participants. Counselors are aware of their obligation to future research workers and ensure that host institutions are given feedback information and proper acknowledgment.

G.3. Reporting Results

a. Information Affecting Outcome. When reporting research results, counselors explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of data.

b. Accurate Results. Counselors plan, conduct, and report research accurately and in a manner that minimizes the possibility that results will be misleading. They provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors do not engage in fraudulent research, distort data, misrepresent data, or deliberately bias their results.

c. Obligation to Report Unfavorable Results. Counselors communicate to other counselors the results of any research judged to be of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

d. Identity of Subjects. Counselors who supply data, aid in the research of another person, report research results, or make original data available take due care to disguise the identity of respective subjects in the absence of specific authorization from the subjects to do otherwise. (See B.1.g. and B.5.a.)

e. Replication Studies. Counselors are obligated to make available sufficient original research data to qualified professionals who may wish to replicate the study.

G.4 Publication

a. Recognition of Others. When conducting and reporting research, counselors are familiar with and give recognition to previous work on the topic observe copyright laws, and give full credit to those to whom credit is due. (See F.1.d. and G.4.c.)

b. Contributors. Counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who
have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first and minor technical or professional contributions are acknowledged in notes or introductory statements.

c. **Student Research.** For an article that is substantially based on a student’s dissertation or thesis, the student is listed as the principal author. (See F.1.d. and G.4.a.)

d. **Duplicate Submission.** Counselors submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work are not submitted for publication without acknowledgment and permission from the previous publication.

e. **Professional Review.** Counselors who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it.

**Section H: Resolving Ethical Issues**

**H.1. Knowledge of Standards**

Counselors are familiar with the *Code of Ethics* and *Standards of Practice* and other applicable ethics codes from other professional organizations of which they are members, or from certification and licensure bodies. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of unethical conduct. (See F.3.e.)

**H.2. Suspected Violations**

a. **Ethical Behavior Expected.** Counselors expect professional associates to adhere to *Code of Ethics*. When counselors possess reasonable cause that raises doubts as to whether a counselor is acting in an ethical manner, they take appropriate action. (See H.2.d. and H.2.e.)

b. **Consultation.** When uncertain as to whether a particular situation or course of action may be in violation of *Code of Ethics*, counselors consult with other counselors who are knowledgeable about ethics, with colleagues, or with appropriate authorities.

c. **Organization Conflicts.** If the demands of an organization with which counselors are affiliated pose a conflict with *Code of Ethics*, counselors specify the nature of such conflicts and express to their supervisors or other responsible
officials their commitment to Code of Ethics. When possible, counselors work toward change within the organization to allow full adherence to Code of Ethics.

d. Informal Resolution. When counselors have reasonable cause to believe that another counselor is violating an ethical standard, they attempt to first resolve the issue informally with the other counselor if feasible, providing that such action does not violate confidentiality rights that may be involved.

e. Reporting Suspected Violations. When an informal resolution is not appropriate or feasible, counselors, upon reasonable cause, take action such as reporting the suspected ethical violation to state or national ethics committees, unless this action conflicts with confidentiality rights that cannot be resolved.

f. Unwarranted Complaints. Counselors do not initiate, participate in, or encourage the filing of ethics complaints that are unwarranted or intend to harm a counselor rather than to protect clients or the public.

H.3 Cooperation With Ethics Committees

Counselors assist in the process of enforcing Code of Ethics. Counselors cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation. Counselors are familiar with the ACA Policies and Procedures and use it as a reference in assisting the enforcement of the Code of Ethics.

ACA STANDARDS OF PRACTICE

All members of the American Counseling Association (ACA) are required to adhere to the Standards of Practice and Code of Ethics. The Standards of Practice represent minimal behavioral statements of the Code of Ethics. Members should refer to the applicable section of the Code of Ethics for further interpretation and amplification of the applicable Standard of Practice.

Section A: The Counseling Relationship

STANDARD OF PRACTICE ONE (SP-1): NONDISCRIMINATION
Counselors respect diversity and must not discriminate against clients because of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. (See A.2.a.)
STANDARD OF PRACTICE TWO (SP-2): DISCLOSURE TO CLIENTS
Counselors must adequately inform clients, preferably in writing, regarding the counseling process and counseling relationship at or before the time it begins and throughout the relationship. (See A.3.a.)

STANDARD OF PRACTICE THREE (SP-3): DUAL RELATIONSHIPS
Counselors must make every effort to avoid dual relationships with clients that could impair their professional judgment or increase the risk of harm to clients. When a dual relationship cannot be avoided, counselors must take appropriate steps to ensure that judgment is not impaired and that no exploitation occurs. (See A.6.a. and A.6.b.)

STANDARD OF PRACTICE FOUR (SP-4): SEXUAL INTIMACIES WITH CLIENTS
Counselors must not engage in any type of sexual intimacies with current clients and must not engage in sexual intimacies with former clients within a minimum of two years after terminating the counseling relationship. Counselors who engage in such relationship after two years following termination have the responsibility to thoroughly examine and document that such relations did not have an exploitative nature.

STANDARD OF PRACTICE FIVE (SP-5): PROTECTING CLIENTS DURING GROUP WORK
Counselors must take steps to protect clients from physical or psychological trauma resulting from interacting during group work. (See A.9.b.)

STANDARD OF PRACTICE SIX (SP-6): ADVANCE UNDERSTANDING OF FEES
Counselors must explain to clients, prior to their entering the counseling relationship, financial arrangements related to professional services. (See A.10. a-d. and A.11.c.)

STANDARD OF PRACTICE SEVEN (SP-7): TERMINATION
Counselors must assist in making appropriate arrangements for the continuation of treatment of clients, when necessary, following termination of counseling relationships. (See A.11.a.)

STANDARD OF PRACTICE EIGHT (SP-8): INABILITY TO ASSIST CLIENTS
Counselors must avoid entering or immediately terminate a counseling relationship if it is determined that they are unable to be of professional assistance to a client. The counselor may assist in making an appropriate referral for the client. (See A.11.b.)
Section B: Confidentiality

STANDARD OF PRACTICE NINE (SP-9): CONFIDENTIALITY REQUIREMENT
Counselors must keep information related to counseling services confidential unless disclosure is in the best interest of clients, is required for the welfare of others, or is required by law. When disclosure is required, only information that is essential is revealed and the client is informed of such disclosure. (See B.1.a-f.)

STANDARD OF PRACTICE TEN (SP-10): CONFIDENTIALITY REQUIREMENTS FOR SUBORDINATES
Counselors must take measures to ensure that privacy and confidentiality of clients are maintained by subordinates. (See B.1.h.)

STANDARD OF PRACTICE ELEVEN (SP-11): CONFIDENTIALITY IN GROUP WORK
Counselors must clearly communicate to group members that confidentiality cannot be guaranteed in group work. (See B.2.a.)

STANDARD OF PRACTICE TWELVE (SP-12): CONFIDENTIALITY IN FAMILY COUNSELING
Counselors must not disclose information about one family member in counseling to another family member without prior consent. (See B.2.b.)

STANDARD OF PRACTICE THIRTEEN (SP-13): CONFIDENTIALITY OF RECORDS
Counselors must maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of counseling records. (See B.4.b.)

STANDARD OF PRACTICE FOURTEEN (SP-14): PERMISSION TO RECORD OR OBSERVE
Counselors must obtain prior consent from clients in order to electronically record or observe sessions. (See B.4.c.)

STANDARD OF PRACTICE FIFTEEN (SP-15): DISCLOSURE OR TRANSFER OF RECORDS
Counselors must obtain client consent to disclose or transfer records to third parties, unless exceptions listed in SP-9 exist (See B.4.e.)

STANDARD OF PRACTICE SIXTEEN (SP-16): DATA DISGUISE REQUIRED
Counselors must disguise the identity of the client when using data for training, research, or publication. (See B.5.a)
Section C: Professional Responsibility

STANDARD OF PRACTICE SEVENTEEN (SP-17): BOUNDARIES OF COMPETENCE
Counselors must practice only within the boundaries of their competence. (See C.2.a.)

STANDARD OF PRACTICE EIGHTEEN (SP-18): CONTINUING EDUCATION
Counselors must engage in continuing education to maintain their professional competence. (See C.2.f.)

STANDARD OF PRACTICE NINETEEN (SP-19): IMPAIRMENT OF PROFESSIONALS
Counselors must refrain from offering professional services when their personal problems or conflicts may cause harm to a client or others. (See C.2.g.)

STANDARD OF PRACTICE TWENTY (SP-20): ACCURATE ADVERTISING
Counselors must accurately represent their credentials and services when advertising. (See C.3.a.)

STANDARD OF PRACTICE TWENTY-ONE (SP-21): RECRUITING THROUGH EMPLOYMENT
Counselors must not use their place of employment or institutional affiliation to recruit clients for their private practices. (See C.3.d.)

STANDARD OF PRACTICE TWENTY-TWO (SP-22): CREDENTIALS CLAIMED
Counselors must claim or imply only professional credentials possessed and must correct any known misrepresentations of their credentials by others. (See C.4.a.)

STANDARD OF PRACTICE TWENTY-THREE (SP-23): SEXUAL HARASSMENT
Counselors must not engage in sexual harassment. (See C.5.b)

STANDARD OF PRACTICE TWENTY-FOUR (SP-24): UNJUSTIFIED GAINS
Counselors must not use their professional positions to seek or receive unjustified personal gains, sexual favors, unfair advantage, or unearned goods or services. (See C.5.e.)

STANDARD OF PRACTICE TWENTY-FIVE (SP-25): CLIENTS SERVED BY OTHERS
With the consent of the client, counselors must inform other mental health professionals serving the same client that a counseling relationship between the counselor and client exists. (See C.6.c.)

STANDARD OF PRACTICE TWENTY-SIX (SP-26): NEGATIVE EMPLOYMENT CONDITIONS
Counselors must alert their employers to institutional policy or conditions that may be potentially disruptive or damaging to the counselor’s professional responsibilities, or that may limit their effectiveness or deny clients’ rights. (See D.1.c.)

STANDARD OF PRACTICE TWENTY-SEVEN (SP-27): PERSONNEL SELECTION AND ASSIGNMENT
Counselors must select competent staff and must assign responsibilities compatible with staff skills and experiences. (See D.1.h.)

STANDARD OF PRACTICE TWENTY-EIGHT (SP-28): EXPLOITIVE RELATIONSHIPS WITH SUBORDINATES
Counselors must not engage in exploitive relationships with individuals over whom they have supervisory, evaluative, or instructional control or authority. (See D.1.k.)

Section D: Relationship With Other Professionals

STANDARD OF PRACTICE TWENTY-NINE (SP-29): ACCEPTING FEES FROM AGENCY CLIENTS
Counselors must not accept fees or other remuneration for consultation with persons entitled to such services through the counselor’s employing agency or institution (See D.3.a.)

STANDARD OF PRACTICE THIRTY (SP-30): REFERRAL FEES
Counselors must not accept referral fees. (See D.3.b.)

Section E: Evaluation, Assessment, and Interpretation

STANDARD OF PRACTICE THIRTY-ONE (SP-31): LIMITS OF COMPETENCE
Counselors must perform only testing and assessment services for which they are competent. Counselors must not allow the use of psychological assessment techniques by unqualified persons under their supervision. (See E.2.a.)

STANDARD OF PRACTICE THIRTY-TWO (SP-32): APPROPRIATE USE OF ASSESSMENT INSTRUMENTS
Counselors must use assessment instruments in the manner for which they were intended. (See E.2.b.)
STANDARD OF PRACTICE THIRTY-THREE (SP-33): ASSESSMENT EXPLANATIONS TO CLIENTS
Counselors must provide explanations to clients prior to assessment about the nature and purposes of assessment and the specific uses of results. (See E.3.a.)

STANDARD OF PRACTICE THIRTY-FOUR (SP-34): RECIPIENTS OF TEST RESULTS
Counselors must ensure that accurate and appropriate interpretations accompany any release of testing and assessment information. (See E.3.b.)

STANDARD OF PRACTICE THIRTY-FIVE (SP-35): OBSOLETE TESTS AND OUTDATED TEST RESULTS
Counselors must not base their assessment or intervention decisions or recommendations on data or test results that are obsolete or outdated for the current purpose. (See E.11.)

Section F: Teaching, Training, and Supervision

STANDARD OF PRACTICE THIRTY-SIX (SP-36): SEXUAL RELATIONSHIPS WITH STUDENTS OR SUPERVISEES
Counselors must not engage in sexual relationships with their students and supervisees. (See F.1.c.)

STANDARD OF PRACTICE THIRTY-SEVEN (SP-37): CREDIT FOR CONTRIBUTIONS TO RESEARCH
Counselors must give credit to students or supervisees for their contributions to research and scholarly projects. (See F.1.d.)

STANDARD OF PRACTICE THIRTY-EIGHT (SP-38): SUPERVISION PREPARATION
Counselors who offer clinical and supervision services must be trained and prepared in supervision methods and techniques. (See F.1.f.)

STANDARD OF PRACTICE THIRTY-NINE (SP-39): EVALUATION INFORMATION
Counselors must clearly state to students and supervisees in advance of training, the levels of competency expected, appraisal methods, and timing of evaluations. Counselors must provide students and supervisees with periodic performance appraisal and evaluation feedback throughout the training program. (See F.2.c.)
STANDARD OF PRACTICE FORTY (SP-40): PEER RELATIONSHIPS IN TRAINING
Counselors must make every effort to ensure that the rights of peers are not violated when students and supervisees are assigned to lead counseling groups or provide clinical supervision. (See F.2.e.)

STANDARD OF PRACTICE FORTY ONE (SP-41): LIMITATIONS OF STUDENTS AND SUPERVISEES
Counselors must assist students and supervisees in securing remedial assistance, when needed, and must dismiss from the training program students and supervisees who are unable to provide competent service due to academic or personal limitations. (See F.3.a.)

STANDARD OF PRACTICE FORTY-TWO (SP-42): SELF-GROWTH EXPERIENCES
Counselors who conduct experiences for students or supervisees that include self-growth or self disclosure must inform participants of counselors’ ethical obligations to the profession and must not grade participants based on their nonacademic performance. (See F.3.b.)

STANDARD OF PRACTICE FORTY-THREE (SP-43): STANDARDS FOR STUDENTS AND SUPERVISEES
Students and supervisees preparing to become counselors must adhere to the Code of Ethics and the Standards of Practice of counselors. (See F.3.e.)

Section G: Research and Publication

STANDARD OF PRACTICE FORTY-FOUR (SP-44): PRECAUTIONS TO AVOID INJURY IN RESEARCH
Counselors must avoid causing physical, social, or psychological harm or injury to subjects in research. (See G.1.c.)

STANDARD OF PRACTICE FORTY-FIVE (SP-45): CONFIDENTIALITY OF RESEARCH INFORMATION
Counselors must keep confidential information obtained about research participants. (See G.2.d.)

STANDARD OF PRACTICE FORTY-SIX (SP-46): INFORMATION AFFECTING RESEARCH OUTCOME
Counselors must report all variables and conditions known to the investigator that may have affected research data or outcomes. (See G.3.a.)

STANDARD OF PRACTICE FORTY-SEVEN (SP-47): ACCURATE RESEARCH RESULTS
Counselors must not distort or misrepresent research data, nor fabricate or intentionally bias research results. (See G.3.b.)

STANDARD OF PRACTICE FORTY EIGHT (SP-48): PUBLICATION CONTRIBUTORS
Counselors must give appropriate credit to those who have contributed to research. (See G.4.a. and G.4.b.)

Section H: Resolving Ethical Issues

STANDARD OF PRACTICE FORTY-NINE (SP-49): ETHICAL BEHAVIOR EXPECTED
Counselors must take appropriate action when they possess reasonable cause that raises doubts as to whether counselors or other mental health professionals are acting in an ethical manner. (See H.2.a.)

STANDARD OF PRACTICE FIFTY (SP-50): UNWARRANTED COMPLAINTS
Counselors must not initiate, participate in, or encourage the filing of ethics complaints that are unwarranted or intended to harm a mental health professional rather than to protect clients or the public. (See H.2.f.)

STANDARD OF PRACTICE FIFTY-ONE (SP-51): COOPERATION WITH ETHICS COMMITTEES
Counselors must cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation. (See H.3.)

References
The following documents are available to counselors as resources to guide them in their practices. These resources are not a part of the Code of Ethics and the Standards of Practice.


**B7. NATIONAL BOARD for CERTIFIED COUNSELORS**

**CODE OF ETHICS**

National Board for Certified Counselors, Inc.
3 Terrace Way, Suite D
Greensboro, NC 27403-3660
Telephone (336) 547-0607
Fax (336) 547-0017
Web site http://www.nbcc.org
E-mail: nbcc@nbcc.org

**PREAMBLE**

The National Board for Certified Counselors (NBCC) is a professional certification board which certifies counselors as having met standards for the general and specialty practice of professional counseling established by the Board. The counselors certified by NBCC may identify with different professional associations and are often licensed by jurisdictions, which promulgate codes of ethics. The NBCC code of ethics provides a minimal ethical standard for the professional behavior of all NBCC certificants. This code provides an expectation of and assurance for the ethical practice for all who use the professional services of an NBCC certificant. In addition, it serves the purpose of having an enforceable standard for all NBCC certificants and assures those served of some resource in case of a perceived ethical violation. The NBCC Ethical Code applies to all those certified by NBCC regardless of any other professional affiliation. Persons who receive professional services
from certified counselors may elect to use other ethical codes, which apply to their counselor. Although NBCC cooperates with professional associations and credentialing organizations, it can bring actions to discipline or sanction NBCC certificants only if the provisions of the NBCC Code are found to have been violated.

The National Board for Certified Counselors, Inc. (NBCC) promotes counseling through certification. In pursuit of this mission, the NBCC:

- Promotes quality assurance in counseling practice
- Promotes the value of counseling
- Promotes public awareness of quality counseling practice
- Promotes professionalism in counseling
- Promotes leadership in credentialing

SECTION A: GENERAL

1. Certified counselors engage in continuous efforts to improve professional practices, services, and research. Certified counselors are guided in their work by evidence of the best professional practices.

2. Certified counselors have a responsibility to the clients they serve and to the institutions within which the services are performed. Certified counselors also strive to assist the respective agency, organization, or institution in providing competent and ethical professional services. The acceptance of employment in an institution implies that the certified counselor is in agreement with the general policies and principles of the institution. Therefore, the professional activities of the certified counselor are in accord with the objectives of the institution. If the certified counselor and the employer do not agree and cannot reach agreement on policies that are consistent with appropriate counselor ethical practice that is conducive to client growth and development, the employment should be terminated. If the situation warrants further action, the certified counselor should work through professional organizations to have the unethical practice changed.

3. Ethical behavior among professional associates (i.e., both certified and non-certified counselors) must be expected at all times. When a certified counselor has doubts as to the ethical behavior of professional colleagues, the certified counselor must take action to attempt to rectify this condition. Such action uses the respective institution’s channels first and then uses procedures established by the NBCC or the perceived violator’s profession.
4. Certified counselors must refuse remuneration for consultation or counseling with persons who are entitled to these services through the certified counselor’s employing institution or agency. Certified counselors must not divert to their private practices, without the mutual consent of the institution and the client, legitimate clients in their primary agencies or the institutions with which they are affiliated.

5. In establishing fees for professional counseling services, certified counselors must consider the financial status of clients. In the event that the established fee status is inappropriate for a client, assistance must be provided in finding comparable services at acceptable cost.

6. Certified counselors offer only professional services for which they are trained or have supervised experience. No diagnosis, assessment, or treatment should be performed without prior training or supervision. Certified counselors are responsible for correcting any misrepresentations of their qualifications by others.

7. Certified counselors recognize their limitations and provide services or use techniques for which they are qualified by training and/or supervision. Certified counselors recognize the need for and seek continuing education to assure competent services.

8. Certified counselors are aware of the intimacy in the counseling relationship and maintain respect for the client. Counselors must not engage in activities that seek to meet their personal or professional needs at the expense of the client.

9. Certified counselors must insure that they do not engage in personal, social, organizational, financial, or political activities which might lead to a misuse of their influence.

10. Sexual intimacy with clients is unethical. Certified counselors will not be sexually, physically, or romantically intimate with clients, and they will not engage in sexual, physical, or romantic intimacy with clients within a minimum of two years after terminating the counseling relationship.

11. Certified counselors do not condone or engage in sexual harassment, which is defined as unwelcome comments, gestures, or physical contact of a sexual nature.

12. Through an awareness of the impact of stereotyping and unwarranted discrimination (e.g., biases based on age, disability, ethnicity, gender, race,
religion, or sexual orientation), certified counselors guard the individual rights and personal dignity of the client in the counseling relationship.

13. Certified counselors are accountable at all times for their behavior. They must be aware that all actions and behaviors of the counselor reflect on professional integrity and, when inappropriate, can damage the public trust in the counseling profession. To protect public confidence in the counseling profession, certified counselors avoid behavior that is clearly in violation of accepted moral and legal standards.

14. Products or services provided by certified counselors by means of classroom instruction, public lectures, demonstrations, written articles, radio or television programs, or other types of media must meet the criteria cited in this code.

15. Certified counselors have an obligation to withdraw from the practice of counseling if they violate the Code of Ethics, or if the mental or physical condition of the certified counselor renders it unlikely that a professional relationship will be maintained.

SECTION B: COUNSELING RELATIONSHIP

1. The primary obligation of certified counselors is to respect the integrity and promote the welfare of clients, whether they are assisted individually, in family units, or in group counseling. In a group setting, the certified counselor is also responsible for taking reasonable precautions to protect individuals from physical and/or psychological trauma resulting from interaction within the group.

2. Certified counselors know and take into account the traditions and practices of other professional disciplines with whom they work and cooperate fully with such. If a person is receiving similar services from another professional, certified counselors do not offer their own services directly to such a person. If a certified counselor is contacted by a person who is already receiving similar services from another professional, the certified counselor carefully considers that professional relationship as well as the client's welfare and proceeds with caution and sensitivity to the therapeutic issues. When certified counselors learn that their clients are in a professional relationship with another counselor or mental health professional, they request release from the clients to inform the other counselor or mental health professional of their relationship with the client and strive to establish positive and collaborative professional relationships that are in the best interest of the client. Certified counselors discuss these issues with clients and the counselor or professional so as to
minimize the risk of confusion and conflict and encourage clients to inform
other professionals of the new professional relationship.

3. Certified counselors may choose to consult with any other professionally
competent person about a client and must notify clients of this right. Certified
counselors avoid placing a consultant in a conflict-of-interest situation that
would preclude the consultant serving as a proper party to the efforts of the
certified counselor to help the client.

4. When a client's condition indicates that there is a clear and imminent danger
to the client or others, the certified counselor must take reasonable action to
inform potential victims and/or inform responsible authorities. Consultation
with other professionals must be used when possible. The assumption of
responsibility for the client's behavior must be taken only after careful
deliberation, and the client must be involved in the resumption of responsibility
as quickly as possible.

5. Records of the counseling relationship, including interview notes, test data,
correspondence, audio or visual tape recordings, electronic data storage, and
other documents are to be considered professional information for use in
counseling. Records should contain accurate factual data. The physical records
are property of the certified counselors or their employers. The information
contained in the records belongs to the client and therefore may not be released
to others without the consent of the client or when the counselor has exhausted
challenges to a court order. The certified counselors are responsible to insure
that their employees handle confidential information appropriately.
Confidentiality must be maintained during the storage and disposition of
records. Records should be maintained for a period of at least five (5) years
after the last counselor/client contact, including cases in which the client is
deceased. All records must be released to the client upon request.

6. Certified counselors must ensure that data maintained in electronic storage
are secure. By using the best computer security methods available, the data
must be limited to information that is appropriate and necessary for the services
being provided and accessible only to appropriate staff members involved in the
provision of services. Certified counselors must also ensure that the
electronically stored data are destroyed when the information is no longer of
value in providing services or required as part of clients' records.

7. Any data derived from a client relationship and used in training or research
shall be so disguised that the informed client's identity is fully protected. Any
data, which cannot be so disguised may be used only as expressly authorized by
the client's informed and un-coerced consent.
8. When counseling is initiated, and throughout the counseling process as necessary, counselors inform clients of the purposes, goals, techniques, procedures, limitations, potential risks and benefits of services to be performed, and clearly indicate limitations that may affect the relationship as well as any other pertinent information. Counselors take reasonable steps to ensure that clients understand the implications of any diagnosis, the intended use of tests and reports, methods of treatment and safety precautions that must be taken in their use, fees, and billing arrangements.

9. Certified counselors who have an administrative, supervisory and/or evaluative relationship with individuals seeking counseling services must not serve as the counselor and should refer the individuals to other professionals. Exceptions are made only in instances where an individual's situation warrants counseling intervention and another alternative is unavailable. Dual relationships that might impair the certified counselor's objectivity and professional judgment must be avoided and/or the counseling relationship terminated through referral to a competent professional.

10. When certified counselors determine an inability to be of professional assistance to a potential or existing client, they must, respectively, not initiate the counseling relationship or immediately terminate the relationship. In either event, the certified counselor must suggest appropriate alternative. Certified counselors must be knowledgeable about referral resources so that a satisfactory referral can be initiated. In the event that the client declines a suggested referral, the certified counselor is not obligated to continue the relationship.

11. When certified counselors are engaged in intensive, short-term counseling, they must ensure that professional assistance is available at normal costs to clients during and following the short-term counseling.

12. Counselors using electronic means in which counselor and client are not in immediate proximity must present clients with local sources of care before establishing a continued short or long-term relationship. Counselors who communicate with clients via Internet are governed by NBCC standards for Web Counseling.

13. Counselors must document permission to practice counseling by electronic means in all governmental jurisdictions where such counseling takes place.

14. When electronic data and systems are used as a component of counseling services, certified counselors must ensure that the computer application, and any information it contains, is appropriate for the respective needs of clients and is nondiscriminatory. Certified counselors must ensure that they themselves
have acquired a facilitation level of knowledge with any system they use including hands-on application, and understanding of the uses of all aspects of the computer-based system. In selecting and/or maintaining computer-based systems that contain career information, counselors must ensure that the system provides current, accurate, and locally relevant information. Certified counselors must also ensure that clients are intellectually, emotionally, and physically compatible with computer applications and understand their purpose and operation. Client use of a computer application must be evaluated to correct possible problems and assess subsequent needs.

15. Certified counselors who develop self-help/stand-alone computer software for use by the general public, must first ensure that it is designed to function in a stand-alone manner that is appropriate and safe for all clients for which it is intended. A manual is required. The manual must provide the user with intended outcomes, suggestions for using the software, descriptions of inappropriately used applications, and descriptions of when and how other forms of counseling services might be beneficial. Finally, the manual must include the qualifications of the developer, the development process, validation date, and operating procedures.

16. The counseling relationship and information resulting from it remains confidential, consistent with the legal and ethical obligations of certified counselors. In group counseling, counselors clearly define confidentiality and the parameters for the specific group being entered, explain the importance of confidentiality, and discuss the difficulties related to confidentiality involved in group work. The fact that confidentiality cannot be guaranteed is clearly communicated to group members. However counselors should give assurance about their professional responsibility to keep all group communications confidential.

17. Certified counselors must screen prospective group counseling participants to ensure compatibility with group objectives. This is especially important when the emphasis is on self-understanding and growth through self-disclosure. Certified counselors must maintain an awareness of the welfare of each participant throughout the group process.

SECTION C: MEASUREMENT & EVALUATION

1. Because many types of assessment techniques exist, certified counselors must recognize the limits of their competence and perform only those assessment functions for which they have received appropriate training or supervision.
2. Certified counselors who utilize assessment instruments to assist them with diagnoses must have appropriate training and skills in educational and psychological measurement, validation criteria, test research, and guidelines for test development and use.

3. Certified counselors must provide instrument specific orientation or information to an examinee prior to and following the administration of assessment instruments or techniques so that the results may be placed in proper perspective with other relevant factors. The purpose of testing and the explicit use of the results must be made known to an examinee prior to testing.

4. In selecting assessment instruments or techniques for use in a given situation or with a particular client, certified counselors must carefully evaluate the specific theoretical bases and characteristics, validity, reliability and appropriateness of the instrument.

5. When making statements to the public about assessment instruments or techniques, certified counselors must provide accurate information and avoid false claims or misconceptions concerning the meaning of the instrument's reliability and validity terms.

6. Counselors must follow all directions and researched procedures for selection, administration and interpretation of all evaluation instruments and use them only within proper contexts.

7. Certified counselors must be cautious when interpreting the results of instruments that possess insufficient technical data, and must explicitly state to examinees the specific limitations and purposes for the use of such instruments.

8. Certified counselors must proceed with caution when attempting to evaluate and interpret performances of any person who cannot be appropriately compared to the norms for the instrument.

9. Because prior coaching or dissemination of test materials can invalidate test results, certified counselors are professionally obligated to maintain test security.

10. Certified counselors must consider psychometric limitations when selecting and using an instrument, and must be cognizant of the limitations when interpreting the results. When tests are used to classify clients, certified counselors must ensure that periodic review and/or retesting are made to prevent client stereotyping.

11. An examinee’s welfare, explicit prior understanding, and consent are the factors used when determining who receives the test results. Certified
counselors must see that appropriate interpretation accompanies any release of individual or group test data (e.g., limitations of instrument and norms).

12. Certified counselors must ensure that computer-generated test administration and scoring programs function properly thereby providing clients with accurate test results.

13. Certified counselors who develop computer-based test interpretations to support the assessment process must ensure that the validity of the interpretations is established prior to the commercial distribution of the computer application.

14. Certified counselors recognize that test results may become obsolete, and avoid the misuse of obsolete data.

15. Certified counselors must not appropriate, reproduce, or modify published tests or parts thereof without acknowledgment and permission from the publisher, except as permitted by the fair educational use provisions of the U.S. copyright law.

SECTION D: RESEARCH & PUBLICATION

1. Certified counselors will adhere to applicable legal and professional guidelines on research with human subjects.

2. In planning research activities involving human subjects, certified counselors must be aware of and responsive to all pertinent ethical principles and ensure that the research problem, design, and execution are in full compliance with any pertinent institutional or governmental regulations.

3. The ultimate responsibility for ethical research lies with the principal researcher, although others involved in the research activities are ethically obligated and responsible for their own actions.

4. Certified counselors who conduct research with human subjects are responsible for the welfare of the subjects throughout the experiment and must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subjects.

5. Certified counselors who conduct research must abide by the basic elements of informed consent:
   a. Fair explanation of the procedures to be followed, including an identification of those, which are experimental
   b. Description of the attendant discomforts and risks
c. Description of the benefits to be expected

d. Disclosure of appropriate alternative procedures that would be advantageous for subjects with an offer to answer any inquiries concerning the procedures

e. An instruction that subjects are free to withdraw their consent and to discontinue participation in the project or activity at any time.

6. When reporting research results, explicit mention must be made of all the variables and conditions known to the investigator that may have affected the outcome of the study or the interpretation of the data.

7. Certified counselors who conduct and report research investigations must do so in a manner that minimizes the possibility that the results will be misleading.

8. Certified counselors are obligated to make available sufficient original research data to qualified others who may wish to replicate the study.

9. Certified counselors who supply data, aid in the research of another person, report research results, or make original data available, must take due care to disguise the identity of respective subjects in the absence of specific authorization from the subjects to do otherwise.

10. When conducting and reporting research, certified counselors must be familiar with and give recognition to previous work on the topic, must observe all copyright laws, and must follow the principles of giving full credit to those to whom credit is due.

11. Certified counselors must give due credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed to the research and/or publication, in accordance with such contributions.

12. Certified counselors should communicate to other counselors the results of any research judged to be of professional value. Results that reflect unfavorably on institutions' programs, services, or vested interests must not be withheld.

13. Certified counselors who agree to cooperate with another individual in research and/or publication incur an obligation to cooperate as promised in terms of punctuality of performance and with full regard to the completeness and accuracy of the information required.

14. Certified counselors must not submit the same manuscript, or one essentially similar in content, for simultaneous publication consideration by two
or more journals. In addition, manuscripts that have been published in whole or substantial part should not be submitted for additional publication without acknowledgment and permission from any previous publisher.

SECTION E: CONSULTING

Consultation refers to a voluntary relationship between a professional helper and a help-need ing individual, group, or social unit in which the consultant is providing help to the client(s) in defining and solving a work-related problem or potential work-related problem with a client or client system.

1. Certified counselors, acting as consultants, must have a high degree of self awareness of their own values, knowledge, skills, limitations, and needs in entering a helping relationship that involves human and/or organizational change. The focus of the consulting relationship must be on the issues to be resolved and not on the person(s) presenting the problem.

2. In the consulting relationship, the certified counselor and client must understand and agree upon the problem definition, subsequent goals, and predicted consequences of interventions selected.

3. Certified counselors acting as consultants must be reasonably certain that they, or the organization represented, have the necessary competencies and resources for giving the kind of help that is needed or that may develop later, and that appropriate referral sources are available.

4. Certified counselors in a consulting relationship must encourage and cultivate client adaptability and growth toward self-direction. Certified counselors must maintain this role consistently and not become a decision maker for clients or create a future dependency on the consultant.

SECTION F: PRIVATE PRACTICE

1. In advertising services as a private practitioner, certified counselors must advertise in a manner that accurately informs the public of the professional services, expertise, and techniques of counseling available.

2. Certified counselors who assume an executive leadership role in a private practice organization do not permit their names to be used in professional notices during periods of time when they are not actively engaged in the private practice of counseling unless their executive roles are clearly stated.

3. Certified counselors must make available their highest degree (described by discipline), type and level of certification and/or license, address, telephone number, office hours, type and/or description of services, and other relevant
information. Listed information must not contain false, inaccurate, misleading, partial, out-of-context, or otherwise deceptive material or statements.

4. Certified counselors who are involved in a partnership/corporation with other certified counselors and/or other professionals, must clearly specify all relevant specialties of each member of the partnership or corporation.

APPENDIX: CERTIFICATION EXAMINATION

Applicants for the NBCC Certification Examinations must have fulfilled all current eligibility requirements, and are responsible for the accuracy and validity of all information and/or materials provided by themselves or by others for fulfillment of eligibility criteria.

Approved October 1997

ACKNOWLEDGMENT

Reference documents, statements, and sources for the development of the NBCC Code of Ethics were as follows: The Ethical Standards of the American Counseling Association, Responsible Uses for Standardized Testing (AAC), codes of ethics for the American Psychological Association, and the National Career Development Association, Handbook of Standards for Computer-Based Career Information Systems (ACSCI) and Guidelines for the Use of Computer Based Career Information and Guidance Systems (ACSCI).

B8. AMERICAN ASSOCIATION for MARRIAGE and FAMILY THERAPISTS

Code of Principles for Marriage and Family Therapists

This version of the AAMFT Code of Ethics is in effect beginning July 1, 1998. This Code may be revised by AAMFT at any time.

The Board of Directors of the American Association for Marriage and Family Therapy (AAMFT) hereby promulgates, pursuant to Article 2, Section 2.013 of the Association's Bylaws, the Revised AAMFT Code of Ethics, effective July 1, 1998.

The AAMFT Code of Ethics is binding on Members of AAMFT in all membership categories, AAMFT Approved Supervisors, and applicants for membership and the Approved Supervisor designation (hereafter, AAMFT Member).
If an AAMFT Member resigns in anticipation of, or during the course of an ethics investigation, the Ethics Committee will complete its investigation. Any publication of action taken by the Association will include the fact that the Member attempted to resign during the investigation.

Marriage and family therapists are strongly encouraged to report alleged unethical behavior of colleagues to appropriate professional associations and state regulatory bodies.

1. RESPONSIBILITY TO CLIENTS

Marriage and family therapists advance the welfare of families and individuals. They respect the rights of those persons seeking their assistance, and make reasonable efforts to ensure that their services are used appropriately.

1.1 Marriage and family therapists do not discriminate against or refuse professional service to anyone on the basis of race, gender, religion, national origin, or sexual orientation.

1.2 Marriage and family therapists are aware of their influential position with respect to clients, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid dual relationships with clients that could impair their professional judgement or increase the risk of exploitation. When a dual relationship cannot be avoided, therapists take appropriate professional precautions to ensure judgment is not impaired and no exploitation occurs. Examples of such dual relationships include, but are not limited to, business or close personal relationships with clients. Sexual intimacy with clients is prohibited. Sexual intimacy with former clients for two years following the termination of therapy is prohibited.

1.3 Marriage and family therapists do not use their professional relationships with clients to further their own interests.

1.4 Marriage and family therapists respect the right of clients to make decisions and help them to understand the consequences of these decisions. Marriage and family therapists clearly advise a client that a decision on marital status is the responsibility of the client.

1.5 Marriage and family therapists continue therapeutic relationships only so long as it is reasonably clear that clients are benefiting from the relationship.

1.6 Marriage and family therapists assist persons in obtaining other therapeutic services if the therapist is unable or unwilling, for appropriate reasons, to provide professional help.
1.7 Marriage and family therapists do not abandon or neglect clients in treatment without making reasonable arrangements for the continuation of such treatment.

1.8 Marriage and family therapists obtain written informed consent from clients before videotaping, audio recording, or permitting third party observation.

2. CONFIDENTIALITY
Marriage and family therapists have unique confidentiality concerns because the client in a therapeutic relationship may be more than one person. Therapists respect and guard confidences of each individual client.

2.1 Marriage and family therapists may not disclose client confidences except: (a) as mandated by law; (b) to prevent a clear and immediate danger to a person or persons; (c) where the therapist is a defendant in a civil, criminal or disciplinary action arising from the therapy (in which case client confidences may be disclosed only in the course of that action); or (d) if there is a waiver previously obtained in writing, and then such information may be revealed only in accordance with the terms of the waiver. In circumstances where more than one person in a family receives therapy, each such family member who is legally competent to execute a waiver must agree to the waiver required by sub-paragraph (d). Without such a waiver from each family member legally competent to execute a waiver, a therapist cannot disclose information received from any family member.

2.2 Marriage and family therapists use client and/or clinical materials in teaching, writing, and public presentations only if a written waiver has been obtained in accordance with sub-principle 2.1(d), or when appropriate steps have been taken to protect client identity and confidentiality.

2.3 Marriage and family therapists store or dispose of client records in ways that maintain confidentiality.

3. PROFESSIONAL COMPETENCE AND INTEGRITY
Marriage and family therapists maintain high standards of professional competence and integrity.

3.1 Marriage and family therapists are in violation of this Code and subject to termination of membership or other appropriate action if they: (a) are convicted of any felony; (b) are convicted of a misdemeanor related to their qualifications or functions; (c) engage in conduct which could lead to conviction of a felony, or a misdemeanor related to their qualifications or
functions; (d) are expelled from or disciplined by other professional organizations; (e) have their licenses or certificates suspended or revoked or are otherwise disciplined by regulatory bodies; (f) are no longer competent to practice marriage and family therapy because they are impaired due to physical or mental causes or the abuse of alcohol or other substances; or (g) fail to cooperate with the Association at any point from the inception of an ethical complaint through the completion of all proceedings regarding that complaint.

3.2 Marriage and family therapists seek appropriate professional assistance for their personal problems or conflicts that may impair work performance or clinical judgment.

3.3 Marriage and family therapists, as teachers, supervisors, and researchers, are dedicated to high standards of scholarship and present accurate information.

3.4 Marriage and family therapists remain abreast of new developments in family therapy knowledge and practice through educational activities.

3.5 Marriage and family therapists do not engage in sexual or other harassment or exploitation of clients, students, trainees, supervisees, employees, colleagues, research subjects, or actual or potential witnesses or complainants in investigations and ethical proceedings.

3.6 Marriage and family therapists do not diagnose, treat, or advise on problems outside the recognized boundaries of their competence.

3.7 Marriage and family therapists make efforts to prevent the distortion or misuse of their clinical and research findings.

3.8 Marriage and family therapists, because of their ability to influence and alter the lives of others, exercise special care when making public their professional recommendations and opinions through testimony or other public statements.

4. RESPONSIBILITY TO STUDENT EMPLOYEES AND SUPERVISEES

Marriage and family therapists do not exploit the trust and dependency of students, employees, and supervisees.

4.1 Marriage and family therapists are aware of their influential position with respect to students, employees and supervisees, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid dual relationships that could impair their professional judgment or increase the risk of exploitation. When a dual relationship cannot be
avoided, therapists take appropriate professional precautions to ensure judgment is not impaired and no exploitation occurs. Examples of such dual relationships include, but are not limited to, business or close personal relationships with students, employees, or supervisees. Provision of therapy to students, employees, or supervisees is prohibited. Sexual intimacy with students or supervisees is prohibited.

4.2 Marriage and family therapists do not permit students, employees or supervisees to perform or to hold themselves out as competent to perform professional services beyond their training, level of experience, and competence.

4.3 Marriage and family therapists do not disclose supervisee confidences except: (a) as mandated by law; (b) to prevent a clear and immediate danger to a person or persons; (c) where the therapist is a defendant in a civil, criminal, or disciplinary action arising from the supervision (in which case supervisee confidences may be disclosed only in the course of that action); (d) in educational or training settings where there are multiple supervisors, and then only to other professional colleagues who share the responsibility for the training of the supervisee; or (e) if there is a waiver previously obtained in writing, and then such information may be revealed only in accordance with the terms of the waiver.

5. RESPONSIBILITY TO RESEARCH PARTICIPANTS

Investigators respect the dignity and protect the welfare of participants in research and are aware of federal and state laws and regulations and professional standards governing the conduct of research.

5.1 Investigators are responsible for making careful examinations of ethical acceptability in planning studies. To the extent that services to research participants may be compromised by participation in research, investigators seek the ethical advice of qualified professionals not directly involved in the investigation and observe safeguards to protect the rights of research participants.

5.2 Investigators requesting participants' involvement in research inform them of all aspects of the research that might reasonably be expected to influence willingness to participate. Investigators are especially sensitive to the possibility of diminished consent when participants are also receiving clinical services, have impairments which limit understanding and/or communication, or when participants are children.
5.3 Investigators respect participants' freedom to decline participation in or to withdraw from a research study at any time. This obligation requires special thought and consideration when investigators or other members of the research team are in positions of authority or influence over participants. Marriage and family therapists, therefore, make every effort to avoid dual relationships with research participants that could impair professional judgment or increase the risk of exploitation.

5.4 Information obtained about a research participant during the course of an investigation is confidential unless there is a waiver previously obtained in writing. When the possibility exists that others, including family members, may obtain access to such information, this possibility, together with the plan for protecting confidentiality, is explained as part of the procedure for obtaining informed consent.

6. RESPONSIBILITY TO THE PROFESSION

Marriage and family therapists respect the rights and responsibilities of professional colleagues and participate in activities which advance the goals of the profession.

6.1 Marriage and family therapists remain accountable to the standards of the profession when acting as members or employees of organizations.

6.2 Marriage and family therapists assign publication credit to those who have contributed to a publication in proportion to their contributions and in accordance with customary professional publication practices.

6.3 Marriage and family therapists who are the authors of books or other materials that are published or distributed cite persons to whom credit for original ideas is due.

6.4 Marriage and family therapists who are the authors of books or other materials published or distributed by an organization take reasonable precautions to ensure that the organization promotes and advertises the materials accurately and factually.

6.5 Marriage and family therapists participate in activities that contribute to a better community and society, including devoting a portion of their professional activity to services for which there is little or no financial return.

6.6 Marriage and family therapists are concerned with developing laws and regulations pertaining to marriage and family therapy that serve the public interest, and with altering such laws and regulations that are not in the public interest.
6.7 Marriage and family therapists encourage public participation in the design and delivery of professional services and in the regulation of practitioners.

7. FINANCIAL ARRANGEMENTS

Marriage and family therapists make financial arrangements with clients, third party payers, and supervisees that are reasonably understandable and conform to accepted professional practices.

7.1 Marriage and family therapists do not offer or accept payment for referrals.

7.2 Marriage and family therapists do not charge excessive fees for services.

7.3 Marriage and family therapists disclose their fees to clients and supervisees at the beginning of services.

7.4 Marriage and family therapists represent facts truthfully to clients, third party payers, and supervisees regarding services rendered.

8. ADVERTISING

Marriage and family therapists engage in appropriate informational activities, including those that enable laypersons to choose professional services on an informed basis.

General Advertising

8.1 Marriage and family therapists accurately represent their competence, education, training, and experience relevant to their practice of marriage and family therapy.

8.2 Marriage and family therapists assure that advertisements and publications in any media (such as directories, announcements, business cards, newspapers, radio, television, and facsimiles) convey information that is necessary for the public to make an appropriate selection of professional services. Information could include: (a) office information, such as name, address, telephone number, credit card acceptability, fees, languages spoken, and office hours; (b) appropriate degrees, state licensure and/or certification, and AAMFT Clinical Member status; and (c) description of practice. (For requirements for advertising under the AAMFT name, logo, and/or the abbreviated initials AAMFT, see Sub-principle 8.14 and 8.15, below).

8.3 Marriage and family therapists do not use a name which could mislead the public concerning the identity, responsibility, source, and status of those
practicing under that name and do not hold themselves out as being partners or
associates of a firm if they are not.

8.4 Marriage and family therapists do not use any professional identification
(such as a business card, office sign, letterhead, or telephone or association
directory listing) if it includes a statement or claim that is false, fraudulent,
misleading, or deceptive. A statement is false, fraudulent, misleading, or
deceptive if it (a) contains a material misrepresentation of fact; (b) fails to state
any material fact necessary to make the statement, in light of all circumstances,
not misleading; or (c) is intended to or is likely to create an unjustified
expectation.

8.5 Marriage and family therapists correct, wherever possible, false,
misleading, or inaccurate information and representations made by others
concerning the therapist's qualifications, services, or products.

8.6 Marriage and family therapists make certain that the qualifications of
persons in their employ are represented in a manner that is not false,
misleading, or deceptive.

8.7 Marriage and family therapists may represent themselves as specializing
within a limited area of marriage and family therapy, but only if they have the
education and supervised experience in settings which meet recognized
professional standards to practice in that specialty area.

Advertising Using AAMFT Designations

8.8 The AAMFT designations of Clinical Member, Approved Supervisor,
and Fellow may be used in public information or advertising materials only by
persons holding such designations. Persons holding such designations may, for
example, advertise in the following manner:

♦ Jane Doe, Ph.D., a Clinical Member of the American Association for
  Marriage and Family Therapy.
  Alternately, the advertisement could read:
  Jane Doe, Ph.D., AAMFT Clinical Member.

♦ John Doe, Ph.D., an Approved Supervisor of the American Association for
  Marriage and Family Therapy
  Alternately, the advertisement could read:
  John Doe, Ph.D., AAMFT Approved Supervisor.
Jane Doe, Ph.D., a Fellow of the American Association for Marriage and Family Therapy. Alternately, the advertisement could read: Jane Doe, Ph.D., AAMFT Fellow.

More than one designation may be used if held by the AAMFT Member.

8.9 Marriage and family therapists who hold that AAMFT Approved Supervisor or the Fellow designation may not represent the designation as an advanced clinical status.

8.10 Student, Associate, and Affiliate Members may not use their AAMFT membership status in public information or advertising materials. Such listings on professional resumes are not considered advertisements.

8.11 Persons applying for AAMFT membership may not list their application status on any resume or advertisement.

8.12 In conjunction with their AAMFT membership, marriage and family therapists claim as evidence of educational qualifications only those degrees (a) from regionally accredited institutions or (b) from institutions recognized by states which license or certify marriage and family therapists, but only if such state regulation is recognized by AAMFT.

8.13 Marriage and family therapists may not use the initials AAMFT following their name in the manner of an academic degree.

8.14 Marriage and family therapists may not use the AAMFT name, corporate logo, and/or the abbreviated initials AAMFT or make any other such representation which would imply that they speak for or represent the Association. The Association is the sole owner of its name, corporate logo, and the abbreviated initials AAMFT. Its committees and divisions, operating as such, may use the name, corporate logo, and/or the abbreviated initials AAMFT in accordance with AAMFT policies.

8.15 Advertisements of Clinical Members may include the following: AAMFT Clinical Member Logo, Clinical Member's name, degree, license or certificate held when required by state law, name of business, address, and telephone number. If a business is listed, it must follow, not precede the Clinical Member's name. Such listings may not include AAMFT offices held by the Clinical Member, nor any specializations, since such a listing under the AAMFT name, Clinical Member logo, and/or the abbreviated initials AAMFT would imply that this specialization has been credentialed by AAMFT. The Clinical Member logo shall be used in accordance with stated guidelines.
8.16 Marriage and family therapists use their membership in AAFMT only in connection with their clinical and professional activities.

8.17 Only AAMFT divisions and programs accredited by the AAMFT Commission on Accreditation for Marriage and Family Therapy Education, not businesses nor organizations, may use any AAMFT-related designation or affiliation in public information or advertising materials, and then only in accordance with AAMFT policies.

8.18 Programs accredited by the AAMFT Commission on Accreditation for Marriage and Family Therapy Education may not use the AAMFT name, corporate logo, and/or the abbreviated initials, AAMFT. Instead, they may have printed on their stationery and other appropriate materials a statement such as:

♦ The (name of program) of the (name of institution) is accredited by the AAMFT Commission on Accreditation for Marriage and Family Therapy Education.

8.19 Programs not accredited by the AAMFT Commission on Accreditation for Marriage and Family Therapy Education may not use the AAMFT name, corporate logo, and/or the abbreviated initials, AAMFT. They may not state in printed program materials, program advertisements, and student advisements that their courses and training opportunities are accepted by AAMFT to meet AAMFT membership requirements.

Violations of this Code should be brought in writing to the attention of the AAMFT Ethics Committee, 1133 15th Street, NW, Suite 300, Washington, DC 20005-2710, (FAX: 202/223-2329; Telephone 202/452-0109).

B9. CODE OF PROFESSIONAL ETHICS for CERTIFIED REHABILITATION COUNSELORS

The Commission on Rehabilitation Counselor Certification has adopted the Code of Professional Ethics for Certified Rehabilitation Counselors; and the following professional organizations have adopted the Code for their memberships: American Rehabilitation Counseling Association, National Rehabilitation Counseling Association, and National Council on Rehabilitation Education.

PREAMBLE

Rehabilitation Counselors are committed to facilitating personal, social, and economic independence of individuals with disabilities. In fulfilling this
commitment, Rehabilitation Counselors work with people, programs, institutions, and service delivery systems. Rehabilitation Counselors recognize that both action and inaction can be facilitating or debilitating. Rehabilitation Counselors may be called upon to provide counseling; vocational exploration; psychological and vocational assessment; evaluation of social, medical, vocational, and psychiatric information; job placement and job development services; and other rehabilitation services, and do so in a manner that is consistent with their education and experience. Moreover, Rehabilitation Counselors also must demonstrate adherence to ethical standards and must ensure that the standards are enforced vigorously. The Code of Professional Ethics, henceforth referred to as the Code, is designed to facilitate the accomplishment of these goals.

The primary obligation of Rehabilitation Counselors is to their clients, defined in this Code as people with disabilities who are receiving services from rehabilitation counselors. The basic objective of the Code is to promote the public welfare by specifying and enforcing ethical behavior expected of Rehabilitation Counselors. Accordingly, the Code consists of two kinds of standards, Canons and Rules of Professional Conduct.

The Canons are general standards of an aspirational and inspirational nature reflecting the fundamental spirit of caring and respect which professionals share. They are maxims, which serve as models of exemplary professional conduct. The Canons also express general concepts and principles from which more specific Rules are derived. Unlike the Canons, the Rules are more exacting standards that provide guidance in specific circumstances.

Rehabilitation Counselors who violate the Code are subject to disciplinary action. A rule violation is interpreted as a violation of the applicable Canon and the general principles embodied thereof. Since the use of the Certified Rehabilitation Counselor (CRC) designation is a privilege granted by the Commission on Rehabilitation Counselor Certification (CRCC), the CRCC reserves unto itself the power to suspend or to revoke the privilege or to approve other penalties for a Rule violation. Disciplinary penalties are imposed as warranted by the severity of the offense and its attendant circumstances. All disciplinary actions are undertaken in accordance with published procedures and penalties designed to assure the proper enforcement of the Code within the framework of due process and equal protection of the laws.

When there is reason to question the ethical propriety of specific behaviors, persons are encouraged to refrain from engaging in such behaviors until the matter has been clarified. Certified Rehabilitation Counselors who need
assistance in interpreting the Code should request in writing an advisory opinion from the Commission on Rehabilitation Counselor Certification. Rehabilitation Counselors who are not certified and require assistance in interpreting the Code should request in writing an advisory opinion from their appropriate professional organization.

**CANON 1 - MORAL AND LEGAL STANDARDS**

Rehabilitation Counselors shall behave in a legal, ethical, and moral manner in the conduct of their profession, maintaining the integrity of the Code and avoiding any behavior, which would cause harm to others.

**Rules of Professional Conduct**

R1.1 Rehabilitation Counselors will obey the laws and statutes in the legal jurisdiction in which they practice and are subject to disciplinary action for any violation, to the extent that such violation suggests the likelihood of professional misconduct.

R1.2 Rehabilitation Counselors will be thoroughly familiar with, will observe, and will discuss with their clients the legal limitations of their services, or benefits offered to clients so as to facilitate honest and open communication and realistic expectations.

R1.3 Rehabilitation Counselors will be alert to legal parameters relevant to their practices and to disparities between legally mandated ethical and professional standards and the Code. Where such disparities exist, Rehabilitation Counselors will follow the legal mandates and will formally communicate any disparities to the appropriate committee on professional ethics. In the absence of legal guidelines, the Code is ethically binding.

R1.4 Rehabilitation Counselors will not engage in any act or omission of a dishonest, deceitful, or fraudulent nature in the conduct of their professional activities. They will not allow the pursuit of financial gain or other personal benefit to interfere with the exercise of sound professional judgment and skills, nor will Rehabilitation Counselors abuse their relationships with clients to promote personal or financial gain or the financial gain of their employing agencies.

R1.5 Rehabilitation Counselors will understand and abide by the Canons and Rules of Professional Conduct, which are prescribed in the Code.

R1.6 Rehabilitation Counselors will not advocate, sanction, participate in, cause to be accomplished, otherwise carry out through another, or condone any
act, which Rehabilitation Counselors are prohibited from performing by the Code.

R1.7 Rehabilitation Counselors' moral and ethical standards of behavior are a personal matter to the same degree as they are for any other citizen, except as these may compromise the fulfillment of their professional responsibilities or reduce the public trust in Rehabilitation Counselors. To protect public confidence, Rehabilitation Counselors will avoid public behavior that clearly is in violation of accepted moral and ethical standards.

R1.8 Rehabilitation Counselors will respect the rights and reputation of any institution, organization, or firm with which they are associated when making oral or written statements. In those instances where they are critical of policies, they attempt to effect change by constructive action within the organization.

R1.9 Rehabilitation Counselors will refuse to participate in employment practices, which are inconsistent with the moral or legal standards regarding the treatment of employees or the public. Rehabilitation Counselors will not condone practices, which result in illegal or otherwise unjustifiable discrimination on any basis in hiring, promotion, or training.

CANON 2 - COUNSELOR-CLIENT RELATIONSHIP

Rehabilitation Counselors shall respect the integrity and protect the welfare of people and groups with whom they work. The primary obligation of Rehabilitation Counselors is to their clients, defined as people with disabilities who are receiving services from rehabilitation counselors. Rehabilitation counselors shall endeavor at all times to place their clients' interests above their own.

Rules of Professional Conduct

R2.1 Rehabilitation Counselors will make clear to clients the purposes, goals, and limitations that may affect the counseling relationship.

R2.2 Rehabilitation Counselors will not misrepresent their role or competence to clients. Rehabilitation Counselors will provide information about their credentials, if requested, and will refer clients to other specialists as the needs of clients dictate.

R2.3 Rehabilitation Counselors will be continually cognizant of their own needs, values, and of their potentially influential positions, vis-a-vis clients, students, and subordinates. They avoid exploiting the trust and dependency of such persons. Rehabilitation Counselors make every effort to avoid dual relationships that could impair their professional judgments or increase the risk
Examples of dual relationships include, but are not limited to, research with and treatment of employees, students, supervisors, close friends, or relatives. Sexual intimacies with clients are unethical.

R2.4 Rehabilitation Counselors who provide services at the request of a third party will clarify the nature of their relationships to all involved parties. They will inform all parties of their ethical responsibilities and take appropriate action. Rehabilitation Counselors employed by third parties as case consultants or expert witnesses, where there is no pretense or intent to provide rehabilitation counseling services directly to clients beyond file review, initial interview and/or assessment, will clearly define, through written or oral means, the limits of their relationship, particularly in the area of informed consent and legally privileged communications, to involved individuals. As case consultants or expert witnesses, Rehabilitation Counselors have an obligation to provide unbiased, objective opinions.

R2.5 Rehabilitation Counselors will honor the right of clients to consent to participate in rehabilitation counseling services. Rehabilitation Counselors will inform clients or the clients' legal guardians of factors that may affect clients' decisions to participate in rehabilitation counseling services, and they will obtain written consent after clients or their legal guardians are fully informed of such factors. Rehabilitation Counselors who work with minors or other persons who are unable to give voluntary, informed consent will take special care to protect the best interests of clients.

R2.6 Rehabilitation Counselors will avoid initiating or continuing consulting or counseling relationships if it is expected that the relationship can be of no benefit to clients, in which case Rehabilitation Counselors will suggest to clients appropriate alternatives.

R2.7 Rehabilitation Counselors will recognize that families are usually an important factor in clients' rehabilitation and will strive to enlist family understanding and involvement as a positive resource in promoting rehabilitation. The permission of clients will be secured prior to family involvement.

R2.8 Rehabilitation Counselors and their clients will work jointly in devising an integrated, individualized rehabilitation plan which offers reasonable promise of success and is consistent with the abilities and circumstances of clients. Rehabilitation Counselors will persistently monitor rehabilitation plans to ensure their continued viability and effectiveness, remembering that clients have the right to make choices.
R2.9 Rehabilitation Counselors will work with their clients in considering employment for clients in only jobs and circumstances that are consistent with the clients' overall abilities, vocational limitations, physical restrictions, general temperament, interest and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics and needs. Rehabilitation Counselors will neither place nor participate in placing clients in positions that will result in damaging the interest and welfare of either clients or employers.

**CANON 3 - CLIENT ADVOCACY**

Rehabilitation Counselors shall serve as advocates for persons with disabilities.

**Rules of Professional Conduct**

R3.1 Rehabilitation Counselors will be obligated at all times to promote access for persons with disabilities in programs, facilities, transportation, and communication so that clients will not be excluded from opportunities to participate fully in rehabilitation, education, and society.

R3.2 Rehabilitation Counselors will assure, prior to referring clients to programs, facilities, or employment settings, that they are appropriately accessible.

R3.3 Rehabilitation Counselors will strive to understand accessibility problems of persons with cognitive, hearing, mobility, visual and/or other disabilities and demonstrate such understanding in the practice of their profession.

R3.4 Rehabilitation Counselors will strive to eliminate attitudinal barriers, including stereotyping and discrimination, toward persons with disabilities and will enhance their own sensitivity and awareness toward persons with disabilities.

R3.5 Rehabilitation Counselors will remain aware of the actions taken by cooperating agencies on behalf of their clients and will act as advocates of clients to ensure effective service delivery.

**CANON 4 - PROFESSIONAL RELATIONSHIPS**

Rehabilitation Counselors shall act with integrity in their relationships with colleagues, other organizations, agencies, institutions, referral sources, and other professions so as to facilitate the contribution of all specialists toward achieving optimum benefit for clients.
Rules of Professional Conduct

R4.1 Rehabilitation Counselors will ensure that there is fair mutual understanding of the rehabilitation plan by all agencies cooperating in the rehabilitation of clients and that any rehabilitation plan is developed with such mutual understanding.

R4.2 Rehabilitation Counselors will abide by and help to implement "team" decisions in formulating rehabilitation plans and procedures, even when not personally agreeing with such decisions, unless these decisions breach the ethical Rules.

R4.3 Rehabilitation Counselors will not commit receiving counselors to any prescribed courses of action in relation to clients when transferring clients to other colleagues or agencies.

R4.4 Rehabilitation Counselors, as referring counselors, will promptly supply all information necessary for a cooperating agency or counselor to begin serving clients.

R4.5 Rehabilitation Counselors will not offer on-going professional counseling/case management services to clients receiving such services from other Rehabilitation Counselors without first notifying the other counselor. File review and second opinion services are not included in the concept of professional counseling/case management services.

R4.6 Rehabilitation Counselors will secure from other specialists appropriate reports and evaluations, when such reports are essential for rehabilitation planning and/or service delivery.

R4.7 Rehabilitation Counselors will not discuss in a disparaging way with clients the competency of other counselors or agencies, or the judgments made, the methods used, or the quality of rehabilitation plans.

R4.8 Rehabilitation Counselors will not exploit their professional relationships with supervisors, colleagues, students, or employees sexually or otherwise. Rehabilitation Counselors will not condone or engage in sexual harassment, defined as deliberate or repeated comments, gestures, or physical contacts of a sexual nature unwanted by recipients.

R4.9 Rehabilitation Counselors who know of an ethical violation by another Rehabilitation Counselor will informally attempt to resolve the issue with the counselor, when the misconduct is of a minor nature and/or appears to be due to lack of sensitivity, knowledge, or experience. If the violation does not seem amenable to an informal solution, or is of a more serious nature, Rehabilitation
Counselors will bring it to the attention of the appropriate committee on professional ethics.

R4.10 Rehabilitation Counselors possessing information concerning an alleged violation of this Code, will, upon request, reveal such information to the Commission on Rehabilitation Counselor Certification or other authority empowered to investigate or act upon the alleged violation, unless the information is protected by law.

R4.11 Rehabilitation Counselors who employ or supervise other professionals or students will facilitate professional development of such individuals. They provide appropriate working conditions, timely evaluations, constructive consultation, and experience opportunities.

**CANON 5 - PUBLIC STATEMENTS/FEES**

Rehabilitation Counselors shall adhere to professional standards in establishing fees and promoting their services.

**Rules of Professional Conduct**

R5.1 Rehabilitation Counselors will consider carefully the value of their services and the ability of clients to meet the financial burden in establishing reasonable fees for professional services.

R5.2 Rehabilitation Counselors will not accept for professional work a fee or any other form of remuneration from clients who are entitled to their services through an institution or agency or other benefits structure, unless clients have been fully informed of the availability of services from other sources.

R5.3 Rehabilitation Counselors will neither give nor receive a commission or rebate or any other form of remuneration for referral of clients for professional services.

R5.4 Rehabilitation Counselors who describe rehabilitation counseling or the services of Rehabilitation Counselors to the general public will fairly and accurately present the material, avoiding misrepresentation through sensationalism, exaggeration, or superficiality. Rehabilitation Counselors are guided by the primary obligation to aid the public in developing informed judgments, opinions, and choices.

**CANON 6 - CONFIDENTIALITY**

Rehabilitation Counselors shall respect the confidentiality of information obtained from clients in the course of their work.
Rules of Professional Conduct

R6.1 Rehabilitation Counselors will inform clients at the onset of the counseling relationship of the limits of confidentiality.

R6.2 Rehabilitation Counselors will take reasonable personal action, or inform responsible authorities, or inform those persons at risk, when the conditions or actions of clients indicate that there is clear and imminent danger to clients or others after advising clients that this must be done. Consultation with other professionals may be used where appropriate. The assumption of responsibility for clients must be taken only after careful deliberation and clients must be involved in the resumption of responsibility as quickly as possible.

R6.3 Rehabilitation Counselors will not forward to another person, agency, or potential employer any confidential information without the written permission of clients or their legal guardians.

R6.4 Rehabilitation Counselors will ensure that there are defined policies and practices in other agencies cooperatively serving rehabilitation clients, which effectively protect information confidentiality.

R6.5 Rehabilitation Counselors will safeguard the maintenance, storage, and disposal of the records of clients so that unauthorized persons shall not have access to these records. All nonprofessional persons who must have access to these records will be thoroughly briefed concerning the confidential standards to be observed.

R6.6 Rehabilitation Counselors, in the preparation of written and oral reports, will present only germane data and will make every effort to avoid undue invasion of privacy.

R6.7 Rehabilitation Counselors will obtain written permission from clients or their legal guardians prior to taping or otherwise recording counseling sessions. Even with guardians' written consent, Rehabilitation Counselors will not record sessions against expressed wishes of clients.

R6.8 Rehabilitation Counselors will persist in claiming the privileged status of confidential information obtained from clients, where communications are privileged by statute for Rehabilitation Counselors.

R6.9 Rehabilitation Counselors will provide prospective employers with only job relevant information about clients and will secure the permission of clients or their legal guardians for the release of any information which might be considered confidential.
CANON 7 - ASSESSMENT

Rehabilitation Counselors shall promote the welfare of clients in the selection, utilization, and interpretation of assessment measures.

Rules of Professional Conduct

R7.1 Rehabilitation Counselors will recognize that different tests demand different levels of competence for administration, scoring, and interpretation, and will recognize the limits of their competence and perform only those functions for which they are trained.

R7.2 Rehabilitation Counselors will consider carefully the specific validity, reliability, and appropriateness of tests when selecting them for use in a given situation or with particular clients. Rehabilitation Counselors will proceed with caution when attempting to evaluate and interpret the performance of peoples with disabilities, minority group members, or other persons who are not represented in the standardized norm groups. Rehabilitation Counselors will recognize the effects of socioeconomic, ethnic, disability, and cultural factors on test scores.

R7.3 Rehabilitation Counselors will administer tests under the same conditions that were established in their standardization. When tests are not administered under standard conditions, as may be necessary to accommodate modifications for clients with disabilities or when unusual behavior or irregularities occur during the testing session, those conditions will be noted and taken into account at the time of interpretation.

R7.4 Rehabilitation Counselors will ensure that instrument limitations are not exceeded and that periodic reassessments are made to prevent stereotyping of clients.

R7.5 Rehabilitation Counselors will make known the purpose of testing and the explicit use of the results to clients prior to administration. Recognizing the right of clients to have test results, Rehabilitation Counselors will give explanations of test results in language clients can understand.

R7.6 Rehabilitation Counselors will ensure that specific interpretation accompanies any release of individual data. The welfare and explicit prior permission of clients will be the criteria for determining the recipients of the test results. The interpretation of assessment data will be related to the particular goals of evaluation.

R7.7 Rehabilitation Counselors will attempt to ensure when utilizing computerized assessment services that such services are based on appropriate
research to establish the validity of the computer programs and procedures used in arriving at interpretations. Public offering of an automated test interpretation service will be considered as a professional-to-professional consultation. In this instance, the formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to clients.

R7.8 Rehabilitation Counselors will recognize that assessment results may become obsolete. They make every effort to avoid and prevent the misuse of obsolete measures.

**CANON 8 - RESEARCH ACTIVITIES**

Rehabilitation Counselors shall assist in efforts to expand the knowledge needed to more effectively serve persons with disabilities.

**Rules of Professional Conduct**

R8.1 Rehabilitation Counselors will ensure that data for research meets rigid standards of validity, honesty, and protection of confidentiality.

R8.2 Rehabilitation Counselors will be aware of and responsive to all pertinent guidelines on research with human subjects. When planning any research activity dealing with human subjects, Rehabilitation Counselors will ensure that research problems, design, and execution are in full compliance with such guidelines.

R8.3 Rehabilitation Counselors presenting case studies in classes, professional meetings, or publications will confine the content to that which can be disguised to ensure full protection of the identity of clients.

R8.4 Rehabilitation Counselors will assign credit to those who have contributed to publications in proportion to their contribution.

R8.5 Rehabilitation Counselors recognize that honesty and openness are essential characteristics of the relationship between Rehabilitation Counselors and research participants. When methodological requirements of a study necessitate concealment or deception, Rehabilitation Counselors will ensure that participants understand the reasons for this action.

**CANON 9 - COMPETENCE**

Rehabilitation Counselors shall establish and maintain their professional competencies at such a level that their clients receive the benefit of the highest quality of services the profession is capable of offering.
Rules of Professional Conduct

R9.1 Rehabilitation Counselors will function within the limits of their defined role, training, and technical competency and will accept only those positions for which they are professionally qualified.

R9.2 Rehabilitation Counselors will continuously strive through reading, attending professional meetings, and taking courses of instruction to keep abreast of new developments, concepts, and practices that are essential to providing the highest quality of services to their clients.

R9.3 Rehabilitation Counselors, recognizing that personal problems and conflicts may interfere with their professional effectiveness, will refrain from undertaking any activity in which their personal problems are likely to lead to inadequate performance. If they are already engaged in such activity when they become aware of their personal problems, they will seek competent professional assistance to determine whether they should suspend, terminate, or limit the scope of their professional activities.

R9.4 Rehabilitation Counselors who are educators will perform their duties based on careful preparation so that their instruction is accurate, up-to-date, and scholarly.

R9.5 Rehabilitation Counselors who are educators will ensure that statements in catalogs and course outlines are accurate, particularly in terms of subject matter covered, bases for grading, and nature of classroom experiences.

R9.6 Rehabilitation Counselors who are educators will maintain high standards of knowledge and skill by presenting rehabilitation counseling information fully and accurately, and by giving appropriate recognition to alternative viewpoints.

CANON 10 - CRC CREDENTIAL

Rehabilitation Counselors holding the Certified Rehabilitation Counselor (CRC) designation shall honor the integrity and respect the limitations placed upon its use.

Rules of Professional Conduct

R10.1 Certified Rehabilitation Counselors will use the Certified Rehabilitation Counselor (CRC) designation only in accordance with the relevant Guidelines promulgated by the Commission on Rehabilitation Counselor Certification.
R10.2 Certified Rehabilitation Counselors will not attribute to the mere possession of the designation depth or scope of knowledge, skill, and professional capabilities greater than those demonstrated by achievement of the CRC designation.

R10.3 Certified Rehabilitation Counselors will not make unfair comparisons between a person who holds the Certified Rehabilitation Counselor (CRC) designation and one who does not.

R10.4 Certified Rehabilitation Counselors will not write, speak, nor act in ways that lead others to believe Certified Rehabilitation Counselors are officially representing the Commission on Rehabilitation Counselor Certification, unless such written permission has been granted by the said Commission.

R10.5 Certified Rehabilitation Counselors will make no claim to unique skills or devices not available to others in the profession unless the special efficacy of such unique skills or devices has been demonstrated by scientifically accepted evidence.

R10.6 Certified Rehabilitation Counselors will not initiate or support candidacy of an individual for certification by the Commission on Rehabilitation Counselor Certification if the individual is known to engage in professional practices, which violate this Code.

B10. American School Counselors Association

ETHICAL STANDARDS for SCHOOL COUNSELORS

PREAMBLE

The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice.
2. Each person has the right to self-direction and self-development.
3. Each person has the right of choice and the responsibility for decisions reached.
4. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to insure that the rights of the counselee are properly protected within the structure of the school program.

5. The counselor-client relationship is private and thereby requires compliance with all laws, policies and ethical standards pertaining to confidentiality.

In this document, the American School Counselor Association has identified the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among its members. The Association recognizes the basic commitment of its members to the Ethical Standards of its parent organization, the American Association for Counseling and Development, and nothing in this document shall be construed to supplant that code. The Ethical Standards for School Counselors was developed to complement the AACC standards by clarifying the nature of ethical responsibilities of counselors in the school setting. The purposes of this document are to:

1. Serve as a guide for the ethical practices of all school counselors regardless of level, area, or population served.

2. Provide benchmarks for both self-appraisal and peer evaluation regarding counselor responsibilities to pupils, parents, professional colleagues, school and community, self, and the counselor profession.

3. Inform those served by the school counselor of acceptable counselor practices and expected professional department.

A. RESPONSIBILITIES TO PUPILS

The school counselor:

1. Has a primary obligation and loyalty to the pupil, who is to be treated with respect as a unique individual.

2. Is concerned with the total needs of the pupil (educational, vocational, personal and social) and encourages the maximum growth and development of each counselee.

3. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling assistance at or before the time when the counseling relationship is entered. Prior notice includes the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.
4. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.

5. Is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.

6. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.

7. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective, and appropriately detailed interpretation of pupil information.

8. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards.

9. Informs the appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.

10. Provides explanations of the nature, purposes, and results of tests in language that is understandable to the client(s).

11. Adheres to relevant standards regarding selection, administration, and interpretation of assessment techniques.

B. RESPONSIBILITIES TO PARENTS

The school counselor:

1. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.

2. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.

3. Provides parents with accurate, comprehensive and relevant information in an objective and caring manner.

4. Treats information received from parents in a confidential and appropriate manner.
5. Shares information about a counselee only with those persons properly authorized to receive such information.

6. Follows local guidelines when assisting parents experiencing family difficulties, which interfere with the counselee's effectiveness and welfare.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

The school counselor:

1. Establishes and maintains a cooperative relationship with faculty, staff, and administration to facilitate the provision of optimum guidance and counseling services.

2. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.

3. Treats colleagues with respect, courtesy, fairness, and good faith. The qualifications, views, and findings of colleagues are represented accurately and fairly to enhance the image of competent professionals.

4. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.

5. Is aware of and fully utilizes related professions and organizations to whom the counselee may be referred.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

The school counselor:

1. Supports and protects the educational program against any infringement not in the best interest of pupils.

2. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property.

3. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate school officials of conditions, which may limit or curtail their effectiveness in providing services.

4. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet pupil needs, and (3) a systematic evaluation process for guidance and counseling programs, services, and personnel.
5. Works cooperatively with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. RESPONSIBILITIES TO SELF

   The school counselor:
   
1. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

2. Is aware of the potential effects of personal characteristics on services to clients.

3. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.

4. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession.

F. RESPONSIBILITIES TO THE PROFESSION

   The school counselor:
   
1. Conducts herself/himself in such a manner as to bring credit to self and the profession.

2. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices.

3. Actively participates in local, state, and national associations which foster the development and improvement of school counseling.

4. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling and relevant statutes established by federal, state, and local governments.

5. Clearly distinguishes between statements and actions made as a private individual and as a representative of the school counseling profession.

G. MAINTENANCE OF STANDARDS

   Ethical behavior among professional school counselors is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselor or the AACC Ethical Standards, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:
1. The counselor shall utilize the channels established within the school and/or system. This may include both informal and formal procedures.

2. If the matter remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   - Local counselor association
   - State counselor association
   - National counselor association

H. REFERENCES

School counselors are responsible for being aware of and acting in accord with the standards and positions of the counseling profession as represented in such official documents as those listed below. A more extensive bibliography is available from the ASCA Ethics Committee upon request.


(Ethical Standards for School Counselors is an adaptation of the ASCA Code of Ethics (1972) and the California School Counselor Association Code of Ethics (revised, 1984). Adopted by the ASCA Delegate Assembly March 19, 1984).
SECTION C. - MISSION, GOALS, and OBJECTIVES of UF, The Graduate School, the College of Education, and The Counselor Education Department

C1. The PURPOSE of the UNIVERSITY of FLORIDA

The University of Florida is the oldest and largest of Florida’s ten universities and a member of the Association of American Universities. UF’s charge is to be a major public, comprehensive, land-grant, research university (see the UF Graduate Catalog, pp. 3-5):

- MAJOR: “We define ourselves in comparison to the best universities we can find.”
- PUBLIC: “We exist within the public sector, responsible and responsive to the needs of the citizens of Florida.”
- COMPREHENSIVE: “We accept in principle, no limit on our field of view.”
- LAND-GRANT: “We are committed to the development and transmission of practical knowledge”...(and)...”to translating the benefit of abstract and theoretical knowledge into the marketplace to sustain the economic growth that supports us all.”
- RESEARCH: We are committed to... “the effort to expand our understanding of the natural world, the world of the mind, and the world of the senses...when we say research, we mean research and creative activity that contributes to the international public conversation about the advancement of knowledge.”
- UNIVERSITY: “We have multiple tracks leading to many degrees.”

C2. The MISSION of the UNIVERSITY of FLORIDA

The University of Florida is committed to...”the formation of educated people, the transformation of mind through learning, and the launching of a lifetime of intellectual growth.”

C3. The MISSION of the GRADUATE SCHOOL

The mission of graduate education at the University of Florida is to produce individuals with advanced knowledge in their fields, who appreciate learning and are constant learners, and who are prepared to address creatively issues of significance to the local and global community for improving the quality of life. Essential to this mission is an environment that fosters:
C4. The MISSION of the COLLEGE of EDUCATION

The mission of the College of Education is to prepare exemplary professional practitioners and scholars; to generate, use, and disseminate knowledge about teaching, learning, and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

C5. COMMON COMPONENTS of DOCTORAL PROGRAMS in The COLLEGE of EDUCATION

Consistent with the mission of the college, the Doctoral Programs in the College of Education at the University of Florida strive to achieve integration and program appropriate balance among teaching, research, and service and/or professional practice. These components provide a basis for the development of well-prepared students who will have extensive disciplinary and interdisciplinary knowledge, skills, and experience.

The College's commitment to a highly qualified, diverse student population is promoted by a Graduate faculty recognized for their dedication and service to students, the College, and the University. A strong core of common curricular requirements in combination with individually tailored programs of study for all doctoral students prepare them to make significant scholarly contributions, solve problems, and provide services that enhance the human condition and our society.

Specifically, doctoral students in programs in the College are provided significant educational opportunities in teaching and/or clinical instruction, research, and professional service and/or professional practice. Typical, structured learning activities found in doctoral student programs follow:

I. Teaching and/or Clinical Instruction (Preparation, structured practice, and evaluative feedback in one or more of the following instructional acts is recommended):

- College and university teaching at the undergraduate level;
- Oral presentation and discussion-leading for graduate level courses;
- Clinical teaching and/or supervision of pre-service students;
Preparation and delivery of professional development activities for practitioners;
Tutoring for graduate or undergraduate students in an academic specialization.

II. Research
(Preparation, supervised practice, and evaluative feedback in two or more of the following is recommended):
- Collaboration on one or more research projects with peers and/or mentors;
- Design and conduct of an original research study;
- Scholarly dissemination of research through publication or conference presentation (individually or with professional peers).
- Preparation of a sole-authored scholarly or scientific treatise (i.e., dissertation).
- Participation in grant proposal preparation.

III. Professional Service Activity
(Supervised participation in two or more of the following is recommended):
- Membership and/or participation in one or more academic and/or professional society;
- Attendance at state, regional, and/or national conferences;
- Consultation in a field of expertise;
- Participation or observation of faculty mentor(s) in consultation activity;
- Participation in review of papers and/or journal manuscripts as part of professional juried processes;
- Community or campus service or leadership in area of professional expertise.

IV. Professional Practice
(Recommended when appropriate for professional discipline or area of study):
- Supervised experience in the provision of professional service in a field setting;
- Supervised administrative experience, including leadership responsibilities, in a professional context.

C6. The MISSION of COUNSELOR EDUCATION
The mission of the Counselor Education Department 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.

C7. The GOALS and OBJECTIVES of the DEPARTMENT of
COUNSELOR EDUCATION

Inspired by the mission of the University, the Graduate School, and the College
of Education, the Counselor Education Faculty continually challenge and
support students enrolled in departmental programs to develop:

- an ethically informed professional identity;
- a disciplined professional curiosity about human performance, human
  possibility, and human relating; and
- an efficacious commitment to professional service.

7a. 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.
7b. **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.

7c. **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.

C8. Why are Mental Health Counseling and Marriage and Family Counseling programs in the College of Education?

Counseling and psychotherapy--whether practiced in schools or mental health clinics--are, in essence, learning experiences designed by counselors and/or psychotherapists to help people acquire new ways of addressing their life problems. Although our interventions are designed for individuals, groups, couples and families, we draw from the principles of human development theory and learning theory to design such experiences. We are in fact engaged in education particularized to the individual.

The fields of Mental Health Counseling and Marriage & Family Counseling are direct descendants of School Guidance & Counseling. In the 1970's due to a shortage of jobs in schools, School Counselors migrated out of the schools into community mental health clinics where they worked as Mental Health Counselors and Marriage & Family Counselors providing psychotherapeutic services to children and their families. Through these experiences we (as a field) realized that the children and students School Counselors worked with lived with families who reinforced the problematic responses that we were trying to change. We discovered that when we worked in places where we could work with the families as well as the children, we developed strong ideas about how to involve families positively in children's learning and invented more effective ways of helping children and their families solve school difficulties and other problems of living.

However, although we now have degree programs in Mental Health Counseling and Marriage & Family Counseling, we have in fact never left the schools. Our School, Mental Health, and Marriage and Family Counseling programs all share a common core of coursework required for counselor program (CACREP) accreditation. The differentiation among degree programs (i.e., Marriage & Family Counseling, Mental Health Counseling, and School Counseling & Guidance) is a recent change, which is a direct consequence of the requirements of Florida state licensure. State law requires that individuals who practice in places other than schools be licensed under a specific title which authorizes their right to practice. Most of our School Counselors now organize their preparation so that they can be licensed as Mental Health Counselors and/or Marriage & Family Therapists in addition to state certification as School Counselors.
Consequently our graduates are able to apply a broader array of intervention strategies to the problems children and their families experience, whether they work in schools or in other community settings. In addition, our graduates enjoy a broader array of future employment opportunities.
SECTION D. - GRADUATE SCHOOL POLICIES

D1. ADMISSION REQUIREMENTS for GRADUATE STUDENTS

The University of Florida Graduate School, the College of Education, and the Department of Counselor Education all require that ALL applicants for one of its graduate programs complete the GRE as a prerequisite for admission consideration. More specifically, the College of Education and the Department of Counselor Education require a minimum grade average of B for all upper-division undergraduate work and a minimum Verbal-Quantitative total score of 1000 on the General Test of the Graduate Record Examination for students with an earned bachelors degree who seek admission to an MED/EDS, MAE/EDS, and/or EDS-only degree program. By submitting a 3.0 undergraduate GPA and a 1000 combined GRE score, applicants provide two objective factors that can be used in the evaluation process to predict their success in graduate study.

For all PhD and EdD applicants, the Counselor Education department requires both a minimum grade average of B+ for all graduate work and a minimum Verbal-Quantitative total score of 1000 (1100 for doctoral candidates) on the General Test of the Graduate Record Examination.

An applicant with a previous graduate or professional degree or equivalent from a regionally accredited U.S. institution may request an exemption from the Graduate Record Examination and undergraduate GPA requirements on the grounds that s/he has already demonstrated the ability to do graduate work. In such a case, the admissions review can focus primarily on the applicant's potential for success in a Counselor Education program. Exceptions to the above requirements are made only when an applicant’s complete file, including letters of recommendation, are reviewed by the department, recommended by the department, and approved by the Dean of the Graduate School.

D2. GRADUATE ADMISSIONS PROCESSING SYSTEM

An electronic graduate admissions processing system has been fully implemented at the University of Florida. The units that are responsible for the graduate admissions processing system include the Office of the University Registrar's Graduate and Professional Admissions (330 Criser Hall), the Graduate School, the Office of International Studies and Programs (123 Grinter), the COE’s Associate Dean for Graduate Study, and the Department of Counselor Education. All units that are involved in graduate admissions must follow the graduate admissions processing system.
D3. CATEGORIES of GRADUATE STUDENT CLASSIFICATIONS

“7” designates Beginning Graduate Students who have earned less than 36 credit hours and who seek a first master's degree.

“8” designates Advanced Graduate Students who have received a master's degree, or ANY student who has earned 36 or more credit hours but has not yet been officially admitted to doctoral candidacy.

“9” designates Advanced Graduate Students who have been officially admitted to candidacy for the Doctor of Education or Doctor of Philosophy degrees.

“Beginning” designates a Graduate Student who has not earned a master's degree and has earned fewer than 36 credits.

“Advanced” designates a Graduate Student who has earned a master's degree or has earned 36 or more credits toward a doctorate.

D4. SIGNIFICANCE of COURSE NUMBERS

1000-2999… Undergraduate courses. May not be used as part of any graduate degree requirements, and will not be used in computing the graduate grade point average.

3000-4999*… Undergraduate courses. The minimum number of credits required for a graduate degree must be earned in graduate-level courses. For work outside the major, courses numbered 3000 or above, not to exceed 6 credits, may be taken provided they are part of a previously approved plan of study.

5000-5999… Graduate courses. May be taken by upper-division undergraduates with permission of instructor; normally a GPA of 3.0 is required.

6000-6999… Graduate courses. May also be taken by undergraduate students if they have senior standing, a 3.0 grade point average, and permission of the instructor and the department.

7000-7999… Graduate courses. Intended primarily for Advanced Graduate Students.

D5. GENERAL REGISTRATION INFORMATION

The specific steps for completing registration are outlined on the Schedule of Courses publication, which is available to students before registration for each term. Students should note their registration appointment times and the
deadlines (see Critical Dates) for registration and payment of fees to avoid late fee penalties.

All students should check with their Academic Advisers, Doctoral Supervisory Committee Chairperson, or the Counselor Education department’s Graduate Coordinator regarding course selection before registration. For Counselor Education courses designated as DEP rather than by section number, permission of the department or the course instructor must be obtained before registering for that course. The section number of such a course will be given to the student at the time permission to register is granted.

Students on a stipend or assistantship must register for the proper number of credits; failure to do so will affect continuation of the assistantship. If there are any questions, please contact Nancy Paris in 29 Tigert Hall, 392-1251.

**D6. UF SUMMER and FALL/SPRING CLASS TIME PERIODS**

At UF, classes are scheduled in “UF TIME” (i.e., 50 minute time periods during Fall and Spring semesters and 75 minute time periods during the Summer semesters) as stated below:

<table>
<thead>
<tr>
<th>SUMMER SEMESTERS (A, B, &amp; C)</th>
<th>FALL &amp; SPRING SEMESTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1.....8:00 - 9:15 AM</td>
<td>Period 1........7:25 - 8:15 AM</td>
</tr>
<tr>
<td>Period 2.....9:30 - 10:45</td>
<td>Period 2........8:30 - 9:20</td>
</tr>
<tr>
<td>Period 3....11:00 - 12:15 PM</td>
<td>Period 3........9:35 - 10:25</td>
</tr>
<tr>
<td>Period 4....12:30 - 1:45</td>
<td>Period 4........10:40 - 11:30</td>
</tr>
<tr>
<td>Period 5......2:00 - 3:15</td>
<td>Period 5........11:45 - 12:35 PM</td>
</tr>
<tr>
<td>Period 6.....3:30 - 4:45</td>
<td>Period 6........12:50 - 1:40</td>
</tr>
<tr>
<td>Period 7.....5:00 - 6:15</td>
<td>Period 7........1:55 - 2:45</td>
</tr>
<tr>
<td>Period E1...7:00 - 8:15</td>
<td>Period 8........3:00 - 3:50</td>
</tr>
<tr>
<td>Period E2...8:30 - 9:45 PM</td>
<td>Period 9........4:05 - 4:55</td>
</tr>
<tr>
<td></td>
<td>Period 10.......5:10 - 6:00</td>
</tr>
<tr>
<td></td>
<td>Period 11.......6:15 - 7:05</td>
</tr>
<tr>
<td></td>
<td>Period E1-E3...7:20 - 10:10</td>
</tr>
</tbody>
</table>
D7. MINIMUM FULL-TIME REGISTRATION REQUIREMENTS FOR GRADUATE STUDENTS

To be considered FULL TIME you must register for 12 credit hours. Exception: If you are receiving Veterans Benefits, then enrolling in 9 credit hours qualifies as full-time.

You must be registered for at least THREE (3) CREDITS DURING:

- the term of the Final MED/EDS, MAE/EDS, or EDS-only Oral Examination;
- the term of the Doctoral Qualifying Examination;
- the term of the Final Dissertation Defense; and
- the term in which the degree is awarded.

If you are using university facilities and/or faculty time, department policy requires that you must register for a minimum of three credits in the Fall and Spring semesters and three credits in the Summer (either A, B or C term).

If you receive any type of stipend, you must maintain a 3.0 GPA and meet the minimum registration requirements, as stated below:

<table>
<thead>
<tr>
<th>F.T.E.</th>
<th>FALL &amp; SPRING</th>
<th>SUMMER A&amp;B or C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Student</td>
<td>12 Credits</td>
<td>4 &amp; 4 or 8 Credits</td>
</tr>
<tr>
<td>Grad. Assistants on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.01-.24 Appointments and/or</td>
<td>12 Credits</td>
<td>4 &amp; 4 or 8 Credits</td>
</tr>
<tr>
<td>Fellows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad. Assistants on .25-.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appointments and/or</td>
<td>9 Credits</td>
<td>3 &amp; 3 or 6 Credits</td>
</tr>
<tr>
<td>1/4, 1/3, &amp; 1/2 Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad. Assistants on .75-.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appointments and/or</td>
<td>6 Credits</td>
<td>2 &amp; 2 or 4 Credits</td>
</tr>
<tr>
<td>3/4 Time Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Assistants</td>
<td>3 Credits</td>
<td>2, 1 &amp; 1, or 2 Credits*</td>
</tr>
</tbody>
</table>

*For students on appointment for the full summer, minimum registration must total that specified for C term. Registration may be in any combination of A, B, or C terms. However, courses must be distributed so that the student is registered during each term that they are on appointment. Students on appointment registering for any summer term must register at the beginning of A term.
No audited course shall be accepted toward a degree nor toward the minimum number of hours required for an assistantship.

**Students not in compliance will have their appointment cancelled and become fee liable for their registration.** Students who do not register properly (according to the above table) in each semester in which they hold graduate assistantships will not be permitted to remain on assistantships and will have any tuition payments voided for that semester and become financially liable. If a student withdraws from a term or falls below the minimum registration requirements as a result of dropping classes, they must pay back all of the monies received from the assistantship from the point at which they were no longer properly registered.

To qualify for the “continuing registration” advantage, you must be registered for at least three (3) credit hours for every semester following the time of entry into your degree program.

Registration requirements listed here do not apply to eligibility for financial aid programs administered by the Office for Student Financial Affairs. Check with Student Financial Affairs in S-107 Criser Hall for financial aid registration requirements.

**D8. ACADEMIC STANDING**

UF Graduate School policy stipulates that **students enrolled in graduate programs must maintain a minimum of a 3.00 Grade Point Average (GPA) for each semester in which classes are taken AND for their cumulative GPA's in order to retain the status of "Good Academic Standing."** If a student's cumulative GPA and/or a student's individual semester GPA falls below the 3.00 minimum, the student will be placed on "Academic Probation" status with the UF Graduate School in the semester following the one in which the student's cumulative and/or individual academic term GPA fell below the 3.00 minimum.  (Note that notices of being placed on “academic probation” are distributed, monitored, and enforced by the UF Graduate School. The department has no control over these processes).

The consequences of “academic probation” status are as follows:

- The student is prohibited from participating in regular (i.e., early) registration for the next semester (in which the student intends to enroll);
- Although the student may have applied within the department for placement for a practicum or internship, s/he will not be permitted to register for the practicum or internship during regular registration.
A student placed on “academic probation” for a given academic term has until the last day of regularly scheduled classes (i.e., excluding the Final Exam period) in that academic term to raise her/his cumulative and individual (preceding) semester GPA's above the 3.00 minimum. Failure to meet the minimum GPA standard(s) by this deadline may result in the student's dismissal from the program in which the student is enrolled.

Because this policy is implemented and controlled by the UF Graduate School, a student on “academic probation” status must present evidence the situation has been rectified to the UF Graduate School (i.e., a Change of Grade form) to have the “academic probation” status removed. Notifying the department is not sufficient. Records in the UF Registrar's Office must indicate that the student's cumulative and preceding term GPA's exceed the required minimum.

A student who has been on “academic probation” may participate in late registration for a subsequent semester IF the “academic probation” status has been removed by the Graduate School.

D9. INTEGRITY IN GRADUATE STUDY: A Graduate School Guide (Adopted by UF’s Graduate Council, 5/24/90)

INTRODUCTION: Integrity in scholarly work has received considerable attention in recent years both in academic circles and in the news. Some notorious cases of fraud have made those in higher education sensitive to this issue. Some of the cases, especially in the sciences, have surfaced when attempts to replicate work have failed. In the humanities and social sciences plagiarism assumes greater prominence. Cheating, the bane of many high school and undergraduate teachers, surfaces as well at the graduate level. Moreover, in our ever more complex professional world, graduate students may find themselves embroiled in abuses of confidentiality or conflicts of interest. All five of these problems are of major concern to graduate students, faculty, and other graduate educators.

Although many graduate students will have few problems with the ethical decisions involved in maintaining integrity in their work, others may not see the issues so clearly. Some very few may even be unaware of the potential for problems with integrity in graduate study. For these reasons and to help its constituent units in the event that fraud, plagiarism, cheating, abuses of confidentiality, or conflicts of interest should arise, the Graduate School has prepared these guidelines.
**FRAUD:** Fraud usually involves the intentional and deliberate misuse of data in order to draw conclusions that may not be warranted by the evidence. Falsification of results may take one of two forms: 1) fabrication of data, or 2) omission or concealment of conflicting data for the purpose of misleading other scholars. Any intermediate form, difficult to detect especially in quantitative analyses, occurs when students are sloppy about categorization. All researchers, irrespective of discipline, can agree that the fabrication of data is fraudulent, and most will agree that the deliberate omission of conflicting data is also fraudulent. But a few scholars might argue that one person’s conflicting data is another person’s irrelevant data. In general, the best researchers are those who come to terms with any piece of evidence which others may regard as conflicting. Strong support for a given hypothesis involves disposing of or dealing with alternative hypotheses.

The best insurance against fraud in graduate student research is the careful and close supervision by the faculty advisor as well as the examples other members of the academic community provide. The student should communicate regularly and frequently with his or her major professor. He or she can do so in a variety of ways -- by submitting laboratory notebooks for frequent faculty review, by having faculty monitor the student’s reading in the field, by regular progress reports to the faculty advisor, etc. Faculty should normally expect such communication, and in the absence of faculty initiative graduate students should instigate dialogues with faculty. Such communication will help the student develop intellectually and lessen the possibility of fraud. If a student is suspected of fraud, the academic community should handle the matter forthrightly with a clear regard to the rights of the graduate student so that the career of a student researcher who may be innocent is not damaged. Similarly, if graduate student fraud is verified, it must be adjudicated in accordance with established University procedures. The Graduate School will provide information on those procedures to any interested party.

**PLAGIARISM:** Unlike fraud, which is usually the deliberate creation of false data or results, plagiarism is the use of another’s words, ideas, or creative productions or omission of pertinent material without proper attribution, i.e., without giving due credit to the original source. Flagrant cases of plagiarism may involve extensive borrowing of others’ material from articles, books, or creative productions with perhaps only slight modifications. In such cases penalties are usually very severe for the student and would likely result in expulsion from Graduate School or, if a degree has already been earned, in rescinding that degree. Less extensive cases of
plagiarism may be either intentional or unintentional (carelessness or ignorance of the commonly accepted rules) but may also have severe repercussions. In using other people’s work, one must cite that work in the text or, more commonly in footnotes and use either direct quotations or skillful paraphrasing for all ideas that are not one’s own. Since much of the basic information about our disciplines comes from outside ourselves through a variety of sources common to all who work in a discipline, it is unnecessary to footnote those facts and ideas which are, so to speak, in the common domain of the discipline. Otherwise, we would be footnoting everything we know. But an intimate familiarity with the literature of the discipline, or a sub-discipline thereof, lets one know when the distinctive words or ideas of another researcher should be given proper attribution. The fairly common practice among scientists of citing the previous significant literature relating to the subjects of their articles or books, serves as something of a safeguard against plagiarism, but such reviews of the pertinent literature are less usual in the humanities.

Every graduate student should have a comprehensive knowledge of what constitutes plagiarism. Ignorance of the concept of plagiarism on the part of the student is no excuse for resorting to it at the graduate level, if indeed ignorance is an excuse at the undergraduate level. Graduate students, if in any doubt about the concept, should discuss plagiarism with faculty members. And students should expect faculty members to demand that they know what constitutes plagiarism.

There are problems, however, not always associated with traditional perceptions of plagiarism. One of these is the danger, when borrowing from the works of others, of quoting, paraphrasing, or summarizing the material in such a way as to misrepresent what the author is trying to say. A second problem arises when a student is overly dependent on the work of another, even if the other is cited meticulously. Still another problem is plagiarizing oneself by submitting the same data or findings in more than one article or by reviewing the same book in two different journals. And, finally, there is the problem of a graduate student’s findings being used by his or her mentor without proper attribution to the student either in the article or book, indeed of not giving credit for joint or co-authorship in articles or books where a substantial amount of the work is done by the student. The student should discuss any perceived problem of this nature with the faculty member involved, the chair of the department, or, if need be, with the Graduate School.
In nearly all of these instances of plagiarism, or variations thereon, the best preventive is the example and consultation of the faculty advisor and the rest of the academic community, who should be sensitive to all of these nuances. Again, as with cases of fraud, University of Florida faculty should handle any suspicion of plagiarism with due regard to the student’s rights, and any detection of plagiarism should be adjudicated in accordance with established University procedures. The Graduate School will provide procedural information on request.

**CHEATING:** Cheating at the graduate level may not differ morally from the same action on the undergraduate level, but many find graduate cheating more reprehensible and the consequences, understandably, more severe. Academic dishonesty for one whose presence in graduate school declares he or she has opted for the intellectual life is a serious matter indeed. While cheating in the classroom is covered by regulations emanating from other parts of the University, cheating on qualifying or preliminary examinations is not. Such dishonesty, once proven, will at the very least result in failure of the examination and may mean termination of the student’s enrollment.

**ABUSES of CONFIDENTIALITY:** Abuses of confidentiality by graduate students can take various forms. Students often have access to thesis and grant proposals, data, or unpublished papers of other graduate students or faculty members. Some students use this privileged material in their own research without permission, even though proper attribution may be made. Such an abuse of confidentiality would include the adaptation into one’s own research of a thesis or dissertation proposal or any unpublished work that one has opportunity to read or indeed of adopting ideas first floated, and not yet relinquished, by someone else. Another example of the abuse of confidentiality is that in which the graduate student gains archival or library materials about living or recently living subjects and uses them in his or her research without permission from the library or archive or in some cases from the individual. Any research on live subjects can present similar dilemmas.

In some way confidentiality is one of the forms of integrity which is relatively easy to abuse and relatively difficult to detect. Once again, as with fraud and plagiarism, the example of the graduate student’s mentor and that of the rest of the academic community is the best preventative.

**CONFLICTS of INTEREST:** Conflicts of interest between graduate students and faculty members may arise in a variety of ways. We have already alluded to the problems, which can occur when the research of a
graduate student is inadequately acknowledged by faculty either by failure to footnote properly or to give co-authorship credit. But another set of professional interpersonal relationships must be handled with great care if the integrity of graduate study is to be preserved. As continuing formal education becomes more common and as academics begin to become involved in the world of business, the possibility of a business relationship between student and teacher becomes greater. All of us are familiar with the kind of conflict of interest which may arise through nepotism, that is, when a person serves in an administrative or supervisory relationship to those who are related to him or her by blood or marriage. Most universities have rules, which try to regulate professional relationships in such cases. Many faculty members are reluctant to have their own sons, daughters, or spouses take their courses for credit on the grounds that such students may be perceived by others to have an unfair advantage. A business relationship including a consulting one must evoke the same kind of caution. And a student should be careful about working for a company owned or administered by faculty involved in the student’s degree work.

Similarly, a student should not date an instructor while the student is enrolled in the instructor’s course. And a student should not ask any instructor to serve as his or her thesis or dissertation director (or research committee member) if the student is having or has had either an intimate personal relationship, a family relationship, or a business relationship with that instructor. If such a relationship should develop after a professional one has been established, the student should expect the instructor to remove himself or herself from the professional role. Such a relationship, whether between a graduate student and a faculty member or between a graduate student acting as an associate instructor and an undergraduate, constitutes a potential conflict of interest, especially as perceived by other students and faculty members. Both because of perceptions and because of the possibilities for exploitation, such relationships should be scrupulously avoided.

D10. UNIVERSITY OF FLORIDA GRADE POSTING POLICY

A student's right to privacy is protected by Florida Statute and by the federal Family Educational Rights and Privacy Act of 1974, commonly referred to as the Buckley Amendment. Student academic information is confidential. Any academic record with a student's name or social security number must be protected. Student numbers are considered identifiable -- even when
names are removed. Student grades cannot be posted in a public place by a social security or student identification number.

**Instructors must ensure student confidentiality if posting grades.** There are two possible options:

- Each student can provide a code, known only to the student and the instructor. Grades will be posted using a *scrambled* list of these codes. The last four digits of a student's social security number also may be used, as long as the class roll list is scrambled.

- Each student can provide the instructor with a self-addressed stamped postcard or envelope, including course name and number. The instructor can then print the grade and return the card to the student.

Final grades submitted on time are available on ISIS [www.isis.ufl.edu](http://www.isis.ufl.edu) after 6PM on the Monday following Commencements, and on the Universal Tracking degree audit on the Wednesday following Commencements. Grades are no longer mailed to students automatically.

If you need a printed copy of your grades, there are several options. You may print a copy from ISIS on your personal printer or you may request a transcript from the Office of the University Registrar as follows:

- Stop by the Registrar Information Counter, 222 Criser Hall with a picture ID.
- Send a signed written request to the Office of the University Registrar, P.O. Box 114000, Gainesville, Florida 32611-4000
- Fax a signed request to the Office of the University Registrar, 352-846-1126

If you have forgotten your ISIS PIN, you should visit one of these locations and present your picture ID to have it reset:

- Financial Aid, S107 Criser Hall
- University Financial Services, S108 Criser Hall
- University Registrar, 222 Criser Hall
- Health Center, C3-9 JHMHC
- Reitz Union, Information Counter.

In the event you have not used your PIN, here is some information that might help you. Your initial PIN will be preset to your 4-digit birth month and birthday. For example, February 1 is 0201. In your first session on ISIS or TeleGator, you will be told that your PIN has expired. On both systems,
you will be given an option to choose a 4-digit number. You should choose a number that you will remember easily.

**D11. GRADE POINTS**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS per CREDIT</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Acceptable</td>
</tr>
<tr>
<td>D#</td>
<td>1.0</td>
<td>Not Acceptable*</td>
</tr>
<tr>
<td>E#</td>
<td>0.0</td>
<td>Failure*</td>
</tr>
<tr>
<td>I#, ###</td>
<td>0.0</td>
<td>Incomplete*</td>
</tr>
<tr>
<td>X#</td>
<td>0.0</td>
<td>Absent fm Exam*</td>
</tr>
<tr>
<td>W</td>
<td>0.0</td>
<td>Withdrew</td>
</tr>
<tr>
<td>EW</td>
<td>0.0</td>
<td>Dropped, no penalty</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
<td>Withdrew while Failing</td>
</tr>
<tr>
<td>S ##</td>
<td>0.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U#, ##</td>
<td>0.0</td>
<td>Unsatisfactory*</td>
</tr>
</tbody>
</table>

#Denotes grades that must be changed before a student is permitted to graduate.

## Not computed in GPA

###Grades of I received during the preceding semester should be removed as soon as possible. Grades of I carry no quality points and lower the overall grade-point average. All I grades should be completed before awarding a graduate degree. I grades should not be assigned to S/U-graded courses.

**D12. COMPUTING GRADUATE GRADE POINT AVERAGES**

Your grade point average is determined by computing the ratio of grade points to semester hours attempted. Multiply grade value (the points earned for a given grade—see 8B above for point values) times the number of credit hours. Then divide the number of grade points by the total number of hours attempted.
Sample:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Grade Value</th>
<th>Grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>15</td>
<td>x  4</td>
<td>= 60</td>
</tr>
<tr>
<td>B+</td>
<td>8</td>
<td>x  3.5</td>
<td>= 28</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
<td>x  2</td>
<td>= 14</td>
</tr>
<tr>
<td>F</td>
<td>3</td>
<td>x  0</td>
<td>= 0</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>33</td>
<td></td>
<td><strong>102</strong></td>
</tr>
</tbody>
</table>

Divide grade points by total credit hours: 102 divided by 33 = 3.03 GPA

Grade point averages for graduate students are computed on all courses at the 5000 level or above while classified as a 7, 8, or 9. Students may repeat courses in which they earn failing grades. The grade points from the first and second attempts will be included in the computation of the grade point average, but the student will receive credit for only the second attempt.

Courses receiving grades of S/U are excluded.

Course work taken at the University of Florida and transferred from either baccalaureate status (i.e., those hours in excess of bachelor’s degree requirements approved in advance by the Graduate School) or from a post-baccalaureate status WILL be computed in the grade point average. Course work transferred from another institution is credited to total hours only.

Courses in which students receive grades of “U” do not meet the Graduate Council’s standard of satisfactory performance. Accordingly, such grades must either be changed or a petition must be written setting forth the reasons why the student should be allowed to graduate with the “U” grade on her/his record.

Hours at the 1000-4000 level may NOT count toward residency or toward the total credit hours required for a graduate degree. Exception: two pre-approved 3000-4000 level courses MAY be permitted IF they are relevant to your graduate program and included in your Planned Program, and you received approval from your Graduate Advisor or Doctoral Supervisory Committee, IN ADVANCE of taking the course(s).

**D13. GRADES BELOW "C"**

UF Graduate School policy stipulates that students in graduate-level programs must complete successfully all required coursework PRIOR TO graduation. This means that:
♦ in order to be eligible for graduation, you must have a cumulative grade point average (GPA) of at least 3.00 for all coursework attempted

AND

♦ you must have received a grade of "C" or higher in all courses taken on your approved planned program.

Therefore, if you receive a grade lower than “C” (i.e., a grade of “D”, “E”, or “U”) for a course on your approved planned program, you will not be permitted to graduate even if your cumulative GPA is above the required 3.00 minimum. If you do receive a grade lower than “C” for a course on your approved planned program, you should contact your faculty advisor to determine the appropriate method of rectification.

D14. GRADES OF INCOMPLETE

A student who has failed to complete all of the required work for a particular course during a given academic term may, at the discretion of the course instructor, be assigned a grade of Incomplete ("I") for any course for which regular letter grades (i.e., A,B,C,D, or E) are assigned. The alternative is for the instructor to assign a grade of Failure ("E") for the student for the course. A course instructor can NOT assign a grade of "I" (Incomplete) for any course for which grades of "S/U" (i.e., Satisfactory/ Unsatisfactory) are to be assigned; in this case the instructor must assign a grade of "U." NO course in the department has been approved by the UF Graduate Council for assignment of the grade of "H" (i.e., research work in progress) to students who have not completed required work by the end of the academic term.

If a student receives a grade of Incomplete for a course, S/he has until Friday of the fourth week of regularly scheduled classes during the next academic term in which the student is enrolled for classes to complete the work necessary to remove the grade of Incomplete AND to have a "Change of Grade" form filed with the UF Registrar's office...OR...the student's assigned grade of Incomplete is automatically changed to an assigned grade of Failure ("E"). In sum, if you receive a grade of Incomplete in a course, you have the first four weeks (including partial weeks of classes) of the next semester in which you register for classes to fulfill the course requirements. Please allow sufficient time for the course instructor to review and evaluate the (remaining) work submitted AND to file the "Change of Grade" form with the Registrar's office.

Grades of Incomplete do not generate "grade points"; they are treated the same as grades of Failure. Therefore, receipt of grades of Incomplete may
have significant implications for your academic standing status in the UF Graduate School.

All grades of Incomplete must be changed to other letter grades before you will be eligible for graduation. Graduate School policy stipulates that students may not graduate if grades of Incomplete remain on their records.

**D15. REPEATING COURSES TO IMPROVE YOUR GRADE**

Graduate students may repeat courses in which they earn failing grades. The grade points from the first and second attempts will be included in the computation of the grade point average, but the student will receive credit for only the second attempt.

**D16. S/U GRADED COURSES**

Grades of S and U are the only grades that can be awarded to students registered in courses numbered 6910 (Supervised Research), 6940 (Supervised Teaching), 6971 (Master's Research), 7979 (Advanced Research), and 7980 (Doctoral Research).

Additional courses, such as departmental seminars or colloquia for which S and U grades apply, are noted in departmental course offerings in the [Graduate Catalog](#).

All 1000 and 2000 level courses may be taken S/U but 3000 and 4000 may not.

**D17. DEFINITION of CREDITS**

A semester hour is equivalent to 1.5 quarter hours; .67 of a semester hour is equivalent to 1 quarter hour.

Credits assignable to each course are indicated in the [Graduate Catalog](#). Credits should represent the amount of work the student does; the correlation between credits and contact hours need not be one-to-one.

Graduate credit is awarded for courses numbered 5000 and above. The work in the major field must be in courses numbered 5000 or above. For work outside the major, courses numbered 3000 or above, not to exceed 6 credits, may be taken provided they are part of an approved plan of study.

**D18. TRAVELING SCHOLAR PROGRAM**

A traveling scholar is a Graduate Student who, by mutual agreement of the appropriate academic authorities in both the sponsoring and hosting institutions, receives a waiver of admission requirements and a guarantee of acceptance of earned resident credits by the sponsoring institutions. The
Traveling Scholar Program is designed to provide Graduate Students with the opportunity to enroll in unique courses or engage in activities not provided or available on the University of Florida campus.

A request must be submitted as part of your Planned Program and approved or disapproved by your Faculty Advisor or Doctoral Supervisory Committee AND the Chairperson of the Department of Counselor Education. Proposed programs that merely provide convenient locations for students or duplicate University of Florida courses will not be approved.

It is not intended that a substantial amount of course work be completed at the host institution under the Traveling Scholar Program. Normally the time limit is one term and twelve (12) semester hours. The department or the Supervisory Committee may limit the number of hours that can be transferred under the Traveling Scholar Program.

**D19. SEVEN YEAR RULE FOR MASTERS & EDS CANDIDATES**

The UF Graduate School applies a "SEVEN YEAR RULE" to all students enrolled in MED-only, MED/EDS, MAE/EDS, and EDS-only programs in the department. This rule stipulates that only coursework completed within seven (7) calendar years prior to graduation may be counted as program-applicable; THIS INCLUDES TRANSFER CREDIT. In other words, any coursework taken prior to the seven years immediately preceding graduation cannot be counted toward degree requirements and required credit hours.

**D20. MINIMAL CREDIT REQUIREMENTS**

**Master's Degree**

Unless otherwise specified, all master's students must earn a minimum of 30 credits at the graduate level at the University of Florida, of which no more than 9 semester hours of course work, earned with a grade of A or B, may be transferred from other accredited institutions. Consult the Graduate Catalog for specific total credit requirements for each degree.

**Specialist in Education**

For students with a bachelor's degree only, a minimum of 72 credits beyond the bachelor's degree is required. A student with a master's degree in the same discipline from another accredited institution must earn 36 credits beyond the master's degree.
**Doctoral Degree**
For students with a bachelor's degree only, a minimum of 90 credits beyond the bachelor's degree is required. A student with a master's degree in the same discipline from another accredited institution is credited with 30 semester hours toward the 90 hours required for the Ph.D. or Ed.D., if the degree is less than 7 years old.

**D21. RESIDENCE REQUIREMENTS**

**Master's Degree**
For many master's degrees, no specific residence requirement is stated. Of the total course work for the degree, no more than nine semester credits may be taken elsewhere and all work for the degree must be completed within 7 years from the date of matriculation to the date of graduation. This includes transfer credits.

**Specialist In Education**
The student must have at least one semester beyond the master's degree in residence on the campus in Gainesville. Minimum registration for this term must be 6 credits. If the Specialist degree is sought directly from the bachelor's degree, two semesters of full-time residence are required.

**Doctoral Degree**
Beyond the first 30 credit hours counted toward the doctoral degree, students must complete 30 hours in residence at the University of Florida campus or at an approved branch station of the University of Florida Agricultural Experiment Stations or the Graduate Engineering and Research Center.

**D22. INTERRUPTION of GRADUATE STUDY**

Students who will not be registered at the University of Florida for a period of more than one semester must request written permission from the Chairperson of the Counselor Education Department for a leave of absence for a designated period of time.

If a student is absent from UF registration for only one term, he or she need only contact the Registrar's Office to be assigned an appointment date for registration for the next semester.

If a student does not register for 2 or more consecutive terms, then he or she must fill out a Readmissions Application form (blue, two-sided), available in S222 Criser, to be placed into the system again.
If a student does not register for 7 or more years, then he or she must **reapply** using the Admissions form for consideration by the prospective department. The department will need to petition credits to be counted that are more than 7 years old.

**Students should keep in mind that the master's and specialist's degrees must be awarded within 7 years from the date of their matriculation** as a graduate student. Credits for classes taken more than 7 years before students' semester of graduation will not be counted toward their degree requirements.

**A doctoral student must graduate five years after the oral qualifying examination** or he or she must re-qualify and submit a new Admission to Candidacy form to 288 Grinter Hall for processing.

Students wishing to return within the established time limitations should contact the Department of Counselor Education’s Graduate Coordinator to initiate reentry procedures. Non-thesis students should register for course work that will count toward the degree requirements.

Students returning to campus for the final term to defend their research work (i.e., thesis or dissertation) should register for 6971 or 7980. If this is to be handled by mail-in registration, contact the Registrar's office at (352) 392-1374, ext. 2-7237, for further information.

**D23. UF HUMAN SUBJECTS COMMITTEE:**

The **INSTITUTIONAL REVIEW BOARD (IRB)**

All research involving humans (i.e., other than "literature reviews") conducted by students in the department for fulfillment of academic requirements is subject to the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA; aka the "Buckley Amendment"). Note that "research involving humans" includes research that involves using records of information about humans (e.g., agency or school records or personnel files). Within the Department of Counselor Education, this relates to research conducted as part of SDS or MHS 6905, Individual Work; MHS 6910, Supervised Research; and MHS 7980, Research for Doctoral Dissertation; and for any other research project conducted which involves the department's resources and/or personnel.

The University of Florida has established the "UF Institutional (research) Review Board" (IRB) to monitor student and faculty research activities to ensure that they comply with the requirements of the FERPA, and related legal standards and to insure that individual human rights will be protected within the conduct of research activities. This committee is commonly
referred to as the "Human Subjects Committee. Therefore, all research to be conducted by students for fulfillment of academic requirements or professional purposes must be approved by the "Human Subjects Committee" before the research is begun.

The "application for review" form used by the "Human Subjects Committee" is available in the department administrative office. If you plan to conduct research for fulfillment of an academic requirement, you must complete the application materials and submit them as soon as possible after you have developed the proposal materials for your intended research activity. The "Human Subjects Committee" will review your research proposal at the earliest convenience and notify you in writing of their evaluation. Either your research proposal will be approved as presented or you will be informed of changes necessary for approval. In the latter event, your proposal should be modified as per the required changes and resubmitted for approval by the "Human Subjects Committee."

YOU MUST HAVE APPROVAL OF THE "HUMAN SUBJECTS COMMITTEE" PRIOR TO THE INITIATION OF YOUR RESEARCH ACTIVITY. UF GRADUATE SCHOOL POLICY STIPULATES THAT FAILURE TO SECURE IRB ("HUMAN SUBJECTS COMMITTEE") APPROVAL, OR INITIATION OF A RESEARCH ACTIVITY PRIOR TO RECEIPT OF "HUMAN SUBJECTS COMMITTEE" APPROVAL, IS JUSTIFICATION FOR DISMISSAL FROM PROGRAMS IN THE UNIVERSITY.

The University of Florida Provost's Office issued the following policy statement in the Summer of 1996. Please read it carefully:
A long-standing University Policy is that all research projects conducted under direction of any employee or agent of this institution involving human participants require approval from the University of Florida Institutional Review Board (IRB). This is a legal requirement for all institutions that receive Federal funding, mandated by the National Research Act, Public Law 93-348. The requirement includes research conducted by students for class projects, thesis research, and dissertation research. It also applies to faculty research, regardless of the source of funding.

Recently the University has increased its level of commitment to monitoring and enforcing this requirement. One aspect of this greater commitment is that the Department Chair must sign the protocol cover sheet that is
submitted for IRB review and approval. This signature must be obtained in addition to the signature of the graduate student and the advisor or principal investigator.

According to the most recent IRB Principal Investigator’s Manual, March 1996, all research or training projects that involve contact with human participants or data collected from human participants require some level of IRB review. (There are three levels: Full IRB Review, Expedited Review, and Projects Reviewed Only by the IRB Chair and determined to be exempt). This includes studies that involve analyses of existing data bases, document analysis, and survey studies.

It is the Department Chair’s responsibility to inform faculty of this requirement and monitor compliance. As our students plan their research studies and prepare their proposals, it is the faculty advisor’s responsibility to inform them of this requirement, advise them in obtaining the necessary approval, and supervise their research according to the approved protocol. IRB review and approval should be obtained prior to collection of any data, and a copy of the IRB approval letter should be included with the dissertation/thesis proposal that is filed with the College Graduate Studies Office.

Every Department Office has multiple copies of the new IRB one-page protocol form and instructions as well as a copy of the Principal Investigator’s Manual. These materials are also available from the Office of Professional Development and Communications (150 NRN) and the Office of Graduate Studies (146 NRN). An additional, required form for approval for data collection in Alachua County Public Schools is available in the 150 NRN.

Please contact The UF Provost's Office if you have questions regarding this University regulation or for assistance with the protocol for IRB review. With your cooperation, I am confident that we can maintain our record of conducting well-planned research according to the highest standards of ethical, scientific conduct.

**D24. TUITION FEE SCHEDULE: 2001-2002 Academic Year**

Fees for tuition are based on the level of the course taken and not on the classification of the student. Fees listed are based on cost per credit hour.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Florida</th>
<th>Non-Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>0000-4999, Undergraduate Courses</td>
<td>$82.99</td>
<td>$345.92</td>
</tr>
<tr>
<td>5000 and above, Graduate Courses</td>
<td>$165.20</td>
<td>$572.36</td>
</tr>
</tbody>
</table>
D25. POSSIBLE SOURCES OF FINANCIAL SUPPORT

For types of Financial Aid, see the Graduate Appointment Office at 29 Tigert Hall or call (352) 392-1251. Qualified Graduate Students in every department are eligible for a number of fellowships, traineeships, assistantships, and other awards. Unless otherwise specified, all applications for financial support should be made to the chair of the appropriate department on or before February 15 of each year. The following text lists the major sources of financial aid to Graduate Students.

**Fellowships and Scholarships**

**Alumni Graduate Fellowship**

These fellowships, funded at nationally competitive levels, represent the highest graduate student award available at the University. They are awarded at the beginning study, provide a full four years of support for qualifying students, and may be renewed up to a total of 3-4 years on the condition of satisfactory academic progress. Most fellows will receive a minimum of two years of fully funded fellowships, and another two years of research or teaching assistantships. All fellows must meet minimum enrollment requirements consistent with the expectation that the student will be enrolled as a full-time student. The University expects Alumni Fellows to demonstrate high standards of academic achievement and to participate in university life. Successful applicants must have outstanding undergraduate preparation, a strong commitment to their field of study, and demonstrated potential in research and creative activities.

**Named Presidential Fellowship**

The Graduate School awards fellowships named for former University of Florida presidents. They represent a four-year commitment to the student, assuming satisfactory progress toward the degree. The first and fourth years are funded by the Graduate School. The second and third years are funded by the student's department or college as either an assistantship or a fellowship at the same stipend level as the Graduate School funding. The fellowships are limited to U.S. citizens or permanent residents who are pursuing a terminal degree (i.e., Ph.D., Ed.D., or M.F.A.). The program is intended primarily to attract outstanding students from across the nation. Applications for students from traditionally underrepresented groups are encouraged.
Grinter Fellowship

Grinter Fellowships are named in honor of Dr. Linton E. Grinter, Dean of the Graduate School from 1952 to 1969. The intent of this fellowship is to facilitate recruitment of truly exceptional Graduate Students. Currently enrolled Graduate Students are not eligible, except in the particular case in which they are entering a Ph.D. (or other terminal degree) program. Stipends are normally in the $2,000 to $4,000 range. Continuation of the Grinter beyond the first year is contingent upon satisfactory student progress.

Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship

Through the U.S. Department of Education's Center for International Education, Graduate Students who are American citizens can apply for one of approximately 87 awards. The Doctoral Dissertation Research Abroad Fellowship Program provides opportunities for Graduate Students to engage in full-time dissertation research abroad in modern foreign languages and area studies. Applications are available for the next academic year in September, with a November deadline for transmittal. The project period may be from 6 to 12 months. The estimated average award is $24,000. For application information contact Karla Ver Bryck Block, U.S. Department of Education, 600 Independence Ave., SW, Suite 600, Washington DC 20202-5331, telephone (202) 401-9774 or, locally, the Office of Program Information, 256 Grinter Hall.

Title VI-Foreign Language and Area Studies Fellowship

Title VI fellowships are available to Graduate Students whose academic programs are either Latin America or Africa oriented. For further information, please contact the Director of either the Center for Latin American Studies (319 Grinter Hall) or the Center for African Studies (427 Grinter Hall), University of Florida.

Minority Support

The Board of Regents (BOR) Summer Program for African-American Graduate Students, the FAMU Feeder Program, the Minority Fellowship Program, the Florida Education Fund (which awards the McKnight Doctoral Fellowships), and the Santa Fe Community College/University of Florida Black Faculty Development all offer support. For information, contact the Office of Graduate Minority Programs, P.O. Box 115500 (235 Grinter Hall) Gainesville, FL 32611-5500, telephone (352) 392-6444), http://rgp.ufl.edu/ogmp.
Other Fellowships and Traineeships

Some departments or colleges also have fellowships or traineeships available to students. A pre-doctoral fellowship is an award to support the student full time in their studies. A pre-doctoral fellow cannot be required to perform job duties for the monies received. Recipients of these fellowships or traineeships must be registered for an appropriate number of hours (see Minimum Full-time Registration Requirements) each term of the appointment.

For Answers to Questions by Current Fellowship Recipients

For answers to questions of current fellowship recipients, contact the Office of Graduate Studies and Research, 129 Norman Hall, phone number 392-2315, ext. 292.

Graduate Assistantships

Graduate assistantships are available through academic departments as well as some administrative offices at the University. Appointments may be half-time, third-time, or quarter-time at a minimum rate of $8.75 per hour (stipends vary depending on the department or administrative unit). Students holding a full fellowship may also hold up to a .25-FTE assistantship, provided that the assistantship is directly related to their academic program and does not deviate from the terms of the fellowship. The student must be in good academic standing, maintain at least a 3.0 GPA, and enroll for a minimum of 12 hours per semester. Any exceptions must be approved by the Graduate School.

Graduate Assistant Appointments

The intent of employment under any of the following five titles, appointed on Form GS705, is the assignment of either teaching or research duties in the student's academic department. All appointees must meet the requirements of the Graduate School by being fully admitted to a graduate degree program with a classification of 7, 8, or 9, have at least a 3.0 GPA, and be under the supervision of a Graduate Faculty member. Additional qualifications are listed with each title. Employees under any one of these five titles are represented by the Graduate Assistants United, United Faculty of Florida Union.
Graduate Assistant

A student must be classified as a degree-seeking graduate student. If they assist in a teaching and/or research functions, they may not have primary responsibility for that teaching and/or research.

Graduate Research Assistant

Available for those students who have a master's degree or who have completed 30 hours at UF toward a master's degree. These students may hold an appointment with an FTE up to full time. These students must be classified as degree-seeking Graduate Students who perform research duties.

Graduate Teaching Assistant

Available for those students who have a master's degree or who have completed 30 hours at UF toward a master's degree. These students may hold an appointment with an FTE up to full time. These students must be classified as degree-seeking Graduate Students who perform teaching duties.

Graduate Research Associate

Available for those students who have passed the Ph.D. qualifying examination. Appointment does not carry tenure and is temporary in nature, either because of the character of the project or because upon completion of requirements for a doctorate, the appointee will leave the University. These students may hold an appointment with an FTE up to full time. These students must be classified as degree-seeking Graduate Students who perform research duties.

Graduate Teaching Associate

Available for those students who have passed the Ph.D. qualifying examination. Appointment does not carry tenure and is temporary in nature, either because of the character of the project or because upon completion of requirements for a doctorate, the appointee will leave the University. These students may hold an appointment with an FTE up to full time. These students must be classified as degree-seeking Graduate Students who perform teaching duties.

General Employment Regulations

It is the personal responsibility of Graduate Students to become informed and to observe all regulations and procedures required by the program and the Graduate School for their employment. Ignorance of a rule does not
constitute a basis for waiving that rule. The rules and regulations are stated in the Graduate Catalog.

Appointment of Graduate Students on a full-time basis is discouraged.

**Graduate Assistantship Application Process**

There are two continuing graduate administrative assistantship positions in the department: the Recruitment Coordinator and the Practicum/Internship Coordinator. These appointments are made by the department Chairperson and require a two-year commitment.

There are **graduate teaching assistantship** positions available in the department each semester; the number varies according to enrollment demands and budget constraints. These positions typically involve teaching undergraduate classes and/or assisting one or more faculty members with specific graduate teaching activities. Appointments to these positions are made by the department Chairperson, based upon recommendations from other faculty members.

There are **graduate research assistantship** positions available on occasion in the department when research grants are funded. These positions typically involve assisting one or more faculty members with specific research-related activities. Appointments to these positions are made by the department Chairperson, based upon recommendations from other faculty members.

Although the number of graduate assistantships available in the department is limited, historically, approximately fifty percent or more of the students enrolled in programs in the department have held graduate assistantship positions in other departments in the university. Although the department does NOT maintain a systematic operation for placement of students in graduate assistantship positions outside the department, the department does have an excellent reputation as a source for "good" graduate assistants.

**Students currently enrolled in programs in the department and currently holding graduate assistantship positions have been the primary sources of information for other students about forthcoming vacancies in graduate assistantship positions.** This "student grapevine" has proven to be an excellent resource for students seeking assistantships. Therefore, if you desire a graduate assistantship position, talk to other students in the department about your interest. In addition, check the Bulletin Boards (1313-B Norman) for announcements of available graduate assistantship positions.
Finally, inform the department Chairperson in writing that you are seeking such a position. Your request should include your full name, current mailing address, E-MAIL address, current telephone number(s), the program in which you are enrolled, the degree(s) you are seeking, and a brief summary of your academic and work experiences. If the department Chairperson becomes aware of a graduate assistantship position for which you are well-suited, you will be contacted.

**Education Loans**

Long- or short-term loans are available to Graduate Students from a number of sources. Interested applicants should contact the Office for Student Financial Affairs, S103 Criser Hall (392-1275) or utilize their web site, www.floridamba.ufl.edu/finaid for additional information. To fill out the “Free Application for Federal Student Aid” on-line, the web site address is www.fafsa.ed.gov.

**D26. TUITION (MATRICULATION FEE) WAIVERS**

The University of Florida Graduate School has limited funds available for in-state and out-of-state tuition (known formally as "matriculation fee") waivers. They are only available to students holding between 25 and 75%-time graduate assistantships or fellowships awarded through the UF Graduate School. THE DEADLINE FOR APPLICATION FOR A TUITION (MATRICULATION FEES) WAIVER IS NOON ON THE LAST DAY OF THE REGULAR (i.e., not late) DROP/ADD PERIOD IN EACH ACADEMIC TERM. Be aware that there are NO EXCEPTIONS to this deadline! The dates for the regular drop/add period in each academic term are listed in the Graduate Catalog or are available from the Registrar's Office.

**In order to be eligible for a tuition/matriculation fee waiver:**

- You must hold a graduate assistantship of between one quarter and three-fourths time.

- Your graduate assistantship appointment must be for (i.e., be inclusive of) the full academic term for which the waiver is sought.

- You must apply EACH academic term for which a waiver is sought.

- You must have photocopies of your Notice of Appointment (i.e., U.F. Form 255) AND Letter of Appointment that indicate specifically the proportion of appointment, inclusive dates of appointment, and rate of pay. This documentation is available from the university unit awarding
the graduate assistantship or fellowship, NOT from the Department of Counselor Education (unless your assistantship is through this dept.).

- You must adhere to university minimum registration guidelines. [For minimum registration requirements, see section 17M below.

To apply for a tuition/matriculation fee waiver, deliver CLEAR PHOTOCOPIES of your Notice of Appointment (UF Form 255) and Letter of Appointment to the Graduate School by no later than NOON on the last day of the regular drop/add period in each academic term. Get copies of your Letter of Appointment and Notice of Appointment from the academic or personnel unit awarding your graduate assistantship (or fellowship).

Do NOT submit an original of the form or letter. The photocopies submitted will be attached to your application for a tuition waiver and will not be returned. You must apply and submit the photocopies for EACH academic term for which you seek a tuition waiver.

Funds for tuition waivers for students holding graduate assistantships (or fellowships) are allocated to the University through the UF Graduate School in two categories: in-state matriculation fee waivers and out-of-state matriculation fee waivers. All students holding graduate assistantships or fellowships are eligible for a portion of the in-state allocation. However, only students classified as non-Florida residents are eligible for a portion of the out-of-state allocation. Funds are NOT transferable between these two allocation categories.

There are two categories of per-credit-hour fee(s) assessed to students. The first is the actual state determined per-credit-hour matriculation fee and the second is a local university determined fee (such as health service and student activity fees). Only state-determined fees are subject to tuition waivers.

Students who receive tuition waivers must pay the University's per-credit-hour fee by the stipulated fee payment deadlines; failure to pay will result in the assessment of a LATE fee and cancellation of tuition waiver(s)!

**Remember:** if you (a) change (e.g., add or drop a course or withdraw from a course during the academic term) the number of credit hours for which you are registered after the regular drop/add period or (b) change the term of your appointment such that it does not encompass the entire academic term, your tuition waiver(s) will be voided -- entirely!
D27. POLICY ISSUES & PROCEDURES REGARDING PETITIONS

Petitions will be approved only for mitigating circumstances that are proven to have been beyond the student's control. Such petitions must be initiated by the department and must be approved by the student's Supervisory Committee Chair Person, the department Graduate Coordinator, or the department Chairperson. In cases involving assistantships/fellowships, the signature of the Dean of the College of Education is also required. The petition should be on departmental letterhead (addressed to Linda Vivian, Assistant Director of the Graduate School, P.O. Box 115500) and cite the policy and justify the exception being requested. (NOTE: If approved, the policy waivers cannot be processed until the Letter of Appointment have been entered electronically. Confirm before sending petition.)

- Should a student fall below a 3.0 GPA (for one semester) a petition may be submitted to Linda Vivian, Assistant Director of the Graduate School. Please include student's Social Security Number (John Smith may actually be Eric John Smith), cite circumstances, policy to be waived and include a request for the tuition waiver. It MUST be endorsed by the graduate dean (state funds) or PI (grant).

- To cover tuition for excess hours, a petition may be submitted to Linda Vivian, Assistant Director of the Graduate School, P.O. 115500. Please include student's Social Security Number (John Smith may actually be Eric John Smith), cite the number of credits to be included in the tuition waiver. It MUST be endorsed by the graduate dean (state funds) or PI (grant).

- Should a student fall below the registration requirement because of the need to drop a class, a petition on department letterhead may be submitted to the Graduate School citing any mitigating circumstances. It MUST be endorsed by the department chair and dean, requesting continuation of the appointment and tuition waiver for the remaining courses. Petitions are considered on a case-by-case basis. However, graduate students on appointment who drop a class will be assessed the registration fee for that class and will jeopardize their appointment status. State funds allocated to colleges designated for tuition waivers may not be used to pay for courses that are later dropped. (NOTE: Unless a petition has been approved, the student will not be permitted to drop the course(s) and fall below the required registration level.)

- If a student withdraws completely, then the appointment must be terminated. Although the stipend earned to that point does not have to be
repaid, the student will become financially liable for the registration fees of those courses previously covered by a tuition waiver.

- Graduate Students may petition for a fee refund by completing a Senate Petition packet available from the Registrar's Office. It is submitted to the Graduate Dean's office (or designated representative) as the Interviewing Officer for graduate students. The completed petitions packet is sent to the petitions committee in the Registrar's Office for their consideration after the interview. (This process is the same for any graduate student seeking a fee refund for dropped courses.)

- If you have any questions, please contact Linda Vivian (lvivian@ufl.edu or 392-6622) at the Graduate School or Lynda Wright in Academic Personnel at (lwright@ufl.edu or 392-1251).

D28. Major Functions and Responsibilities of the Graduate School

The UF Graduate School exercises general supervision over graduate programs within the University including the establishment of minimum standards of admission and performance, the recommendation of candidates for graduate degrees to the President, and the encouragement and support of graduate study and research where these functions are not otherwise assigned. Detailed applications of general policies announced in the Graduate Catalog shall have the approval of the Graduate Council. The responsibility for the operation of graduate programs is vested in the individual colleges, divisions, departments, and institutes.

D29. Major Functions and Responsibilities of Graduate Coordinators

- To assume primary responsibility within their major department to insure that graduate programs conform to existing policy.
- To approve planned programs of study after students have been counseled by their Supervisory Committee, or other such advisers as the department shall designate.
- To assume the major responsibility for communicating Graduate School regulations and policies to both the students and the faculty within the department.
- To advise the Graduate School about matters of concern to the department and the students and to suggest modifications in Graduate School procedures as needed.
- To inform the Graduate School when a new graduate coordinator is appointed.
SECTION E. - COUNSELOR EDUCATION FACULTY and STAFF

E1. COUNSELOR EDUCATION FACULTY

The following persons, listed alphabetically by surname, hold full-time faculty appointments in the University of Florida’s College of Education and the Department of Counselor Education. Each person's initial year of affiliation with the department is listed in parentheses after her/his name along with faculty rank, name of university awarding the doctorate, and year doctorate was received.

Ellen S. Amatea (1974), Professor
Ph.D., Florida State University, 1972

James A. Archer (1981), Professor, Practicum & Internship Coordinator
Ph.D., Michigan State University, 1971

Mary Ann Clark (2000), Assistant Professor
Ph.D., University of Florida, 1998

M. Harry Daniels (1996), Professor and Chairperson
Ph.D., University of Iowa, 1978

Silvia Echevarria-Doan (1993), Associate Professor
Ph.D., Purdue University, 1994

Mary Fukuyama (2000), Clinical Professor
Ph.D., Washington State University

Wayne D. Griffin (2000), Clinical Assistant Professor
Ph.D., University of Florida, 1998

Carlos Hernandez (2001), Assistant Professor
Ph.D., University of Florida, 1995

Larry C. Loesch (1973), Professor
Ph.D., Kent State University, 1973

Robert D. Myrick (1967), Professor
Ph.D., Arizona State University, 1967

Woodrow M. Parker (1977), Professor
Ph.D., University of Florida, 1975

James H. Pitts (1979), Associate Professor
Ph.D., University of Northern Colorado, 1969

Peter A. D. Sherrard (1986), Associate Professor, Graduate Coordinator
Ed.D., University of Massachusetts, 1973
E2. FACULTY BIOGRAPHIES

ELLEN S. AMATEA is a licensed marriage and family therapist and a licensed psychologist as well as a Professor in the Department of Counselor Education. As a clinical member and approved supervisor of the American Association for Marriage and Family Therapy, she has been involved in developing a marital and family therapy training program within the department of Counselor Education. In addition, she has served as Director of the University of Florida Family Guidance Clinic, a training clinic housed in the College of Education in which advanced graduate students in counselor education who are specializing in learning marriage and family therapy offer free marital and family therapy services to individuals in the community under the supervision of licensed faculty. Dr. Amatea has presented papers and published numerous articles and books on the application of family systems and concepts and techniques in the school setting and on the interfacing of larger social systems in delivering mental health treatment services to clients. In addition, she has conducted research on men's and women's work and family role stress, has authored several articles aimed at enhancing intimate relationships, and is currently authoring an undergraduate textbook on this topic. Dr. Amatea joined the faculty at the University of Florida in September, 1974. She received her B.S. in psychology from Colorado State University and her M.S. and Ph. D. in Guidance and Counseling from Florida State University.

JAMES ARCHER, JR., is a professor in the Counselor Education Department and in the Counseling Psychology program. He is a licensed Psychologist, has a Diplomate in Counseling Psychology from the American Board of Professional Psychology, is a fellow in Division 17 of the American Psychological Association, and is past President of AUCCCD (Association of University and College Counseling Center Director), IACS (International Association of Counseling Services), and the Delaware Psychological Association. He has written two books, co-authored two, and has published a number of chapters, and articles in referred journals. He also has served on the editorial boards of the Journal of College Student Development, and The Journal for Specialists in Group Work. His most recent book published in 1998 by Jossy-Bass is Counseling and Mental Health Services on Campus: A Handbook of Contemporary Practices and Challenges. He is currently on the
editorial Board of the Journal of Counseling and Development. His current research interests include college student mental health, brief therapy, counseling and spirituality, and pro-social behavior development in college students. He is currently editing a book of case studies of brief therapy with young adults.

MARY ANN CLARK is an Assistant Professor in the Department of Counselor Education. Prior to coming to the University of Florida, she was a member of the faculty at Old Dominion University in Norfolk, Virginia, where she taught in the Developmental Guidance and Counseling program. Dr. Clark has over twenty-five years of professional experience as a School Counselor and School Administrator. Her research interests are in the following areas: career development, counseling adolescents, counseling American students in international settings, developmental guidance & counseling, and school/family consultation.

M. HARRY DANIELS is Chairperson in the Department of Counselor Education. Dr. Daniels is a 1978 graduate of the Counselor Education Program at the University of Iowa. Before beginning his doctoral studies, he worked in the public schools both as a social studies teacher and school counselor. Dr. Daniels has been actively involved in the training and supervision of school and mental health counselors, school psychologists, and marriage and family counselors. He is a clinical member and Approved Supervisor of the American Association for Marriage and Family Therapy as well as several divisions of the American Counseling Association. As a member of ACA, Dr. Daniels' service activities have included terms as the Editor of Counseling and Values, Associate Editor of Counselor Education and Supervision, and as a member of the editorial boards of Counselor Education and Supervision and Counseling Values. His current research involves mapping change in the patterns of interpersonal communication within families and other social units. This research entails the development and application of new research methods, ones that will provide a way for counselors to use conceptual metaphor and other forms of imaginative language to describe how and what individuals understand about their relationships and how they choose to communicate that understanding.

SILVIA ECHEVARRIA-DOAN, Associate Professor, joined the department in 1993 to teach in the Marriage and Family Therapy program. She is a graduate of Purdue University with a Ph.D. in Child Development and Family Studies, specializing in Marriage and Family Therapy. Besides teaching introductory and advanced family therapy courses, Dr. Doan also teaches in the
area of family violence. She received a Teaching Incentive Program (TIP) Award in 1998 for her excellence and productivity in teaching and was awarded the Florida Association for Marriage and Family Therapy Andres Nazario Jr. Cultural Diversity Award in 2001. Dr. Doan's research and writing interests include resource-based and competence-based family therapy approaches, family resilience, relationship violence, multicultural issues in family therapy, and qualitative research methodology. Dr. Doan has presented at statewide, national, and international conferences on these topics. She supervises practicum and internship students and also provides live supervision to students in the couple and family clinic, which she coordinates as part of one of her courses. Dr. Doan is a Clinical Member and Approved Supervisor of the American Association for Marriage and Family Therapy and is a member of the American Family Therapy Academy. She has been licensed in Florida as a Clinical Social Worker since 1982 and is completing requirements for dual licensure as a Marriage and Family Therapist. She holds certification through the Academy of Certified Social Worker. She holds certification through the Academy of Certified Social Workers (ACSW) and is a Diplomate in Clinical Social Work through the National Association of Social Workers. Dr. Doan is also a member of the editorial board of the Journal of Couple and Relationship Therapy.

WAYNE D. GRIFFIN is a clinical assistant professor in the Department of Counselor Education and the Associate Director of the Counselor Education Department. At the Counseling Center, Wayne provides direct clinical service through individual couples, and group therapy, supervision of graduate students in practicum or specialist internship, and fulfills several administrative functions. Additionally, he provides supervision and training for the Division of Housing's crisis intervention personnel. He teaches a graduate course in Counselor Education in trauma theory and crisis intervention and the newly implemented undergraduate Florida First course. He has also taught undergraduate courses in counseling skills, career decision-making and stress and anxiety management. Wayne serves on the university Trauma Response Team and coordinates the counseling component of the university's disaster management program. He has provided consultation in development and training for several universities in models for institutional crisis intervention. Wayne has publications in several journals and newsletter on topics related to crisis intervention, coordination of services during disaster, and crisis services in the higher education setting. His research interests are in the area of compassion fatigue, impact of trauma on students, and organizational approaches to intervention services. He is a member of ACA and active in
Commission VII of ACPA where he has served on its Directorate for three years.

**CARLOS HERNANDEZ** is a Clinical Assistant Professor at the University of Florida’s Counseling Center. He previously worked for 10 years at the Career Resource Center at the University. He received his doctorate and specialist degrees in Mental Health Counseling, specializing in mental health and multicultural counseling from the Department of Counselor Education at the University of Florida. His areas of interest include multiculturalism, vocational and sexual orientation. He provides individual and group counseling to students with a variety of clinical, vocational and interpersonal issues and concerns. He provides clinical supervision to graduate students as well. He has guest lectured for numerous graduate counseling courses and has presented at national conferences. He co-created and co-taught the first ever, graduate course in the Counselor Education department entitled, “Counseling the Lesbian, Gay, Bisexual and Transgendered Client”. He is the faculty advisor to the Hispanic Student Association and co-advisor to the PRIDE Student Union.

**LARRY C. LOESCH** is a Professor in the Department of Counselor Education. He joined the faculty after receiving his Ph.D. from Kent State University in 1973. His teaching interests include research, measurement and evaluation, and supervision of students’ research and counseling. He has 50 doctoral graduates. Dr. Loesch has over 95 professional publications and 75 professional program presentations. He served as editor of *Measurement and Evaluation in Guidance* and on the editorial board of *Counselor Education and Supervision*. Dr. Loesch’s professional organization presidencies include both the Florida and National Associations for Measurement and Evaluation in Guidance, Florida Counseling Association, Chi Sigma Iota (Counseling Academic and Professional Honor Society International), and Southern Association for Counselor Education and Supervision. He served as a board member for the Council for the Accreditation of Counseling and Related Educational Programs and has been an evaluation consultant for the National Board for Certified Counselors since 1980. He was a co-recipient of the American Counseling Association’s 1983 Research Award and of its 1992 Arthur A. Hitchcock Distinguished Professional Service Award. He was selected as a 1997 charter member of Chi Sigma Iota’s Academy of Leaders and received the 1998 Chi Sigma Iota Sweeney Professional Leadership Award. He received a 1995 Teaching Incentive Program (TIP) and a 1998 Professorial Excellence Award from the University of Florida. Dr. Loesch was awarded a Fulbright Scholarship to lecture at Comenius University in Bratislava, Slovakia during the Spring, 2001 semester.
ROBERT D. MYRICK is a Professor in the Counselor Education Department; he joined the College of Education faculty in 1967, after graduating from Arizona State University. His books (18), monographs and book chapters (19), journal articles and publications (86), educational films (6), and professional workshops emphasize ideas and skills for teachers, counselors, and peer facilitators. He has given state, national and international workshops and keynote speeches in 42 states and 6 Canadian provinces. Dr. Myrick is the former editor of the Elementary School Guidance and Counseling Journal and has served as an officer, including president, of several professional organizations. He is a former president of the Florida Peer Helper Association. He was the author of the new role and function statement for school counselors which was adopted by the American School Counselor Association (ASCA) as its official position. He has chaired the ASCA Publications Committee, which oversees the association's two journals and a newsletter, editors and editorial boards, and single publications (books and monographs). His teaching interests include counseling children, counseling adolescents, play therapy and counseling, peer facilitator and helper training and teacher-advisor programs.

WOODROW M. PARKER is a professor of Education in the Department of Counselor Education where he teaches, conducts research, and provides a variety of professional services. His professional services are on diversity training and on group counseling and therapy. Dr. Parker earned the Teaching Incentive Program (TIP) Award for excellence in teaching in 1996. He also was selected to receive one of the salary enhancements to recognize outstanding service by senior professors in 2001. His teaching and research have resulted in more than 42 refereed publications and four books. His most recent books are Multicultural Relations on Campus: A Personal Growth Approach (1991), a guide for improving interaction and communication among students and faculty on culturally diverse college campuses, Consciousness – Raising: A Primer for Multicultural Counseling, Second Edition (1998), and Images of Me: A Guide to group work with African American Women. His most recent publication, "Altering White Racial Identity and Interracial Comfort through Multicultural Training", is an outgrowth of his teaching. The major purpose of his services for school systems, business and industry, college and universities and for community agencies is to help teachers and staff members develop an awareness and to acquire skills and strategies for understanding themselves and people from cultures other than their own. His current focus is the actualization of multicultural competencies in teaching research and service. His work in racial/cultural relations is driven by his belief that "we can do better together."
Dr. Parker’s teaching areas are group counseling and multicultural counseling. He also supervises practicum and internship students each semester.

**JAMES H. PITTS**, Associate Professor, joined the faculty in 1979. He received his Ph.D. degree from the University of Northern Colorado in 1969. Prior to joining the Counselor Education Department, Dr. Pitts was on the faculty in the Behavioral Studies Department in the now-defunct University College at the University of Florida. He teaches conflict resolution/mediation, consultation, and a course in counseling skills for non-counseling majors. Dr. Pitts has published articles in a variety of areas including student affairs, practice and organization of practicum and internship programs in counselor education, and serves as an Associate Editor for *The College Student Affairs Journal*. He is active as a site visitor and team chair for the Council for Accreditation of Counseling and Related Educational Programs (CACREP), involved in a number of state, regional and national organizations, and has held elected positions at the state and national levels.

**PETER A. D. SHERRARD**, Associate Professor of Counselor Education and Graduate Coordinator, joined the faculty in 1986 to teach in the Marriage and Family Therapy and Mental Health Counseling program areas. He has fifteen years of experience as a Counseling Psychologist in university counseling centers (including six years as Director of the Kansas State University Counseling Center and five years as Director of Training of the APA accredited psychology internship program at Southern Illinois University-Carbondale) and over twenty years experience as a Marital and Family Therapist, Organizational Development Consultant, and Sports Psychologist in independent community practice. He is licensed in Florida as a Marriage and Family Therapist and as a Mental Health Counselor and is currently serving as Chairperson of the Florida Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling. He earned his Ed.D. in 1973 from the University of Massachusetts – Amherst and completed his marriage and family training at the Menninger Clinic in Topeka, Kansas, in 1980. He is an American Association for Marriage and Family Therapy Clinical Member and Approved Supervisor, holds the Diplomate in Counseling Psychology from the American Board of Professional Psychology, and is a National Certified Counselor. Dr. Sherrard was Associate Editor of the *Journal of Mental Health Counseling* from 1987-1993 and won the Researcher of the Year Award given by the American Mental Health Counselors Association in 1992. He was President of the American Association of State Counseling Boards (1999-2002) and a member of the Board of Directors of the Federation of Associations of Regulatory Boards. He has consulted and led workshops with school districts and community organizations
throughout Florida. His current research and writing interests include conflict resolution, professional ethics, and professional regulation.

SONDRA LORI SMITH, Assistant Professor, joined the department in 1999 to teach in the Mental Health Counseling program. She is a graduate of The University of North Carolina at Greensboro with a Ph.D. in Counselor Education and an emphasis on counseling children and families. Research and writing interests include female delinquency, mental health counseling in schools, and pedagogy in counselor education. She has presented statewide, regionally, and nationally and has several manuscripts in progress on these topics. Her background of experience includes teaching and counseling in special education, group home, agency, and private practice settings. Dr. Smith supervises practicum and internship students in the school and mental health counseling programs and teaches diagnosis and treatment of mental disorders and play counseling. Currently, she is advisor to the Beta chapter of Chi Sigma Iota. Her service to the counseling profession includes active membership in the American Counseling Association, Association of Counselor Education and Supervision, Association for Assessment in Counseling, and Chi Sigma Iota International.

JOE WITTMER is a Distinguished Service Professor in the Department of Counselor Education. He is nationally and internationally recognized as a service provider in the areas of mental health and counseling, in-service teacher training, multicultural communication, and interpersonal communication skills training with various groups. Dr. Wittmer is recognized as a leader in the counseling field. His national professional association has awarded him both the Distinguished Service Award and the National Professional Leadership Award for his work in counselor credentialing. He has written more than 75 refereed journal articles and has authored or co-authored thirteen books. His teaching interests include introduction to counseling, theories of counseling and ethical and legal issues in the counseling profession. Dr. Wittmer has 69 doctoral graduates.

E3. OFFICE STAFF AND ADMINISTRATIVE ASSISTANTS

The following persons serve as the office secretarial staff for the department of Counselor Education:
Ms. Patricia Bruner, Program Assistant
Ms. Candayce Spires, Senior Secretary

Two graduate students in the department hold graduate administrative assistantships and assist with the administration of various department matters. Current administrative assistants are:

Ms. Kitty Fallon, MED., Assistant Coordinator, Graduate Admissions
Ms. Ana Puig, M.A., Assistant Coordinator, Practica and Internships

There are additional doctoral students who hold part-time graduate teaching assistantships; they are responsible for teaching in the department’s undergraduate program. Their names are listed below along with Faculty/Staff E-Mail Addresses.

E4. COUNSELOR EDUCATION OFFICE, ADDRESS, FAX & PHONE NUMBERS

The offices of the Counselor Education department's chairperson, graduate coordinator, admissions graduate assistant, and department secretaries are located in the Counselor Education department's administrative office (1215 Norman Hall). The offices of the regular, full-time department faculty members and the practicum/internship graduate assistant are located in the corridors adjacent to the administrative office. The regular hours of operation for the department office are between 8:00 A.M. and 5:00 P.M., Monday through Friday.

All faculty members in the department receive mail at the address below; the complete address is required in order for mail to be delivered:

(Name of person addressed)
Department of Counselor Education,
1215 Norman Hall,
University of Florida,
PO Box 117046,
Gainesville, FL, 32611-7046.

The department telephone number is (352) 392-0731. Please dial extension 200 to contact a department secretary, or the appropriate extension number (noted below) to contact a faculty member directly.

The department FAX number is (352) 846-2697.
E5. FACULTY OFFICE HOURS

When you need to talk with a faculty member outside of class, you are encouraged to first use E-MAIL, then phone, visit during one of the five (5) office hours faculty members post each week they are in town, or schedule an individual appointment. Because faculty members have many professional responsibilities other than teaching which demand attention, it is sometimes difficult for them to be as available as they would like outside the classroom. E-MAIL has become the most efficient way to exchange information outside of class.

E6. MESSAGES TO FACULTY & STAFF

E-MAIL is by far the most efficient and effective way to “speak” with a faculty or staff person outside the classroom. Faculty, Staff, and Graduate Assistant E-MAIL addresses are listed below. To E-MAIL all members of the Faculty and Staff, use: counselor@coe.ufl.edu.

When leaving a phone message, please speak slowly and clearly so that the listener can understand you AND please state your name, the date of the message, and how you may be contacted (e.g., E-MAIL address, telephone number(s) where you maybe reached at specified hours, AND/OR mailing address) at the beginning AND AGAIN at the end of a brief statement of the reason for the contact.

Faculty members are expected to keep long-distance phone calls at a minimum. Therefore, if you are unable to reach a faculty member when you phone, ask an office Secretary (extension 200) to schedule a phone appointment during her/his stated office hours and phone back at that time. Be sure to have the Secretary tell her/him about the scheduled phone appointment.

E7. FACULTY E-MAIL ADDRESSES

Each faculty member can be reached by E-MAIL or telephone. The telephone extension, office number, and E-Mail address of faculty and staff are listed below:

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>PHONE EXT.</th>
<th>E-MAIL ADDRESS</th>
<th>OFFICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amatea, Ellen</td>
<td>232</td>
<td><a href="mailto:eamatea@coe.ufl.edu">eamatea@coe.ufl.edu</a></td>
<td>1208</td>
</tr>
<tr>
<td>Archer, Jim</td>
<td>231</td>
<td><a href="mailto:jarcher@coe.ufl.edu">jarcher@coe.ufl.edu</a></td>
<td>1210</td>
</tr>
<tr>
<td>Clark, Mary Ann</td>
<td>229</td>
<td><a href="mailto:maclark@coe.ufl.edu">maclark@coe.ufl.edu</a></td>
<td>1214</td>
</tr>
<tr>
<td>Daniels, Harry</td>
<td>226</td>
<td><a href="mailto:harryd@coe.ufl.edu">harryd@coe.ufl.edu</a></td>
<td>1215D</td>
</tr>
<tr>
<td>Echevarria-Doan, Silvia</td>
<td>237</td>
<td><a href="mailto:silvia@coe.ufl.edu">silvia@coe.ufl.edu</a></td>
<td>1203</td>
</tr>
</tbody>
</table>
Griffin, Wayne 392-1575 Griffin@Counsel.ufl.edu Couns. Center
Hernandez, Carlos 392-1575 hernandez@counsel.ufl.edu Couns. Cent.
Knudson, Marshall 264-6785 Crisis Center
Loesch, Larry 225 lloesch@coe.ufl.edu 1212
Miller, Micki 392-0726, x293 mickiem@coe.ufl.edu 148 Norman
Myrick, Robert 233 rmyrick@coe.ufl.edu 1206
Parker, Max 238 mpark@coe.ufl.edu 1207
Pitts, James 236 jpitts@coe.ufl.edu 1201
Sherrard, Peter 234 psherrard@coe.ufl.edu 1215C
Smith, Sondra 239 ssmith@coe.ufl.edu 1209
Wittmer, Joe 235 jwittmer@coe.ufl.edu 1204

**E8. ADMINISTRATIVE STAFF E-MAIL ADDRESSES**

Bruner, Patricia 222 pbruner@coe.ufl.edu 1215
Spires, Candy 223 cspires@coe.ufl.edu 1215
Fallon, Kitty 224 kfallon@coe.ufl.edu 1215B
Puig, Ana 228 anapuig@ufl.edu 1216

**E9. GRADUATE ASSISTANTS E-MAIL ADDRESSES**

Allen, Courtney 277 ceallen@ufl.edu 1313B
Arce, Natalie nfa77821@ufl.edu
Dvorchik, Alison 277 evansmom@ufl.edu 1313B
Fugate, Kim 2-6051 kjf@ufl.edu Broward Hall
Jackson, David 288 dmjackson@sprintmail.com 1313B
Jennie, Joanna 227 jjeannie@nervm.nerdc.ufl.edu 1313B
Lo, Ching 240 tammylo@ufl.edu 1313B
Marshall, David 281 confoundvariable@hotmail.com 1313B
Murphy, Michelle 288 mmurphy33@msn.com 1313B
Pasquarella, Lauren batty333@msn.com 1313B
Sanabria, Samuel 227 samuelsanabria@hotmail.com 1313B
Singletary, Peter 227 petersin@ufl.edu
Snipes, Dawn-Elise  288  richards@ufl.edu  1313B
Ward, Stephen  281  Wmbc@mfi.net  1313B
Warring-Blair, Christy

**E10. FACULTY MEETINGS**

The Department of Counselor Education reserves the time between 10:00 am and Noon on Mondays for Department Faculty Meetings, which are held in the Robert O. Stripling Conference Room (i.e., Room 1205 Norman Hall). The department chairperson schedules Department Faculty Meetings for the semester in advance. Program Faculty meetings are often held on the Mondays not reserved for Department Faculty Meetings. No meetings are held if there are no immediate business matters for the faculty to discuss. Counselor Education courses or other regular instructional or supervisory meetings are not to be scheduled.

Counselor Education Students (in addition to those who are the designated CESA delegates) are invited and encouraged to attend all scheduled faculty meetings, except when the faculty meets in closed session to discuss evaluations of students or faculty.

**E11. FACULTY COMMITTEE ASSIGNMENTS FOR 2001-2002**

CESA Advisor: .......................................................... Loesch
Chi Sigma Iota – Beta Chapter Advisor:................................. Smith
College of Education Faculty Policy Council: .................... Parker, Wittmer (alternate-Sherrard)
College of Education Curriculum Committee: ........................ Loesch
College of Education Long Range Planning Committee: .............. Sherrard
College of Education Research Advisory Council: .................... Parker
College of Education Dean’s Executive Council: ..................... Daniels
College of Education Graduate Coordinators Forum: .................. Sherrard
Ced. Diversity Recruitment Committee: ......................... Parker (Chair), Daniels
Doctoral Qualifying Examination Committee:..Myrick (Chair), Sherrard, Amatea
Midpoint Examination Committee:................................. Smith (Chair), Doan, Clark
National Counselor Examination:..................................... Daniels
NCATE:........................................................................... Daniels
E12. VISITING SCHOLARS

The department often hosts Visiting Scholars from other universities who are engaged in research activity during their period of residence at the University of Florida.

E13. AFFILIATE, ADJUNCT AND COURTESY FACULTY

Affiliate, adjunct, and courtesy faculty members assist the department by providing instructional services, practica and internship supervision, and/or other activities necessary for the effective conduct of programs in the department. Persons who hold affiliate, adjunct, or courtesy status in the department are approved by the department chairperson and faculty, and are appointed for specific time periods such as an academic term or year.

**Affiliate Faculty** members are persons who hold regular, full-time university appointments in academic or personnel units other than the Department of Counselor Education. Affiliate faculty members hold academic rank in the department (and therefore do NOT qualify as out-of-the-department faculty for doctoral student supervisory committees). The following persons are the current Affiliate Faculty members in the department:

- Dr. Keith Carridine (Office of Student Life/Athletics)
- Dr. Michael John Herkov (Department of Psychiatry)
- Dr. James Joiner (Dept. Rehabilitation Counseling)
- Dr. Rose Diane (“Mickie”) Miller (Office of the Dean, College of Education)
- Dr. James Morgan (Counseling Center)
- Dr. Jaquelyn Resnick (Counseling Center)
- Dr. Horace Sawyer (Dept. Rehabilitation Counseling)
- Dr. John Saxon (Dept. Rehabilitation Counseling)
- Dr. Paul Schauble (Counseling Center)
- Dr. Linda Shaw (Dept. Rehabilitation Counseling)

**Adjunct Faculty** members do not hold appointments in the university and do not hold academic rank in the department, but are paid when they either teach courses in the department or provide supervision for students in practicum or
internship placements. The following person is the current Adjunct Faculty member in the department:

Dr. Marshall Knudson (Alachua County Crisis Center)
Dr. Andres Nazario (Gainesville Family Institute)

**Courtesy Appointment Faculty** members do not hold appointments in the university, do not hold academic rank in the department, and are not paid; they do perform many valuable services for the department and its students. Typically, they either teach courses or provide supervision.

**E14. FACULTY ACADEMIC RANKS & STANDING**

There are six possible academic ranks for full-time teaching faculty at the University of Florida; they are, in order of progression: **Assistant Instructor, Instructor, Assistant Professor, Associate Professor, Professor, and Distinguished Service Professor.**

Instructor ranks are usually assigned to teaching faculty not holding a doctoral degree. Promotion to the next three academic ranks (i.e., Assistant, Associate, and Full Professor) is based on peer and administrative evaluations of the faculty member's performance in the department, college, and university in the areas of teaching, research, and service. The sixth rank, Distinguished Service Professor, is awarded by the Board of Regents in recognition of “an exceptional record of achievement in the areas of teaching, research & publication, and professional & public service that is recognized both nationally and internationally.”

**Clinical Faculty** status is granted to those who provide “a limited direct contribution to the department (e.g., teaching, clinical supervision, consultation, or serving on graduate committees)” while holding primary positions elsewhere in the university. Clinical Faculty can hold any of three academic ranks (i.e., Clinical Assistant, Clinical Associate, and Clinical Professor), based on peer and administrative evaluations of their performance in their primary department.

**All faculty members in Counselor Education hold the academic rank of assistant professor or above.** Faculty assignments are based on each faculty member's professional experiences, expertise, interests, and/or academic preparation, not their academic rank.

A faculty member's academic standing refers to the person's eligibility to teach graduate courses and to serve on graduate student supervisory committees at the University of Florida. **Graduate Faculty (GF) status** is granted to faculty members at the rank of assistant professor or above who have been approved by
their respective department and college graduate faculties and by the Graduate School. Only those Counselor Education faculty members who hold Graduate Faculty status may engage in graduate instructional and/or supervisory activities, serve as a regular member of doctoral studies supervisory committees, and direct dissertation research as the chair of doctoral studies supervisory committees.

Current information regarding the respective academic ranks and standing (including eligibility to chair doctoral supervisory committees) of the faculty in Counselor Education is available from the secretarial staff in the department's administrative office.

Each faculty member in the department holds a doctoral degree and therefore merits being addressed as Dr.(name) as an expression of professional courtesy, particularly when other faculty members, staff, or students are present during your interaction. However, individual faculty members have individual preferences for the use, or non-use, of the title "Dr." You are encouraged to ask individual faculty members about how they prefer to be addressed.
SECTION F. - COUNSELOR EDUCATION POLICIES

F1. CHANGE OF ACADEMIC MAJOR

When students are admitted into the Department of Counselor Education, they are specifically admitted into one of the following academic program emphases (or specializations):

School Counseling and Guidance (SCG),
Mental Health Counseling (ACD), or
Marriage and Family Counseling (EDC).

Since the number of students that can be admitted to an academic program during any particular academic term is limited to the number of faculty advisors available, admission to one academic program does NOT constitute admission to another academic program. Therefore a student admitted into one academic program who wants to change to another academic program in the department must make a formal written request for transfer to the Department Chairperson. The request must state the student's current academic program, the academic program to which the student seeks admission, and the academic term the desired change is to be effective. The department chairperson will notify the student if additional application materials and/or additional interviews are necessary to evaluate the request. The department chairperson also will notify the student of the decision regarding the change of academic major request.

If a request for a change of academic major is approved, (a) a Change of Major for Graduate Students form (available at the department's administrative office) MUST be filed at the UF Graduate School (Room 235, Grinter Hall) AND (b) a NEW Supervisory Committee Form (see previous Section) MUST be filed with the Graduate School regardless of whether the student changes faculty advisors or supervisory committee members.

F2. COURSE REGISTRATION & SECTION NUMBERS

Students who have been formally admitted to programs in the department may register for classes during the course registration periods established by the UF Registrar's Office. There are two course registration periods for each academic term:

(1) Regular registration (sometimes referred to as “early” registration) and
(2) Late registration.
The regular registration period is scheduled during the term preceding the one in which classes will be taken. For example, regular registration for the Spring Semester is typically held during the middle of the Fall Semester. The late registration period is during the first few (usually two) days of each semester.

To register, be sure to consult the Counselor Education Department’s up-to-date list of courses offered which is available just prior to the University's regular registration period. Obtain a copy of this list from one of the secretaries in the department office.

Registration in graduate-level courses offered through the department is “controlled” so that students officially enrolled in department programs get priority enrollment. Graduate courses in the department are usually not open to non-majors; exceptions are sometimes made for those who have already earned a graduate degree in Counseling who are completing coursework required for certification and/or licensure in Florida. The method of control is that course “Section Numbers,” which are required for registration in the University, are only available in the department. You must contact the department administrative office during the (regular or late) registration period and request admission to (i.e., registration for) the course(s) you wish to take. If there is space available in the specified course, your name will be recorded on a class roster through the telephone registration procedure.

Problems in registration (and subsequently in fulfillment of graduation requirements) typically occur because of failure to research in advance available information regarding Graduate School registration policies.

EXAMPLE: The UF Graduate Catalog lists the following course as earning variable credit: SDS 6938-Special Topics (1-4; max: 12). Use of this course title allows a variety of contemporary topics to be addressed during any academic term without approval of the UF Graduate Council (which must approve all “regular” courses before they can be listed in the Graduate Catalog). Although each “SDS 6938” course may be assigned from one to four semester credit hours per academic term, the Department typically assigns SDS 6938 courses three (3) semester credit hours. Students can earn no more than four semester credit hours of SDS 6938 per academic term (regardless of the number of SDS 6938 courses taken that term) and may apply no more than a total of 12 credits of SDS 6938 toward their respective graduation requirements. Should you elect to take two three credit 6938 courses in the same semester, only 4 of the 6 credits for which you registered (in the 2 SDS 6938 courses) will be counted toward your total for graduation. Similar limitations apply to other
courses (e.g., SDS 6905). **So when you register for variable credit courses, check the registration policies that apply in advance!**

**F3. END OF SEMESTER EXAMINATIONS**

College of Education policy stipulates that all regularly-scheduled (i.e., excluding MHS 6905, MHS 6940, MHS 7980, and similar individualized courses) courses offered through the College will meet during Finals Week of each academic term. This means that faculty are expected to meet with class members in their regularly scheduled classes during Finals Week. Although faculty members are not required to administer a final examination, during Finals Week they are expected to engage students in some type of academic "culminating experience" (e.g., a final oral examination, student presentations, or similar activities) for each class taught.

**F4. ENDORSEMENT/RECOMMENDATION POLICY**

Ordinarily, endorsements for a program graduate are given to support her/his application(s) for program-specific professional positions and position levels (e.g., School Counseling graduates applying for School Counseling positions), but program graduates often create novel opportunities. Program graduates can be effective and fully functioning professionals in a variety of service delivery settings when there is a good fit between the professional’s knowledge and skill and the needs and demands of the work setting. Therefore, a faculty member’s endorsements usually address the "goodness of fit" anticipated, based on personal knowledge of a student's development and performance in the program and her/his knowledge of the anticipated work setting. You can help your faculty endorser accomplish this by choosing an endorser who has first-hand knowledge of your performance and giving her/him as clear a description as possible of the settings in which you are seeking employment.

Faculty members do not "automatically" provide verbal and/or written endorsements (e.g., letters of recommendation); therefore, if you want a faculty member to provide a verbal and/or written endorsement for you, please make a specific request to that faculty member for an endorsement. In general, faculty are happy to provide both verbal and written endorsements / recommendations for graduates of programs in the department - as long as the endorsements requested are appropriate.
F5. ESSENTIAL FUNCTIONS REQUIRED FOR MATRICULATING STUDENTS IN COUNSELOR EDUCATION

A matriculating graduate student in Counselor Education must possess fundamental abilities and skills in five categories: observation, communication, motor movement, intelligence, and social efficacy. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the Admissions Coordinator and, jointly, consider technological and other facilitating mechanisms needed in order to train and function effectively as a Marriage and Family Counselor, a Mental Health Counselor, a School Counselor, and/or a Counselor Educator. The Department of Counselor Education at the University of Florida is committed to enabling its students to utilize any reasonable means or accommodations to complete the course of study leading to a degree.

1. **Observation:** Learning to be a professional Marriage & Family Therapist, Mental Health Counselor, and/or School Counselor necessitates the functional use of sensory modalities such as vision and hearing. For example, a student must be able to comprehend demonstrations of counseling skills and techniques and a student must be able to understand and represent clients accurately.

2. **Communication:** Learning to be a professional Marriage & Family Therapist, Mental Health Counselor, and/or School Counselor requires that a student demonstrate computer literacy and the ability to read, write and speak efficaciously. For example, a student must be able to verbally communicate effectively and sensitively with clients and to send and receive messages accurately.

3. **Motor Control:** Learning to be a professional Marriage & Family Therapist, Mental Health Counselor, and/or School Counselor necessitates that a student is able to execute such motor movements that may be reasonably required for the student to provide general care and emergency services for clients. Such actions include coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** Learning to be a professional Marriage & Family Therapist, Mental Health Counselor, and/or School Counselor necessitates that a student be able to use abilities required in measurement, calculation, reasoning, analysis and the synthesis of information.
5. **Social Efficacy**: Learning to be a professional Marriage & Family Therapist, Mental Health Counselor, and/or School Counselor necessitates that students must possess the emotional health required for the full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the development of mature, sensitive and effective relationships with clients, and the diagnosis and treatment of clients. Students must be able to tolerate challenging workloads and to function effectively under stress. Students must be able to adapt to changing multicultural environments, display flexibility, and learn to function in the face of uncertainties inherent in the problems of many clients. Empathy, compassion, integrity, interpersonal skill, professional aspirations, and personal motivation are all qualities that are assessed during the admissions and education process.

**F6. EXTRACURRICULAR COUNSELING ACTIVITIES**

When students enrolled in programs in the department have opportunities to become involved in professional counseling activities that are separate from their required program activities, these opportunities are referred to as "extracurricular" counseling activities. **They are considered extracurricular because they are neither conducted under the auspices of the department nor are they supervised by professional staff in their official capacity as representatives of the University of Florida.** All counseling activities that are not program requirements fall under this definition, regardless of whether students are being paid for the provisions of those services. [Remember that all program-required counseling activities are conducted within the context of a practicum or internship in which you are enrolled; therefore all other counseling activities (whether paid or not) are extracurricular].

The department and university can only assume responsibility for students engaging in counseling activities within the limits of program requirements. **Therefore, if you engage in extracurricular counseling activities, you are entirely responsible for whatever happens in those activities, and the department and university can assume no responsibility whatsoever for whatever happens during your extracurricular counseling activities.**

Moreover, use of university resources (e.g., legal services, physical facilities, or material resources) by students for extracurricular counseling activities is strictly and specifically prohibited.

The department neither encourages nor discourages students from engaging in extracurricular counseling activities. **HOWEVER, the department does**
require that students planning to engage in extracurricular counseling activities inform the department, in writing, PRIOR TO commencement of the activities. This requirement covers any time students are officially enrolled as degree candidates in programs in the department, regardless of whether they are currently enrolled in classes in the university.

If you plan to engage in extracurricular counseling activities, please make an appointment with the department Chairperson before you begin the activities. Prior to the meeting, complete the form following in this section of this Handbook, including a description of the extracurricular counseling activities in which you plan to engage and, if you are not licensed in Florida, a report on the Florida-licensed mental health professional who will provide supervision. This will serve as the department's notification only for the activities you describe on the form. If in the future you plan to engage in other and/or additional extracurricular counseling activities, please submit another form describing those new activities.

There are significant potential legal ramifications involved in students' counseling activities, and these ramifications become extremely complex if distinctions between counseling program requirements and extracurricular counseling activities are not clear. Therefore, students who engage in extracurricular counseling activities without having provided written notification to the department prior to inception of those activities are subject to immediate dismissal from programs in the department and the university.
F7. EXTRACURRICULAR COUNSELING ACTIVITIES FORM

Student's Name________________________________Date______________

E-MAIL Address___________________________

Telephone Number(s)___________________(H)_____________________(W)

Nature of Proposed Activities:

Number and Type(s) of Proposed Clients:

Proposed Setting(s) and Hours:

Proposed Supervisor(s) of the Activities:

Supervisor’s Credentials:

Approval Signatures/Dates:

Student_________________________________________Date_____________

Faculty Advisor__________________________________Date_____________

Setting Supervisor________________________________Date_____________

Department Chairperson ___________________________Date_____________

Note: The original and two clear copies, all containing the signatures of the student, faculty advisor, and setting supervisor, must be presented to the department chairperson.
F8. FACULTY ADJUDICATION FORM

An instructor can use this form to report cases of suspected academic dishonesty.

I have evidence to believe that you have committed an act of Academic Dishonesty on a piece of work in this class. I have consulted with the Office for Student Judicial Affairs and found no previous incident of an Academic Honesty violation in your file. Under guidelines established by the University of Florida an “E” or reduced grade on the assignment in question and/or the course is a proper sanction. If you agree that this sanction is appropriate, we can discuss the matter and resolve it at this time. You should recognize that the acceptance of any grade penalty that I may impose, shall constitute a waiver of all other available adjudicatory procedures.

If you do not believe that this grade penalty is appropriate, this alleged academic honesty violation will be referred for a formal student judicial hearing. You are to make an appointment to see the Assistant Dean for Student Judicial Affairs within the next 48 hours. Contact the dean’s office in P202 Peabody Hall, 392-1261, for an appointment. The Dean will explain the two options available to you; a hearing before the Student Honor Court or the Student Conduct Committee.

Student should check (A) or (B):

_____(A) I have reached an agreement with the instructor concerning the sanction to be imposed.

_____(B) I do not agree with the proposed sanction and I request a formal student judicial hearing. I will schedule an appointment with the Assistant Dean for Student Judicial Affairs within the next two working days.

Student’s Name: ___________________________________________ SSN ___-___-____

Student’s Address: ____________________________________________

__________________________________________________________ Zip ___________

Student’s Phone __________________ E-Mail Address ________________

Course Number and Name: ______________________________________
Date Exam Given or Paper Turned In: ____________________________

Witness (if any): ____________________________________________

Witness’s Address: __________________________________________

Witness’s Phone: ___________________ E-Mail Address: __________

Instructor’s Name: __________________________________________

Instructor’s Title: __________________________________________

Campus Address: __________________________________________

Phone: ___________________ E-Mail Address: ________________

The instructor should describe the facts of the incident and the grade penalty imposed (use additional pages as necessary). Please attach relevant tests, papers, etc. to this form before sending it to the Office for Student Judicial Affairs.

The undersigned certify that the above information is correct as stated.

Signature of Student _____________________________ Date _____

Signature of Instructor ______________________________ Date _____

(Send this report and supporting documentation to the Office of Student Judicial Affairs, P202 Peabody Hall, within 24 hours.)
F9. FORMAT FOR COURSE SYLLABI

The uniform format presented below was developed in anticipation of and preparation for the next round of accreditation visits from the Florida Department of Education (DOE) and NCATE. A key element of the DOE visit will involve an evaluation of the degree to which the college has satisfied the continuous improvement criterion of its Institutional Program Evaluation Plan (IPEP), and will include a demonstration of the knowledge and skills of the 12 Accomplished Practices at the point of program completion.

The college has elected to document where each of Florida's 12 Accomplished Practices is taught and assessed within the curriculum through the use of course syllabi beginning Spring, 2001. The attached uniform format was selected as the means for presenting this documentation for all courses in the teacher preparation programs. And because teacher education programs have the responsibility of insuring that graduates are knowledgeable about the Sunshine State Standards, faculty are encouraged to identify which of the Sunshine State Standards are addressed in the courses they teach, if appropriate.

All courses in the SCG program are considered to be part of the teacher preparation program.

In addition, Counselor Education programs have the responsibility of insuring that graduates are knowledgeable about the CACREP Standards; therefore, faculty are encouraged to identify in the syllabus for each course how CACREP standards are covered in the classes they teach.

COURSE #: TITLE
#SEMESTER CREDITS

INSTRUCTOR NAME
OFFICE/OFFICE HOURS
PHONE
EMAIL

A. Course prerequisites (if any)
B. Course Objectives
C. Course Outline
D. Description of Primary Methods of Instruction
E. Field and Clinical Activities (if applicable)
F. Descriptions of Course Assignments and Tests, Assessment, and Evaluation:
   - Course Assignments
   - Tests and Assessments
   - Other Evaluation Methods
Bibliography of primary textbooks, other printed materials, supplemental readings, etc.

G. CACREP Standards and Curricular Experiences covered in course
H. Florida Statute 491 Course Requirement(s) met by course
I. Sunshine State Standards and Benchmarks for Subject Area (if applicable):

SELECT WHICH ACCOMPLISHED PRACTICES ARE USED IN COURSE; DESCRIPTION IS OPTIONAL. REMOVE THOSE THAT ARE NOT USED.

1. **ASSESSMENT:** Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

2. **COMMUNICATION:** Uses effective communication techniques with students and all other stakeholders.

3. **CONTINUOUS IMPROVEMENT:** Engages in continuous professional quality improvement for self and school.

4. **CRITICAL THINKING:** Uses appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students.

5. **DIVERSITY:** Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs and socio-economic background.

6. **ETHICS:** Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

7. **HUMAN DEVELOPMENT and LEARNING:** Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal and social development of all students.

8. **KNOWLEDGE of SUBJECT MATTER:** Demonstrates knowledge and understanding of the subject matter.

9. **LEARNING ENVIRONMENTS:** Creates and maintains positive learning environments in which students are actively engaged in learning, social Interaction, cooperative learning and self-motivation.

10. **PLANNING:** Plans, implements, and evaluates effective instruction in a variety of learning environments.

11. **ROLE of the TEACHER:** Works with various education professionals, teachers, parents, and other stakeholders in the continuous improvement of the educational experiences of students.
12. TECHNOLOGY: Uses appropriate technology in teaching and learning processes.

F10. GRADE APPEAL POLICY & PROCEDURE

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. To appeal an assigned grade, a student must follow the following procedures:

- S/he must write a letter to the department Chairperson asking that an assigned grade be reviewed and/or re-evaluated.
- Upon receiving the written request from the student, the department Chairperson will appoint a committee composed of three current, regular department faculty members (excluding the faculty member who assigned the grade) to investigate the situation.
- The committee will interview both the student making the request and the faculty member who assigned the grade, and review pertinent materials (e.g., course syllabus, the student's written work, audio or videotapes of the student's work, or other indicators of the student's performance) as appropriate.
- The committee will present 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.
- The department Chairperson will inform the student making the request and the faculty member who assigned the grade, in writing, of the committee's recommendation(s).
- The faculty member who assigned the grade may accept or reject the committee’s recommendation if the recommendation is for the student's assigned grade to be changed. 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.
- If the student is not satisfied with the final 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 Florida.
F11. PLAGIARISM POLICY

Plagiarism is defined as the presentation of an idea or product as new and original when in fact it has been 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; incorporating 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 in 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 academic requirements within the same program.

Plagiarism 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:

- If plagiarism by a student occurred in work submitted as a course requirement, the student will be assigned a grade of Failure ("E") for the course.

- After discussing the issue with the student, the faculty member who has become aware that the student has engaged 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.

- If plagiarism by a student occurred in a professional context (e.g., in a manuscript prepared for publication in a professional journal or for presentation at a professional meeting), the faculty member who has become aware of it will take action in accord with the Ethical Standards and/or Codes of Conduct pertinent to the student's intended profession.

F12. PROGRAM PRE-PROFESSIONAL REQUIREMENT

There is one pre-professional (undergraduate) requirement for all programs in the department that must be completed before enrolling (or during the first semester of enrollment):

   Basic Statistics (e.g., STA 2024 or equivalent)
There are no specific, pre-professional (undergraduate) academic majors required for entry into programs in the department. Students admitted reflect a wide variety of academic majors.

F13. STUDENT EVALUATION OF ACADEMIC ADVISEMENT

Student evaluation of academic advisement is an important part of the Department’s annual faculty evaluation procedures. The resultant information is crucial to improvement of services to students in the Department.

Your evaluation is needed every year at the end of the Spring Semester and is greatly appreciated. Do NOT put your name on this form, but LIST your Faculty Advisor’s last name in the space provided and evaluate the advisement you received during the past year using the scale below:

1=unacceptable
2=below expectations (minimally acceptable)
3=meets expectations (usually sufficient)
4=above expectations
5=outstanding

Your Faculty Advisor’s last name _______________________________ Year ____________

Rate her/him on the following dimensions:

* Knowledge of departmental program requirements.
* Knowledge of College of Education requirements.
* Knowledge of UF Graduate School requirements.
* Knowledge of professional standards and practices.
* Knowledge of professional trends and issues.
* Availability for advisement appointments.
* Accessibility for other than advisement appointments
* Punctuality for appointments
* Willingness to provide assistance
* Facilitation of my professional development

Additional comments are solicited on the back of the form.

F14. STUDENT EVALUATION OF CLASSROOM INSTRUCTION

The College of Education Faculty value effective classroom instruction, and believe that one way for classroom teaching to be improved is for course instructors to receive specific feedback from students on teaching methods and activities. Therefore, College and University policy stipulates that faculty
members (and others who teach courses for the department) must obtain students' evaluations of their teaching for all their classes during each academic year. The information received is included in an annual merit performance review of each faculty member and in an annual adjustment of Counselor Education teaching assignments.

In order to obtain students' evaluations of teaching, the department uses the "Instructional Evaluation" procedures developed by and used throughout the UF College of Education. Two weeks before the end of each semester in which you are enrolled in a class which is taught by a Counselor Education faculty member, you will be given the "Instructional Evaluation" form by a student volunteer in the class while the faculty member absents the class. After the materials are completed, the student volunteer will collect the completed materials and return them to the department administrative office.

There are three parts to the "Instructional Evaluation" materials you will receive. Parts one and two request information about the instructor; part three requests written comments. You are asked to provide the class information requested (i.e., course, section #, term, year, & the instructor’s name), rate the various items presented, and write your comments on the back of the form. It is important that you do NOT put your name or other personally identifying information (e.g., student number) on any of the materials.

You will be asked to use the following scale (i.e., poor/below average/average/above average/excellent) to rate the instructor on the categories below:

- Description of course objectives and assignments.
- Communication of ideas and information.
- Expression of expectations for performance in this class.
- Availability to assist students in or out of class.
- Respect and concern for students.
- Stimulation of interest in course.
- Facilitation of learning.
- Enthusiasm for the subject.
- Encouragement of independent, creative, & critical thinking.
- OVERALL Rating of Instructor.
- Command of the subject matter.
- Preparation for class.
- Clarity and audibility of speech.
- Monitoring the class’s understanding of the material.
- Evaluating student performance in terms of important objectives of the class.
Helpfulness of comments on graded assignments.
Encouraging students to ask and respond to questions in class.
Challenging students intellectually.
Making students feel welcome in seeking help in or out of class.
Setting high academic standards.
Focusing on the objectives stated for the course.
Conducting the course in an organized manner.

Please be as honest and specific as possible in your responses to these questions. In your comments, make sure you include what you liked about the class as well as what you didn’t like. The information you provide and your ratings in this procedure will in no way affect the grade you receive in the course because the Instructor will not see the evaluations and a summary of the ratings until grades are submitted.

**F15. STUDENT EVALUATION OF PRACTICUM/INTERNSHIP SUPERVISION**

Students are invited to evaluate practicum and internship supervision at the end of every semester. A copy of the forms used can be found in the Practicum/ internship portion of each Track of this Handbook (i.e., SECTIONS J, K, or L)

**F16. STUDENT JUDICIAL PROCESS**

Procedures: If a faculty member believes that a student has violated Academic Honesty Guidelines, the faculty member should contact the Director of Student Judicial Affairs (392-1261) to determine if it is a first offense. If the accused student has a previous record of academic dishonesty on file, the faculty member should refer the case to the Office for Student Judicial Affairs.

**First Offense**

Student Agrees to Faculty Sanction: If the student and faculty member reach agreement as to responsibility and grade penalty to be imposed (i.e., reduced or failing grade for assignment or course), a Faculty Adjudication Form should be completed and forwarded to the Office for Student Judicial Affairs, P202 Peabody Hall.

**OR**

Student Does Not Agree to Faculty Sanction: In cases where the student and faculty member cannot agree on the matter of responsibility and/or grade penalty, the faculty member and student may agree to refer the case to either the Student Honor Court or the Committee on Student Conduct as outlined below.
A Faculty Adjudication Form should be completed and forwarded to the Office for Student Judicial Affairs, P202 Peabody Hall.

Referral to Student Judicial Affairs: The faculty member may refer first offenses to the Office for Student Judicial Affairs if it appears that:

- The severity of the offense in question warrants conduct probation, suspension or possible expulsion of the accused student.
- The student refuses to accept responsibility and/or grade penalty through the faculty adjudication process.

The student should make an appointment with a member of the Student Judicial Affairs Office within forty-eight hours of signing the Faculty Adjudication Form to request a hearing. The Director or Assistant Director of Student Judicial Affairs will meet with the student and advise her/him of her/his options. The student may choose a hearing before the Student Honor Court or the Committee on Student Conduct to resolve the situation.

Student Honor Court: The Student Honor Court simulates a legal proceeding involving law students on the Honor Court Staff. A six-person jury is selected at random from a panel of students from all undergraduate colleges. The jury decides the guilt or innocence of the accused. If the student is found guilty, the Chancellor and two Associate Justices determine the sanction that is recommended to the Director of Student Judicial Affairs for final determination.

Committee on Student Conduct: The Committee on Student Conduct is a committee of students and faculty, which hears the case presented in a formal but non-adversarial process. Four students and four faculty members, appointed by the President of the University, hear the case and determine the innocence or guilt of the accused. Recommended sanctions are forwarded by the Committee to the Dean for Student Services for final determination.

**Second Offense**

A faculty member is encouraged to refer all second offenses and to send all documentation and evidence on the case to the Director of Student Judicial Affairs, c/o Office for Student Judicial Affairs, P202 Peabody Hall.

**F17. STUDENT RETENTION PROCEDURES**

All professions subscribe to “Peer Review”. As counseling professionals, we are responsible for monitoring each other’s professional behavior. This monitoring involves evaluation of cognitive (i.e., academic) competence, practice efficacy, and personal and professional conduct according to
professional standards of care [i.e., Ethical Standards, Standards of Preparation, and Professional Conduct Codes] promoted by professional counseling organizations and associations [e.g., the Association for Counselor Education and Supervision, the American Counseling Association, the National Board for Certified Counselors, the Council for the Accreditation of Counseling and Related Educational Programs, and the American Association for Marriage and Family Therapy].

To protect the rights of students, the Counselor Education faculty have adopted the following retention policy and procedure for occasions when questions arise concerning a student's conduct and/or suitability for entry into a profession represented by a program in the department (even though the student may be evidencing satisfactory performance in academic course work).

If, in the professional judgment of a Counselor Education faculty member, a student's behavior is deemed inappropriate and/or professionally unbecoming, the student's right to due process is respected when the faculty member follows these procedures:

- The faculty member who has become aware of a problem meets with the student, discusses her/his concern with the student, explores alternatives with the student, and tries to construct a mutual agreement on resolving the problem.
- If deemed important and appropriate, the faculty member may also write a letter to the department Chairperson summarizing the meeting with the student. The faculty member concurrently informs the student, in writing, that a letter has been sent to the department Chairperson. The student may also write a letter summarizing her/his point of view.
- If the department Chairperson deems the student's problem to be serious enough in nature and/or the proposed resolution (if any) unacceptable, the department Chairperson can appoint a “retention committee” composed of three current department faculty members (excluding the faculty member initiating the procedure) to investigate all aspects of the situation and to make recommendations concerning the student to the entire department faculty. The student is always informed, in writing, of these proceedings and is always interviewed by the retention committee as one aspect of the investigation.
- The retention committee's report, including recommendations and/or requirements, is presented to the department faculty in a "closed" meeting
(i.e., a meeting of department faculty members only; students are not permitted to attend this meeting).

- When the department faculty members have acted upon the retention committee's report, the department Chairperson and the student's faculty advisor meet with the student to convey the department's decision(s) and/or recommendations. The department Chairperson and the student's faculty advisor subsequently monitor the student's progress in carrying out the department's recommendations for the student.

- If the student is not satisfied with the department's decision, s/he can subsequently follow the appeals procedures of the College of Education and/or University of Florida.
SECTION G. - GENERAL INFORMATION

G1. ACCOMMODATING STUDENTS’ RELIGIOUS OBSERVANCES

UF policy calls upon students and faculty to cooperate in allowing each person to observe the holy days of her/his faith. Because UF students and faculty represent a myriad of cultures and many faiths, UF is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. Individual students must make their need for an excused absence (if applicable) known in advance of the scheduled activities. Therefore, please inform the faculty members of classes in which you are enrolled about religious observances of your faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or the occurrence of that class, test or activity. The faculty members are then obligated (and able) to accommodate your religious observance.

G2. BULLETIN BOARDS

There are four “department” bulletin boards used for announcements for students. The one located just to the right of the door to 1215 Norman hall is used for announcements concerning department policies and procedures, class offering announcements, and other business matters. A second bulletin board, located in the north-south corridor adjacent to the department administrative office, is used for announcements concerning practicum and internship matters and general information. Two additional bulletin boards, one located in the CESA room (i.e., 1313-B Norman Hall) and a second located outside in the north-south corridor adjacent to the department laboratory facilities, are used to communicate general information from CESA for students in programs in the department. You are encouraged to check all of these bulletin boards weekly.

G3. CAMPUS and COMMUNITY COUNSELING SERVICES

- Alachua County Crisis Center 264-6789
- Americans with Disabilities (ADA) Office 392-7065 or 352-846-1046
- TDD Florida Relay Service 1-800-955-8771 (for TDD assistance)
- Center for Sexual Assault/Abuse Recovery and Education 392-1161, x231
- Campus Alcohol and Drug Resource Center 392-1261
- Corner Drug Store 334-3800
- International Student and Scholar Services 392-1261
Office for Student Services 392-1261
Office for Students with Disabilities 392-1261 or 392-3008 TDD
Student Health Services 392-1161, x220
Student Mental Health 392-1171
University Counseling Center 392-1575

G4. CLASS ATTENDANCE POLICY

UF regulations stipulate “students are not authorized to attend class unless they are registered officially or approved to audit with evidence of having paid audit fees”.

Each faculty member specifies class attendance expectations for the classes s/he teaches.

G5. CONFERENCE ROOM USAGE

The Robert O. Stripling Conference room is located in Room 1205 Norman Hall, just west of the department administrative office on the same corridor. This conference room is used for faculty meetings, student oral examinations, and other official functions of the College of Education; the room must be scheduled in advance.

G6. CONTRIBUTIONS to the COUNSELOR EDUCATION FUND

At the UNIVERSITY of FLORIDA FOUNDATION

Those who want to make a financial contribution to the Department of Counselor Education can do so by sending the contribution to the University of Florida Foundation, PO Box 14425, Gainesville, FL 32604-2425 (352/392-1691). Designate the contribution for the Counselor Education Fund [# 000777].

G7. COUNSELOR EDUCATION LISTSERVE

All MED, MED/EDS, MAE/EDS, EDS (only), EDD, and PHD students are invited to subscribe to a Listservice that has been established by CHI SIGMA IOTA’S BETA CHAPTER specifically for use by UF’s Counselor Education students. Listservices are E-Mail networks established for and by people with specific interests, in this case the Counselor Education programs. The CE Listservice is used to facilitate the exchange of announcements, ideas, job opportunities, legislative action, professional news, research concerns, and many related issues.
To join the CE Listservice, send mail to: listserv@lists.ufl.edu with the following command in the text (not the subject) of your message:

**Subscribe COUNS-ED-L (your name)**

The listservice facility will ask you to confirm your subscription with a simple E-Mail response; you will then receive brief instructions about using the service. Send questions, comments, or requests for help to the moderator.

**G8. FORMS**

You may obtain any form you need that is not included in this Handbook by asking a department secretary to get it for you. If you need assurance that you are using the correct form, please consult the office staff.

**G9. GRADUATE STUDENT COMPUTER ACCOUNTS**

Every graduate student is entitled to a **Gator Link ID** and baseline services, and may want to take advantage of additional fee-based Gator Link services. Gator Link is a computer ID and suite of baseline services which allow access to a variety of UF campus computing resources. When you apply for a new Gator Link ID, you receive 15 free hours per month and can make arrangements for overage billing. The following services are activated at no change:

- **INTERNET MAILBOX** - free email used through an Internet connection with IMAP or POP mail software. This service gives you up to 5MB of mail storage. You can elect to have your Gator Link email (username@ufl.edu) forwarded to another email system.

- **INTERNET DIALUP** - dialup Internet connection (PPP/SLIP) through a modem. Fifteen hours of free connection time are available per month for each Gator Link ID through a local telephone number. Additional charged dialup is available through Gator Link or IBM Internet Connection for Education.

- **ISIS** - The Integrated Student Information System, which includes on-line course registration, can be accessed through your Gator Link dialup or any other Internet dialup or network connection. You can take advantage of unlimited free dialup, however, if you use a special dialup procedure. Read the handout titled Telegator and ISIS Computer Access available in CSE E520 or on the web at http://www.circa.ufl.edu. Currently, you must supply your UF ID and PIN to use ISIS.

- **COMPUTER LAB** - access to microcomputers (Macs and PCs) in the CIRCA computer labs. This includes an Internet connection, access to your email, popular word processing, spreadsheets and graphic programs. This
service is on a space-available basis given the limited number of microcomputers available in the CIRCA labs.

There are several **WAYS TO CREATE A GATORLINK ACCOUNT:**

- **At computer labs** - If you know your SSN and PIN* you can create your Gator Link ID in one of the CIRCA computer labs: CSE 211, Architecture 118, Weil 408, Bryan 232 or Norman G514. Call the CIRCA hotline at 392-9321 for current lab hours.

- **In person** - The UF Computing Help Desk in CSE E520 can help you create your Gator Link ID. Please bring your UF Gator 1 card.

- **Online** - If you already have Internet access and know your SSN and PIN you can create your Gator Link ID online at http://www.gatorlink.ufl.edu.

If have other questions, call 392-LINK, 392-HELP, or visit the UF Computing Help Desk at CSE E520. You can also fill out a web form and ask them.

**G10. GUIDELINES for UNIVERSITY of FLORIDA FACULTY MEMBERS PURSUING GRADUATE DEGREES at UF (October, 1998)**

Faculty members who maintain a tenured or tenure-accruing position (e.g., Assistant Professor or Associate Professor) and wish to pursue a graduate degree normally may not pursue a graduate degree at this institution. Exceptions to this policy must be approved by the Graduate Council, and will be contingent upon the faculty member's compliance with the following regulations:

1. The petitioning faculty member must prove that there is no overlap or conflict of commitment between the employment unit and the department in which s/he proposes to study.

2. The faculty member must show that the pursuit of the graduate degree will be beneficial to the University.

3. The faculty member must present a plan of study and employment [FTE] covering the entire period of graduate study from the time of admission until the completion of the degree requirements.

4. If approved, the faculty member must have permission from the Dean of the Graduate School for any changes in the approved study plan and/or FTE employment status. Changes in either must meet the above stated conditions.
5. If approved, the faculty member must observe all departmental and university criteria. Non-thesis master's degrees must be completed within four years.

Faculty members who maintain a non-tenure-accruing position, (e.g., Assistant Instructor, Associate Instructor, Instructor, or Assistant Research Scientist) and wish to pursue a graduate degree normally may not pursue a graduate degree at this university. Exceptions to this policy must be approved by the Graduate School and will be contingent upon faculty member compliance with the following regulations:

1. The faculty member must prove that there is no overlap or conflict of interest between the employment unit and the graduate study department.

2. The faculty member must show how the pursuit of the graduate degree will be beneficial to the University.

3. The faculty member must present a plan of study.

4. If approved, the faculty member must complete the non-thesis master's degree within four years.

5. If approved, the faculty member must have permission from the Dean of the Graduate School for any changes in approved study plan. All changes must meet the conditions stated above.

G11. JURY DUTY

All those who hold Florida driver’s licenses may be called upon to serve as members of a Jury. Students who serve as members of a Jury are to be excused from class during their period of service and given the opportunity to complete work missed, including examinations and other pertinent assignments.

G12. NEW STUDENT ORIENTATION

The department holds a new student orientation meeting at the beginning of each academic term in which students are admitted to programs in the department (i.e., usually in August and January of each year). Typically, this meeting is scheduled at least two days in advance of the first day of classes for the academic term. The primary purposes of this meeting are to:

- Acquaint new students with the Counselor Education faculty and staff and with each other;
- Provide information essential to new students as they begin their respective programs;
- Introduce new students to the current CESA officers;
♦ Introduce new students to the department faculty and to their “acting” doctoral chairpersons;
♦ Assist new students with course registrations appropriate for their first terms of enrollment in their respective programs;
♦ Respond to questions new students may have about the department and its operations;
♦ Indicate how students may acquire copies of this Handbook and other pertinent information materials; and
♦ Gather necessary information from new students.

The faculty strongly encourages attendance by all new students. New students who are unable to attend this meeting are asked to contact the department office as soon as possible after the meeting to determine their acting doctoral chairpersons, to obtain any information they need, and to provide the information requested during the meeting.

G13. POLICY on SEXUAL HARASSMENT

According to the Sex Discrimination Guidelines promulgated by the Equal Employment Opportunity Commission (EEOC), sexual harassment is a form of sex discrimination. The guidelines define sexual harassment at 29 C.F.R., Section 1604.11 as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
♦ Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic performance,
♦ Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or
♦ Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile or offensive working or educational environment.

The basic premise of the sexual harassment policy is that a sexual element must not be introduced into what should be a sex-neutral situation causing the boundaries which normally exist between the professional role and the personal relationship to become blurred.

G14. RESERVING LABORATORY FACILITIES

Students who want to use the laboratory facilities in 1327 Norman Hall (1327 C,D,E,F,I,J) must schedule a room in advance with one of the department secretaries (392-0731, Ext. 200). Technical assistance for the use of video and
audio taping equipment in the department laboratory is provided by the U.F. Office of Instructional Resources (392-1011).

**G15. RETAIN COURSE SYLLABI**

Although the Counselor Education faculty now recognize that **most State Licensure Boards require a copy of the syllabus of the ACTUAL COURSE TAKEN** by an applicant, neither the faculty nor the department office retain copies of course descriptions from past years. Since course content changes from semester to semester in response to new knowledge and innovative practices, neither the faculty nor the department can guarantee that a current course description and/or syllabus adequately represents a course as it was taught previously. The best the department can do is confirm a course description provided by the student IF that course description is judged (by the collective memory of the department faculty) to be a reasonable representation of programmatic efforts at the time the course was taken.

**SO SAVE A COPY OF THE SYLLABUS OF EACH COURSE YOU TAKE IN THE PROGRAM. YOU MAY NEED IT TO DOCUMENT THAT YOU COVERED TOPICS REQUIRED FOR CERTIFICATION AND/OR LICENSURE.** Nevertheless, if you need a letter from the department regarding courses taken in your graduate program, please send us printed course descriptions in final form (based on your recall of course content). If the department can affirm the descriptions submitted, a cover letter addressed to the Licensure Board of your choice will be attached to the descriptions and returned to you.

**G16. A SAFETY REMINDER**

Students, faculty, and staff together can make the University of Florida a safer and more joyful place by being mindful and care-full of each other and by extending a helping hand to each other. And we need to be care-full of ourselves; books, wallets, purses, backpacks, and other personal belongings should never be left unattended, even for brief periods of time (e.g., during a class break in which everyone leaves the classroom). Doors should be locked whenever rooms are completely vacated. Care should be taken not to be completely alone in campus facilities (e.g., classrooms and laboratory counseling rooms) or walk alone at night on campus. Let us take care to escort each other to and from buildings and parking lots, especially at night.
Residency for tuition purposes is controlled exclusively by laws enacted by the Florida Legislature. These laws presume that students who are initially classified as nonresidents for tuition purposes will NOT be reclassified as residents for tuition purposes merely by being enrolled for one year. Under Florida law, physical presence in Florida merely incidental to enrollment in a college or university is NOT sufficient to obtain reclassification.

Residency review staff are not authorized to provide guidance on methods to obtain residency. Their role is to review all applications for Florida resident status, together with any supporting documentation submitted, and to render a decision based upon that documentation and the requirements of law.

It is the sole responsibility of the applicant (the student or the student's parent/guardian, spouse, etc., if the student is a dependent) to provide all appropriate documentation to justify and to support classification. Residency review staff may inform students of relevant documents which, if submitted, will be considered. Applicants must submit their request no later than the published fee payment deadline. Requests received after this date will not be considered.

The applicant should read carefully the Request for Change of Residency Status and follow all instructions before submitting it for review. Students may consult extensive sections in both the University of Florida undergraduate and graduate catalogs, which may further clarify the requirements of the law.

Determining the proper classification of residency for tuition purposes is a lengthy process. Applicants will be notified in writing of the decision. Students are reminded that they are responsible for paying the appropriate fees, based upon the current residency classification, by the published fee payment deadline. If the application for Florida residency for tuition purposes is approved, the student will be issued a refund for the difference between non-Florida and Florida resident fees.

The complete official form is available in 201 Criser Hall. The completed form is to be sent to: Office of Admissions, 201 Criser Hall, Gainesville, FL 32611-4000; [phone (352) 392-1363, ext 710]
G17A. UNIVERSITY of FLORIDA REQUEST FOR CHANGE IN RESIDENCY STATUS

<table>
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<tr>
<th>Social Security Number</th>
<th>Last Name</th>
<th>First</th>
<th>M.I.</th>
</tr>
</thead>
</table>

Local Address: Street & Number  City  State  Zip

Permanent Address: Street & Number  City  State  Zip

Birth date  Class/College

Term & Year of residency change request: Fall ____; Spring ____;

Summer A/C ____; Summer B ____

Telephone numbers:
Home(____)____________Business(____)____________

E-Mail Address: ________________________________

Date first attended University of Florida_______________________________

Have you previously applied for a change of residency? _____yes _____no

If yes, what term____________________

INSTRUCTIONS: Read the following information carefully. If you believe you qualify for Florida residency for tuition purposes, complete this form, attach all requested copies of documentation and submit by the fee payment deadline for the term for which you seek reclassification.

A Florida "resident for tuition purposes" is a person who has, or a dependent person whose parent or legal guardian has, established and maintained legal residency in Florida for at least twelve months. Residence in Florida must be as a bonafide domiciliary rather than for the purpose of maintaining a residence incident to enrollment at an institution of higher education. Other persons not meeting the twelve-month legal residence requirement may be classified as Florida residents for tuition purposes only if they fall within one of the limited special categories (See 5) authorized by the Florida Legislature and Board of Regents. AU other persona are ineligible for classification as a Florida “resident for tuition purposes”.

IT IS IMPORTANT TO KNOW

- To qualify as a Florida resident for tuition purposes you must be a U.S. citizen, permanent resident alien, or a legal alien granted indefinite stay by Immigration and Naturalization Service (INS).

- Students who depend on out-of-state parents for financial support are presumed to be legal residents of the same state as their parents.

- Residence in Florida must be for the purpose of establishing a permanent domicile and not merely incident to enrollment at an institution of higher education. Living in or attending school in Florida will not, in itself, establish legal residence.

- Documents supporting the establishment of legal residence should be dated, issued or filed at least 12 months before the first day of classes of the term for which a Florida resident classification is sought.

- You will need to supply documentation to prove that you have maintained 12 months physical presence in the state of Florida.

- It is the applicant's responsibility to establish the facts which justify classification as a Florida resident for tuition purposes.

DEFINITIONS

- DEPENDENT: a person for whom 50% or more of his/her support is provided by another.

- INDEPENDENT: a person who provides more than 50% of his/her own support. (A copy of the most recent tax return or other documentation may be requested to establish dependence/independence.)

EXCEPTIONS: The law allows some applicants who do not meet the 12-month requirement to be classified as Florida residents. These exceptional categories are listed under SECTION 1 CATEGORIES, below. Please check any exception applicable in your case, attach copies of all required documentation and be prepared to provide originals for the review of the registering authority.
G17B. FLORIDA RESIDENCY ASSESSMENT and AFFIDAVIT (4/94)

To be considered for classification as a Florida resident for tuition purposes only, you must provide the requested information (see below) on an official form available in 201 Criser Hall, a sample of which follows. Follow the Roman numerals through the main section headings below, skipping to each new section as appropriate. In each section you must check only one selection. After completing the form, return it to 201 Criser Hall for review by the Office of the University Registrar.

1. CATEGORIES: Check the one category that describes your situation.

___I, my parent/guardian, or my spouse has lived in Florida for the past 12 months. (Proceed to 2. CITIZENSHIP.)

___I am a full-time instructional or administrative employee (or dependent of same) employed by a Florida public school, community college, or institution of higher education. (Proceed to 5. 1)

___I, my parent/guardian, or my spouse is active duty military personnel stationed in Florida. (Proceed to 5. 2)

___I, my parent/guardian, or my spouse is active duty military personnel whose home of record is Florida. (Proceed to 5. 3)

___I am in the Latin American/Caribbean Scholarship Program. (Proceed to 5.4)

___None of the above applies. I do not qualify as a Florida resident for tuition purposes.

2. CITIZENSHIP: Check one only.

___I am a US. citizen. (Proceed to 3.DEPENDENCY.)

___I am a Permanent Resident Alien. My resident alien number is_____________ Date of issue: ________________. Provide copy of both sides of Alien Registration Receipt Card. (Proceed to 3. DEPENDENCY.)

___I am an alien, approved by INS for indefinite stay (visa categories A,E,G,I,K ) My visa number is_____________________ Date of issue ____________. (Proceed to 3. DEPENDENCY.)

___I am a Cuban or Vietnamese national who has been issued a Parole Card. My parole card number is____________________________ Date of issue______________________ . (Proceed to 3. DEPENDENCY.)
I am a non-U.S. citizen in this country on a visa (categories B,C,D,F,H,J,L,M)  
I do not qualify as a Florida resident for tuition purposes.  

3. DEPENDENCY: Check one only  

My parent(s)/guardian(s) claim me as a dependent on their federal income tax return. He/she has resided in Florida for the past 12 months. I am providing documentation of their residence status, and they have filled out the Florida Residence Affidavit (below). I am providing documentation as proof of my dependent status. (Parent/guardian: Proceed to 4. DOCUMENTATION.)  

My adult relative, with whom I have been living for at least the past five (5) years, and who claims me as a dependent, is a Florida resident, and has been for at least the past twelve (12) months. I have included a copy of his/her most recent IRS form 1040, or other documentation as proof of my dependent status. (Relative on whom claim is based, proceed to 4. DOCUMENTATION.)  

I am married to a person who has maintained legal residence in Florida for at least twelve months (copy of marriage certificate required). (Spouse who qualifies, proceed to 4. DOCUMENTATION.)  

I am an independent individual. No one claims me as a dependent. I have filled out the Florida Residency Affidavit below. (Proceed to 4. DOCUMENTATION.)  

4. DOCUMENTATION: Please answer each question below by checking the appropriate box YES or NO. For each YES answer, please attach a copy of the specified documentation. It is expected at least some of these documents will bear dates at least one year old. Please write your social security number on each document.  

1) Do you own a home in Florida? (Attach copy of mortgage or deed or homestead exemption.)  

        ______YES ______NO  

2) Do you hold a Florida professional/occupational license? (Attach copy of license /certificate.)  

        ______YES ______NO  

3) Do you own real estate property in Florida (buildings or land)? (Attach copy of mortgage/ deed.)  

        ______YES ______NO
4) Have you been employed the last twelve months? (Attach letter from employer listing dates of employment.) ______YES ______NO
5) Have you been renting a home in Florida? (Attach a copy of lease.) ______YES ______NO
6) Are you a member of any organization or association in Florida? (Attach copy of membership card/cert.) ______YES ______NO
7) Do you have an offer of a permanent job? (Attach copy of job offer.) ______YES ______NO
8) Do you have a bank account? (Attach copy of bank statement or letter from bank.) ______YES ______NO
9) Are you on the Board of Directors or an officer of a Florida corporation? (Attach certification - m corporate president.) ______YES ______NO
10) Have you resided outside Florida when not enrolled? If yes, please attach explanation. ______YES ______NO
11) Do you have a driver's license? (Attach photocopy.) ______YES ______NO
12) Are you registered to vote? (Attach copy of voter's registration card.) ______YES ______NO
13) Do you own a motor vehicle? (Attach copy of registration.) ______YES ______NO
14) Have you filed a Declaration of Domicile in Florida? (Attach a copy of Declaration of Domicile.) ______YES ______NO
15) Are you considered "independent" according to the Federal Income Tax Code? (Attach copy of most recent tax return-your own and your parent(s)/guardian(s) or other adult relative with whom you have resided for at least five (5) years, as appropriate.) ______YES ______NO
16) Are there any other documents, which you feel support your case? If so, attach copies and list them here: ______YES ______NO
WHEN YOU HAVE COMPLETED THIS SECTION, PROCEED TO 6.
FLORIDA RESIDENCY AFFIDAVIT

5. DOCUMENTATION: Special categories

1) Full-time instructional or administrative employee of a Florida public school, community college, or institute of higher education: attach copy of current employment contract, or other appropriate document. (Proceed to 6. FLORIDA RESIDENCY AFFIDAVIT, below.)

2) Active duty military: Attach a copy of current orders showing you are stationed in Florida. (You have completed this form. Turn it in for review.)

3) Active duty military-Florida resident stationed outside Florida: Attach documentation (Form DD-2058). (You have completed this form. Turn it in for review.)

4) Latin American/Caribbean Scholarship Program participant: Attach copies of scholarship papers. (You have completed this form. Turn it in for review.)

6. FLORIDA RESIDENCY AFFIDAVIT: (Please print)

NOTE: Someone other than the student (e.g., Parent/guardian, spouse, etc.) should complete this affidavit if the student is dependent or seeks to be classified as a Florida resident by virtue of a relationship. Otherwise, the student should complete the affidavit.

State of Florida, County of __________________________________

I, ____________________________________________, being the first duly sworn, do hereby swear or affirm that I have been a Florida resident and domiciliary for the preceding 12 months or that I qualify under the exception provision checked above. Florida is my true, fixed, and permanent home and place of habitation. Florida is the state where I live, remain, and to which I expect to return when I leave. As evidence of my intention to make Florida my permanent home, I have supplied certain documents which show that I began establishing my residence and domicile at least 12 months ago. I understand that a false statement in this affidavit will subject me to penalties for making a false statement pursuant to 837.06, Florida Statutes.

__________________________ ____________
Signature of student or claimant in ink Date

Parent/guardian's name and address if student is under 25.
G18. STUDENT DATA FILES

Approximately 225 students, of which approximately 30 percent are doctoral students, are enrolled in the various programs in the department. To help us develop and maintain effective lines of communication with each student and with the Graduate School, the department has developed student data files. These files contain information considered necessary for effective and efficient communication with or about students in programs in the Counselor Education department. The information includes students’ full names, identification numbers, current addresses, current telephone number(s), current academic record, and original application materials.

Please be sure your data file contains up-to-date information. If you change addresses, telephone number(s), or your name, it is essential that you have your student data file amended immediately. You may do this by informing, IN WRITING, one of the department secretaries of the appropriate changes. Should you neglect to maintain accurate information in your student data file, (a) the department may be unable to provide important information to you that will help you successfully complete the program and (b) your standing in the department may be inadvertently compromised (i.e., you may be dropped from the program).

Access to student data files is restricted to department faculty members and staff, and can be used only for official department or university business.

G19. STUDENT INFORMATION POLICY

Faculty and Staff are obligated to protect students’ rights, privacy, and safety; therefore they will give information about students over the telephone only when warranted.

G20. STUDENT MAILBOXES

CESA headquarters (1313 Norman Hall) also houses "general" mailboxes (organized alphabetically by surname) for Counselor Education students. Please check this mailbox at least once per week to determine if there are PROGRAM-RELATED messages or materials for you so that you can stay up-to-date on departmental, college, and university deadlines and information pertinent to successful completion of your degree-program. The "student mailbox" is NOT intended for receipt of regular (i.e., U.S. Postal Service) mail for students and you are discouraged from using the department address for personal mailings because the department cannot guarantee you will receive mail addressed to you in care of the department. Please note that undated items or items with delivery
dates more than thirty days prior are discarded at the end of each calendar month.

G21. STUDENT MENTORSHIP PROGRAM

The mentorship program aims to enhance the acclimation and transition process for incoming students to the Counselor Education Graduate School Program by providing contact with a personal information and support source (i.e., fellow students in the program) who can be consulted regarding general questions about the Counselor Ed programs.

ROLE of STUDENT MENTORS:

- Mentors can assist incoming students by offering support and answering any questions about academic courses (e.g., what to expect, effective study approaches) or the community (e.g., sporting events, community activities, things to do).
- Mentors can encourage incoming students to become involved in programs sponsored by the Counselor Education Department, such as CESA and Chi Sigma Iota.
- Mentors can provide information about classes to incoming students, as well as encourage students to complete their Planned Programs with their advisors in a timely manner.
- Mentor can help normalize incoming students’ concerns by sharing their graduate school experiences.
- Mentors can share their knowledge and experiences regarding practicum and internship sites and experiences.
- Mentors are asked to meet with the students for whom they are mentors within the first two weeks of the term and at least twice more during the term.

Note: The student mentors are not intended to replace academic advisors. Rather, student mentors can be informative and supportive supplements to academic advisors.

RECRUITMENT PROCESS:

- Student Mentors who have completed at least one semester in their respective tracks will be recruited from the three Counselor Education program tracks (Mental Health Counseling/School Counseling/Marriage & Family) via the LISTSERV and matched with incoming students in their respective tracks by the Practicum/Internship office.
G22. TELEPHONE SERVICE

A telephone for students (for local calls only) is located next to the office of the Dean of the College of Education, by the North door outside Room 140 Norman Hall.

G23. UF REQUIRES COMPUTER COMPETENCY (CLAS)

Access to and on-going use of a computer (preferably Macintosh) will be required for all students to complete their degree programs successfully in the College of Education. While the university offers limited access to computers through its computer labs, most students will be expected to purchase or lease a computer capable of generating printed output and running the most current versions of software for graphical access to the World Wide Web, internet access, word processing, database operations, computer generated slide shows, spreadsheet calculation, statistical analysis, and multimedia authoring software. Costs of a computer will be included in financial aid considerations. See the Web at:

http://www.coe.ufl.edu/Committees/Technology/COE_Policy.html--
SECTION H. - DEGREES, PROGRAMS, AND COURSE TITLES

H1. PROGRAM ACCREDITATIONS

The University of Florida is a member of the prestigious American Association of Universities (AAU) and is accredited by the Southern Association of Colleges and Schools (SACS).

The National Council for the Accreditation of Teacher Education (NCATE) accredits programs in colleges of education. NCATE has accredited:

♦ School Counseling and Guidance (MED/EDS)

The State of Florida Department of Education (DOE) accredits programs in state university colleges of education that prepares program graduates to be certified as School Counselors by the State of Florida. The State of Florida DOE has accredited:

♦ School Counseling and Guidance (MED/EDS)

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) has accredited three “entry-level” (MED/EDS) counselor education programs and three “advanced” (PHD/EDD) counselor education and supervision programs in the following professional specializations:

❖ Mental Health Counseling (ACD-MED/EDS), currently accredited under the CACREP title “Mental Health Counseling.”

❖ Marriage and Family Counseling (EDC-MED/EDS), currently accredited under the CACREP title “Marriage and Family Counseling”.

❖ School Counseling and Guidance (SCG-MED/EDS), currently accredited under the CACREP title "School Counseling."

The Doctoral (PHD/EDD) Program in Counselor Education offers three major concentrations in Marriage and Family Counseling, Mental Health Counseling, and School Counseling and Guidance, all currently accredited under the CACREP general title, “Counselor Education and Supervision”
H2. ACADEMIC DEGREES WHICH MAY BE AWARDED THROUGH THE DEPARTMENT OF COUNSELOR EDUCATION

Master of Arts in Education (MAE)
Master of Education (MED)
Specialist in Education (EDS)
Doctor of Philosophy (PHD)
Doctor of Education (EDD)

H3. BOARD of REGENTS PROGRAM IDENTIFIER CODES

The three-letter designations (i.e., SCG, EDC, ACD) following each program title indicate the Florida Board of Regents “program identifier code” for that program.

ACD = Mental Health Counseling
EDC = Marriage and Family Counseling
SCG = School Counseling and Guidance

H4. ACADEMIC PROGRAMS SPECIALIZATIONS

School Counseling and Guidance (SCG)
Marriage and Family Counseling (EDC)
Mental Health Counseling (ACD)

H5. ACADEMIC DEGREE AND PROGRAM COMBINATIONS

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<tr>
<th></th>
<th>MED/EDS</th>
<th>MAE/EDS</th>
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<th>PHD</th>
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<td>School Counseling &amp;</td>
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H6. PROFESSIONAL PRACTICE SPECIALIZATIONS
The “Specialized Studies Emphasis” associated with each degree designation requires the successful completion of a minimum of four courses that specifically relate to the academic program specialty area (i.e., the professional practice specialization) AND the successful completion of practica and internships in sites appropriate to one of the chosen professional practice specializations [i.e., settings providing School Counseling and Guidance (SCG), Mental Health Counseling (ACD), or Marriage and Family Counseling (EDC)].

H7. GENERAL REQUIREMENTS FOR SUCCESSFUL COMPLETION OF COUNSELOR EDUCATION PROGRAMS
EDS, with the MED awarded concurrently to students who have not previously received an MED, upon successful completion of a minimum of 72 acceptable, post-baccalaureate semester credit hours.
EDS, with the MAE awarded concurrently to students who have not previously received an MAE, upon successful completion of a minimum of 72 acceptable, post-baccalaureate semester credit hours, including a 6-semester-credit-hour Master’s Thesis or Master’s Project.
EDS-only to students who have previously received an MED, upon successful completion of a minimum of 36 acceptable, post-Master’s semester credit hours.
EDD awarded to students upon successful completion of a minimum of 90 acceptable, post-baccalaureate semester credit hours and successful completion of an EDD dissertation.
PHD awarded to students upon successful completion of a minimum of 90 acceptable, post-baccalaureate semester credit hours and successful completion of a PHD dissertation.

H8. ATTENDING to CONTEXTUAL INFLUENCES
Fully prepared Mental Health professionals need to have knowledge and understanding of the cultural, professional and socio-political contexts/ environments in which they work in order to use their professional knowledge and skills effectively. Therefore attention is given in all Counselor Education programs to improving our understanding of person/environment transactions and how age, context/environment, culture, economics, ethnicity, gender, politics, and religion influence human behavior, perception, affect, cognition, and intentionality.
H9. HISTORY OF DOCTORAL PROGRAMS

Until 1982, there was one doctoral program in the UF Department of Counselor Education; it was entitled “Counselor Education” and it offered specializations in agency/community/correctional counseling, counselor education, school counseling, and student personnel in higher education. Each student’s doctoral program included intensive and extensive didactic and experiential preparation for professional positions and placements for which a doctoral degree was a minimum requirement; this emphasis was consistent with CACREP accreditation standards.

The agency/community/correctional (i.e., mental health) counseling specialty was primarily for students who sought positions as agency program administrators or as psychotherapists. Students could emphasize their special interests such as career counseling, gerontological counseling, marriage and family counseling, multicultural counseling, pastoral counseling, rehabilitation counseling, counseling in business and industry settings (e.g., Employee Assistance Programs, Personnel Managers), or counseling in correctional settings.

The counselor education specialty was primarily for students who sought positions as counselor educators in colleges and universities.

The school counseling specialty in the pre-1982 doctoral program was primarily for students who sought to achieve administrative and/or supervisory positions (e.g., county or district guidance coordinators) in schools or other educational systems (e.g., state departments of education).

The student personnel in higher education emphasis was primarily for students who sought administrative positions in colleges or universities (e.g. as assistant deans of students, residence directors, or student services directors) or as counselors in college and/or university counseling centers.

In the 1980s the Florida State University System (SUS) implemented common course numbering (i.e., courses having essentially similar content at different universities were assigned the same course prefix and number in each Florida university) and required that each of Florida’s universities clearly identify the specific degree program specializations it offers. The UF Department of Counselor Education responded by differentiating the specializations in its unified doctoral degree into four emphasis (or majors) which acknowledged the professional the professional identities recognized by CACREP and reflected the career aspirations of the students enrolled: School Counseling and Guidance (SCG); Agency, Correctional and Developmental Counseling (ACD); Student Personnel in Higher Education (SPH); and Counselor education (EDC).
Despite the change in degree titles, the department faculty members reaffirmed the previous unified doctoral program philosophy that mandated intensive and extensive didactic and experiential preparation in research, supervision, consultation, teaching/instruction, and professional leadership/service. Curricular expectations (e.g., a core curriculum that built upon and extended entry-level preparation in Counselor Education) and matriculation requirements (e.g. written and oral examinations procedures) applicable to all doctoral students in all doctoral majors in the department were established. In addition, the doctorate in agency, correctional and developmental counseling was limited to the five “sub-specializations” that reflected faculty expertise at the time: (a) marriage and family therapy/counseling, (b) substance abuse counseling, (c) multicultural counseling, (d) community mental health counseling, and (e) rehabilitation counseling.

In 1994, two programs (i.e. Marriage and Family Counseling (EDC) and Mental Health Counseling (ACD), were explicitly identified as programs preparing candidates for the professional licenses by that name (i.e., LMFT and LMHC) available in Florida. They joined School Counseling and Guidance (SCG) and Student Personnel in Higher Education (SPH) to constitute four Counselor Education doctoral degree specializations available. (NOTE: The doctoral degree program (EDD or PHD) is for students who have previously earned an entry-level degree such as the Master of Education (MED), the Mast of Arts Degree (MA), and/or the Specialist in Education degree (EDS)).

In 1999, primary responsibility for the MED, EDS, and doctoral degrees in Student Personnel in Higher Education (SPH) were transferred to the Department of Educational Leadership, leaving three Counselor Education specialties.

All three current Counselor Education doctoral degree program majors/specializations continue to emphasize four components:

1. **A foundation** that is built upon successful completion of all requirements of an appropriate entry-level program.

2. **A common curricular core** in Counselor Education and Research Design & Methodology, specifically relevant to doctoral-level preparation.

3. **A specialized, clinical concentration** (i.e., academic major) that corresponds to each doctoral student’s preferred professional context, identity, or specialty (i.e., Marriage & Family Counseling, Mental Health Counseling, and School Counseling).

4. **An elective research emphasis** that reflects the additional research expertise expected of doctoral-level professionals (e.g., advocacy; agency/budget/department/school administration & management; clinical supervision; clinical
practice issues (e.g., anxiety, delinquency, depression); consultation; crisis intervention; educational/mental health policy formation, implementation & evaluation; employee assistance; personnel management; psycho-educational program development, program management and & program evaluation; professional regulation; specialized clinical practice; staff development/team building; and/or teaching/training).

H10. CACREP CORE CURRICULA

The following list identifies the eight entry-level CACREP “core curricula” areas and the courses in the department, which serve to fulfill those respective standards:

<table>
<thead>
<tr>
<th>Core Curricula</th>
<th>Area Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Human Growth and Development</td>
<td>MHS 6480</td>
</tr>
<tr>
<td>♦ Social and Cultural Foundations</td>
<td>MHS 6428</td>
</tr>
<tr>
<td>♦ Helping Relationships</td>
<td>MHS 5005 &amp; MHS 6401</td>
</tr>
<tr>
<td>♦ Group Work</td>
<td>MHS 6500</td>
</tr>
<tr>
<td>♦ Career and Lifestyle Development</td>
<td>MHS 6340</td>
</tr>
<tr>
<td>♦ Appraisal</td>
<td>MHS 6200</td>
</tr>
<tr>
<td>♦ Research and Program Evaluation</td>
<td>MHS 7740</td>
</tr>
<tr>
<td>♦ Professional Orientation</td>
<td>MHS 6720 or MHS 6705</td>
</tr>
</tbody>
</table>

H11. CORE CURRICULA

The Core Curricula specified immediately below establish the foundation for study in Counselor Education and is required of all students in all MAE/EDS, MED/EDS, EDS-only, EDD, & PHD programs in the department:

♦ Pre-professional requirement: Basic Statistics
♦ MHS 5005 - Introduction to Counseling
♦ MHS 6200 - Assessment in Counseling and Development
♦ MHS 6340 - Career Development
♦ MHS 6401 - Counseling Theories and Applications
♦ MHS 6428 - Multicultural Counseling
♦ MHS 6480 - Developmental Counseling Over the Life Span
♦ MHS 6500 - Group Counseling: Theory and Process
♦ MHS 6720 - Professional Identity and Ethics in Counseling
♦ MHS 7740 - Research in Counseling and Development
♦ XXX xxxx - First Practicum (as appropriate to program)
♦ XXX xxxx - Group Supervision appropriate to Practicum I
♦ XXX xxxx - Second Practicum (as appropriate to program)
♦ XXX xxxx - Group supervision appropriate to Practicum II
♦ XXX xxxx - First Internship (as appropriate to program)
XXX xxxx - Group supervision as appropriate to Internship I

**H12. SCHOOL COUNSELING CORE CURRICULA (12 credits)**

The SCG Core Curricula specified immediately below is required of all School Counseling and Guidance students in all MAE/EDS, MED/EDS, EDS-only, EDD, & PHD programs in the department:

- SDS 6411  Counseling Children*** (3)
- SDS 6413  Counseling Adolescents*** (3)
- MHS 6421  Play Counseling & Play Process with Children (3)
- SDS 6620  Org. & Admin. of Guidance & Personnel Programs (3)

***Specifies prerequisites for Practicum I.

**H13. MENTAL HEALTH COUNSELING (ACD) CLINICAL CORE CURRICULA (15 Credits)**

The ACD Core Curricula specified immediately below is required of all Mental Health Counseling students in all MAE/EDS, MED/EDS, EDS-only, EDD, & PHD programs in the department:

- MHS 6020  Counseling in Community Settings (3)
- MHS 6071 Diagnosis and Treatment of Mental Disorders (3)
- MHS 6430  Introduction to Family Counseling (3)
- MHS 6450  Substance Abuse Counseling (3)
- MHS 6481  Sexuality and Mental Health (3)

**H14. The MARRIAGE AND FAMILY COUNSELING (EDC) CLINICAL CORE CURRICULA (31 Credits)**

The EDC Core Curricula specified immediately below is required of all Marriage and Family Counseling students in all MAE/EDS, MED/EDS, EDS-only, EDD, & PHD programs in the department:

- MHS 6020  Counseling in Community Settings (3)
- MHS 6071 Diagnosis and Treatment of Mental Disorders (3)
- MHS 6421 Play Counseling & Play Process with Children (3)
- MHS 6430  Introduction to Family Counseling (3)
- MHS 6440  Marriage Counseling (3)
- MHS 6450  Substance Abuse Counseling (3)
- MHS 6481  Sexuality and Mental Health (3)
- MHS 6705  Professional, Ethical, and Legal Issues in Marriage and Family Counseling (3)
- SDS 6938  Family Violence (3)
- MHS 7431  Advanced Family Counseling (4)
H15. DOCTORAL CORE CURRICULA

The CACREP program accreditation the Department of Counselor Education has earned has been achieved and maintained, to a great extent, because the department requires ALL students enrolled in ALL three doctoral program practice specializations to successfully complete the Core Curricula that established the foundation for study in Counselor Education:

Pre-Professional
   Basic Statistics (e.g. STA 2024)

CACREP Core
   MHS 5005  Introduction to Counseling
   MHS 6200  Assessment in Counseling and Development
   MHS 6340  Career Development
   MHS 6401  Counseling theories and Applications
   MHS 6428  Multicultural Counseling
   MHS 6480  Developmental Counseling Over the Life Span
   MHS 6500  Group Counseling: Theories and Procedures
   MHS 6720  Professional Identity and Ethics in Counseling

Professional Practice Emphasis
A minimum of four (and usually more) courses specifically related to the Doctoral program specialty area (i.e. the professional practice Specialization). This emphasis must also be evident in the selection of sites and supervision in the field experiences cited below.

Counselor Education Emphasis
   MHS 6400  Personality and Advanced Counseling Theories
   MHS 7600  Consultation Procedures
   MHS xxxx  Doctoral Integrative Seminar

Research Design and Methodology
   SDS 6905  Individual Work (data-based study)
   MHS 7740  Research in Counseling and Development
   EDF 6403  Quantitative Foundations of Educational Research
   XXX xxxx  An advanced research/statistics course
   MHS 7730  Seminar in Counseling Research
   MHS 7980  Research for Doctoral Dissertation
Field Experiences
MHS 7800  Practicum I in Counseling
MHS/SDS  Group Supervision in (specific to focus)
MHS/SDS  Practicum II in (specific to focus)
MHS/SDS  Group Supervision in (specific to focus)
MHS/SDS  7830 Internship in Counseling and Development
MHS/SDS  Group supervision in (specific to focus)
MHS/SDS  7830 Internship in Counseling and Development
MHS/SDS  Group Supervision in (specific to focus)
MHS 7808  Practicum in Counseling Supervision (4-8; Max. 8)
MHS 7840  Internship in Counselor Education (6; Max: 12)

Practica and Internship Electives
MHS 6940 or SDS 6940  Supervised Teaching (1-5; Max. 5)
MHS 7946  Internship in Agency Program Management
MHS/SDS  7830 Internship in Counseling and Development
MHS/SDS  Group Supervision in (specific to focus)

The core-course summary above demonstrates that there is considerable commonality among all three doctoral specializations because the doctoral program in Counselor Education has been designed to:

(1) Prepare ALL doctoral students to work in institutions of higher education which offer graduate-level counselor education programs;

(2) Prepare ALL doctoral students to work in professional practice settings, which offer the professional services of Marriage and Family Therapists, Mental Health Counselors and/or School Counselors; and

(3) Enable ALL doctoral students to graduate from a doctoral program in “Counselor Education and Supervision” which meets the accreditation standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

H16. COUNSELOR EDUCATION EMPHASIS

The Counselor Education emphasis is designed to provide advanced graduate-level preparation for doctoral students (in all three doctoral program specializations) to work in institutions of higher education which offer graduate-level counselor education programs. The Counselor Education emphasis is designed to foster and enhance each student’s development of skills in teaching, consultation, counseling & psychotherapy, research, supervision, program development & evaluation, and/or organizational & program management.
All doctoral students are required to complete departmental requirements applicable to one of the MAE/EDS or MED/EDS program specializations in the department (or in a closely related program of graduate study elsewhere).

All doctoral students are required to complete a core of supervised practical experiences, including the two practica and one internship appropriate to their MAE/EDS or MED/EDS program specialization in the department, and at least one additional clinical internship* and one counselor education internship (i.e., MHS 7840). (At least one of the doctoral program internships must be taken on a full-time basis).

All doctoral students are encouraged to engage in professional activity (which also earn course credits) characteristic of Counselor Educators, such as the following experiences:

- **MHS 6910 Supervised Research** (e.g., presentation of a paper/program pertinent to the student’s program specialization at a professional meeting or convention and/or submission of a manuscript pertinent to the student’s program specialization to a professional journal).
- **MHS 6940 Supervised Teaching** (e.g., assisting a faculty member in teaching the Lab section of MHS 5005).

In addition, doctoral students may elect two courses offered in the UF College of Education Department of Educational Leadership (i.e., EDH 6066 – American Higher Education, and EDH 6305 – College and University Teaching), which are germane to preparing students to work in institutions of higher education.

*(Those students who hold an active Florida license (e.g., LCSW, LMFT, LMHC) may elect, pending approval of their Doctoral Supervisory Committee, to enroll in MHS 7946 – Internship in Agency Program Management, rather than MHS 7830 – Internship in Counseling and Development).

### H17. COUNSELOR EDUCATION INTERNSHIPS

Counselor Education Internships (i.e., MHS 7840) allow students to approximate to the greatest extent possible the work of Counselor Educators. The following statements illustrate the quality of effort and documentation expected within a counselor education internship:

1. A minimum of 45 hours of service as a classroom instructor (3 class hours per week times 15 weeks per semester).
2. A minimum of 75 hours of out-of-class service (e.g., consultation about...
class requirements) to students (5 hours per week times 15 weeks per semester). Note: All classroom instructors at the University of Florida are required to have at least five hours of “open” office hours per week.

3. A minimum of 30 hours of service in preparation for classroom instructional activities (2 hours per week times 15 weeks per semester).

4. A minimum of 60 hours of service for the evaluation of student performance indicators (e.g., grading tests or evaluating papers) (4 hours per week times 15 weeks per semester).

5. A minimum of 30 hours as a supervisor of MAE/EDS and/or MED/EDS students in their initial practica (2 supervisees per week times 1 hour per individual session times 15 weeks per semester). This assignment assumes that the intern has already completed MHS 7808 – Practicum in supervision.

6. A minimum of 30 hours in preparation for individual supervision sessions with supervisees (e.g., reviewing case notes, audio or video tapes, etc.) (2 hours per week times 15 weeks per semester).

7. A minimum of 20 hours in co-leading group supervision sessions with a department faculty member.

The remainder of student time during the internship may be spent performing a variety of functions and duties as may be appropriate to counselor educators. For example, students are encouraged to work with faculty members in consulting, writing, or professional organization activities whenever such opportunities arise.

Student Interns are responsible for maintaining accurate records (i.e., logs) of their time expenditures and activities during their Internship in Counselor Education. These records are to be presented to the individual supervisor at the conclusion of the Internship.

Students must receive a minimum of one hour per week of individual supervision from a member of the Counselor Education faculty during each Counselor Education Internship.

**H18. UF COUNSELOR EDUCATION COURSE LIST**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>(# of Credits)</th>
<th>S/U Grade Applies</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 5005</td>
<td>Introduction to Counseling (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MHS 6020</td>
<td>Counseling in Community Settings (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MHS 6061</td>
<td>Spiritual Issues in Multicultural Counseling (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[MHS 6068]</td>
<td>[Counseling in A Global Community]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MHS 6071  Diagnosis and Treatment of Mental Disorders (3)
MHS 6080  Counseling Needs of Older Persons (3)
MHS 6200  Assessment in Counseling and Development (3)
MHS 6340  Career Development (3)
MHS 6400  Personality and Mental Health Counseling (3)
MHS 6401  Counseling Theories and Applications (3)
MHS 6409  Counseling Older Persons: Theories and Techniques (3)
MHS 6421  Play Counseling and Play Process with Children (3)
MHS 6428  Multicultural Counseling (3)
MHS 6429  Counseling for Mid-Life and Pre-Retirement (3)
MHS 6430  Introduction to Family Counseling (3)
MHS 6440  Marriage Counseling (3)
MHS 6450  Substance Abuse Counseling (3)
MHS 6480  Developmental Counseling over the Life Span (3)
MHS 6481  Sexuality and Mental Health (3)
MHS 6500  Group Counseling: Theories and Procedures (3)
MHS 6705  Professional, Ethical, and Legal Issues in Marriage and Family Counseling (3)
MHS 6720  Professional Identity and Ethics in Counseling (2)
MHS 6831  Supervision for a Split Internship (3; max: 2)  S/U
MHS 6910  Supervised Research (1-5; max: 5)  S/U
MHS 6940  Supervised Teaching (1-5; max: 5)  S/U
MHS 6971  Research for Master’s Thesis (1-15)  S/U
MHS 6973  Project in Lieu of Thesis (1-9)  S/U
MHS 7402  Brief Therapy (3)
MHS 7431  Advanced Family Counseling (4)
MHS 7600  Consultation Procedures (3)
MHS 7730  Seminar in Counseling Research (3)
MHS 7740  Research in Counseling and Development (3)
MHS 7800  Practicum I in Counseling-150 Hours (3)  S/U
MHS 7804  Group Supervision in Agency Counseling (1; max: 5)  S/U
MHS 7805  Practicum II in Agency Counseling (3)  S/U
MHS 7806  Practicum II in Marriage and Family Counseling (3)  S/U
MHS 7807  Group Supervision in Marriage and Family Counseling (1; max: 5)  S/U
MHS 7808  Practicum in Counseling Supervision (4; max: 8)  S/U
MHS 7830  Internship in Counseling and Development-
   600 Hours (5; max: 15)  S/U
MHS 7840  Internship in Counselor Education (6; max: 12)  S/U
MHS 7946  Internship in Agency Program Management (6; max: 12)  S/U
MHS 7979  Advanced Research (1-12)  S/U
SDS 6411  Counseling with Children (3)
SDS 6413  Counseling Adolescents (3)
SDS 6520  Family, Student Development, and Role of Teacher as Advisor (3)
SDS 6620  Organization and Administration of Guidance and Personnel Programs (3)
SDS 6804  Practicum I in Student Development (3) S/U
SDS 6831  Supervision for a Split Internship (3; max: 6) S/U
SDS 6905  Individual Work (2-4; max: 12)
SDS 6938  Special Topics (1-4; max: 12):
   Counseling Skills for Non-Counselors (3)
   Death and Dying (3)
   Family Violence (3)
   Feminist Therapy (3)
   Gay, Lesbian, Bisexual, & Transsexual Issues in Counseling (3)
   Interpersonal Communication (3)
   Introductory Doctoral Seminar (3)
   Mediation (3)
   Spirituality in Clinical Practice (3)
   Trauma/Crisis Counseling (3)
   Women’s Issues in Counseling (3)
SDS 6940  Supervised Teaching (1-5; max: 5) S/U
SDS 7800  Practicum II in School Counseling (3) S/U
SDS 7820  Group Supervision in School Counseling (1; max: 5) S/U
SDS 7830  Internship in Counseling and Development-
SDS 7930  Seminar in Higher Education Student Personnel (1-2; max: 4)

H19. 1994 COURSE CONVERSION CHART

All course identifier codes and numbers for courses offered through the department were changed, effective with the Fall, 1994 academic term. The following chart is provided to allow for conversion from the old to new course numbers.

<table>
<thead>
<tr>
<th>Old</th>
<th>New</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGC 6005</td>
<td>MHS 5005</td>
<td>Introduction to Counseling</td>
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<tr>
<td>EGC 6045</td>
<td>SDS 6411</td>
<td>Counseling With Children</td>
</tr>
<tr>
<td>EGC 6047</td>
<td>SDS 6413</td>
<td>Counseling Adolescents</td>
</tr>
</tbody>
</table>
EGC 6054  SDS 6044  Problems in Personnel Work
EGC 6055  SDS 6040  Student Personnel Services in Higher Education
EGC 6057  SDS 6624  The College Community and the Student
EGC 6225  MHS 6200  Assessment in Counseling and Development
EGC 6241  MHS 6071  Diagnosis and Treatment of Mental Disorders
EGC 6317  MHS 6340  Career Development
EGC 6410  MHS 6400  Personality and Mental Health Counseling
EGC 6412  MHS 6481  Sexuality and Mental Health
EGC 6414  MHS 6430  Introduction to Family Counseling
EGC 6416  MHS 6401  Counseling Theories and Applications
EGC 6418  MHS 6440  Marriage Counseling
EGC 6419  MHS 6705  Professional, Ethical, and Legal Issues
                                 In Marriage and Family Counseling
EGC 6426  MHS 6020  Counseling in Community Settings
EGC 6430  MHS 6480  Developmental Counseling Over the Life Span
EGC 6438  MHS 6421  Play Counseling and Play Process with Children
EGC 6461  MHS 6450  Substance Abuse Counseling
EGC 6463  MHS 6428  Multicultural Counseling
EGC 6465  MHS 6429  Counseling for Mid-Life and Pre-Retirement
EGC 6466  MHS 6080  Counseling Needs of Older Persons
EGC 6467  MHS 6409  Counseling Older Persons: Theories and Techniques
EGC 6469  MHS 6068  Counseling in A Global Community
EGC 6505  MHS 6500  Group Counseling: Theories and Procedures
EGC 6606  SDS 6620  Organization and Administration of Guidance and Personnel Programs
EGC 6840  SDS 6804  Practicum I in Student Development
EGC 6905  SDS 6905  Individual Work
EGC 6910  MHS 6910  Supervised Research
EGC 6933  MHS 6720  Professional Identity and Ethics in Counseling
EGC 6938  SDS 6938  Special Topics
EGC 6940  MHS 6940  Supervised Teaching
EGC 7056  SDS 7930  Seminar in Higher Education Student Personnel
EGC 7415  MHS 7431  Advanced Family Counseling
EGC 7446  MHS 7800  Practicum I in Counseling
EGC 7451L MHS 7805  Practicum II in Agency Counseling
EGC 7452L MHS 7806  Practicum II in Marriage and Family Counseling
EGC 7453L SDS 7800  Practicum II in School Counseling
EGC 7454L SDS 7808  Practicum II in Student Development
EGC 7455C  MHS 7808  Practicum in Counseling Supervision
EGC 7456L  MHS 7804  Group Supervision in Agency Counseling
EGC 7457L  MHS 7807  Group Supervision in Marriage and Family Counseling
EGC 7458L  SDS 7820  Group Supervision in School Counseling
EGC 7459L  SDS 7802  Group Supervision in Student Development
EGC 7485   MHS 7730  Seminar in Counseling Research
EGC 7616   MHS 7740  Research in Counseling and Development
EGC 7706   MHS 7600  Consultation Procedures
EGC 7890   SDS 7830  Internship in Counseling and Development
EGC 7892L  MHS 6831  Supervision for a Split Internship
EGC 7894   MHS 7840  Internship in Counselor Education
EGC 7897   MHS 7946  Internship in Agency Program Management
EGC 7979   MHS 7979  Advanced Research
EGC 7980   MHS 7980  Research for Doctoral Dissertation

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SECTION I. - The DOCTORAL SUPERVISORY COMMITTEE

II. “ACTING” DOCTORAL COMMITTEE CHAIRPERSON

- Upon admission to a degree program in the department, you are automatically assigned a faculty member who will serve as your “acting” (i.e., temporary) doctoral chairperson. [EACH STUDENT IS TO HAVE A DESIGNATED DOCTORAL CHAIRPERSON AT ALL TIMES DURING THE STUDENT’S ENROLLMENT]. The faculty member assigned has agreed to work as the “acting” chairperson of your yet-to-be-appointed doctoral committee after having examined how your training goals and research interests fit with his/hers.

- The name of the acting doctoral chairperson assigned to you is announced at the new student orientation meeting (if not sooner). Three weeks later your first Supervisory Committee Form listing the doctoral chairperson assigned to you is filed automatically with the Graduate School by the department IF complete enrollment information is available. [Please be sure to provide the secretaries with needed information for your student data file at the earliest possible time in your program so that an accurate form can be filed with the Graduate School].

- Seek advisement from your acting chair for your program-related activities (e.g., course registration) during the first academic term immediately following your admission to a doctoral program and until a “permanent” doctoral chairperson has been agreed upon.

- You must constitute a “permanent” Doctoral Studies Supervisory Committee prior to the end of the last week of regularly scheduled classes of the SECOND academic term following your initial admission to a doctoral program regardless of whether you enroll for coursework during that academic term.

- After constituting your official “permanent” Doctoral Studies Supervisory Committee, seek advisement from your Committee Chairperson and other Committee Members regarding the construction and endorsement of your official Planned Program of Doctoral Studies and consideration of any and all changes you may wish to make.
I2. RESPONSIBILITIES of a DOCTORAL COMMITTEE CHAIRPERSON

In addition to the critical, but somewhat intangible, duties of serving as a doctoral student's major professor (i.e., advising, serving as a role model, stimulating scholarly research, evaluating progress, monitoring job search activities, and mentoring), there are technical requirements and paperwork (identified below) that must be completed by a doctoral chairperson so that a doctoral student can meet UF Graduate School requirements for graduation:

♦ After agreeing to serve as chair, the Chairperson helps the student select Doctoral Supervisory Committee members and makes sure that student has the departmental secretary file the Appointment of Supervisory Committee form.

♦ The Chairperson, in cooperation with the student and Doctoral Supervisory Committee, develops and signs the Planned Program form, secures confirmation from the Graduate Coordinator, and has it placed in the student’s file. (Typically a formal meeting of the full doctoral committee is called to approve the student’s planned program.)

♦ The Chairperson writes a transfer-of-credit petition letter (if one is necessary) to the Graduate School requesting that up to 30 graduate credits from a previously earned Masters degree be credited to the student’s doctoral program during the first semester the student is enrolled at UF.

♦ The Chairperson prepares the student's written doctoral qualifying specialization examination (i.e., the ACD, EDC, or SCG Exam) with input from the Doctoral Supervisory Committee members /or supervises the student in the preparation of a specialization paper (which will be evaluated by the student’s Doctoral Supervisory Committee).

♦ The Chairperson presides at the student's oral doctoral qualifying examination and submits an Admission to Candidacy form after the student’s successful completion of both oral and written qualifying examinations.

♦ The Chairperson presides at the student's dissertation proposal meeting (and subsequent meetings to discuss dissertation progress).

♦ The Chairperson reminds the student to prepare and submit the proposal and (IRB) approval forms for review by the Office of Graduate Studies & Research and UF’s Institutional Review Board and informs the Graduate Coordinator when approval is received.

♦ The Chairperson conducts an annual evaluation of the student's progress, soliciting information from the student and the student's Doctoral Supervisory Committee members, and sends a letter of evaluation to the student and the departmental chairperson.
♦ One semester before the student intends to graduate, the Chairperson determines which of the existing Doctoral Supervisory Committee are still available, helps the student to select new committee members (if needed), and submits a change of Doctoral Supervisory Committee form.

♦ The Chairperson reminds students of relevant deadline dates (e.g., application for graduation and dissertation submission deadlines).

♦ After the Doctoral Supervisory Committee members agree that the student's dissertation is ready for submission, the Chairperson prepares the letter of transmittal, which authorizes the student to submit the dissertation to the Office of Graduate Studies and the Graduate School Editorial Office.

♦ The Chairperson completes the final examination notification form, submits it ten (10) full working days before the doctoral dissertation defense, and publicizes the date of the dissertation defense.

♦ The Chairperson presides at the final oral doctoral examination (i.e., Dissertation Defense) and signs the Final Examination Form.

♦ The Chairperson reviews the final draft of the defended dissertation to confirm that all required changes are made (including those required by the Graduate School editorial office) before signing final copy.

♦ The Chairperson escorts the student (or arranges a substitute escort) at graduation if the student attends ceremony.

I3. RESPONSIBILITIES of a DOCTORAL SUPERVISORY COMMITTEE MEMBERS

□ In addition to a chairperson, your Doctoral Studies Supervisory Committee must include a minimum of three other graduate faculty members (for a total of four persons). Only persons who hold Graduate Studies Faculty (GSF) status and are approved by the graduate school may serve as member.

□ Your Doctoral Supervisory Committee members will assist you in formulating your program of studies, participate in your doctoral level training and in designing and conducting your doctoral dissertation research, and conduct your doctoral qualifying exams and your dissertation defense.

□ There are at least four formal meetings which must be attended by you and all members of your Doctoral Supervisory Committee:

♦ The purpose of the FIRST meeting is the formal approval of your planned program of doctoral study.

♦ The purpose of the SECOND meeting (a.k.a., admission to candidacy) is the completion of your doctoral qualifying examination (i.e., the oral examination), and approval of your dissertation research topic and plan. (Be sure to meet with your Chairperson in advance to prepare a tentative title for and a full-page prospectus of your dissertation research idea for presentation at the second meeting of your committee).
The purpose of the THIRD meeting (a.k.a., the dissertation proposal seminar) is to review and approve your dissertation research proposal (i.e., the first three chapters of your dissertation).

The purpose of the FOURTH meeting (a.k.a. the dissertation defense) is to conduct your Final Oral Examination in which you are to report on and defend your dissertation.

14. CHOOSING YOUR DOCTORAL SUPERVISORY COMMITTEE

The following rules apply to the selection of committee members:

♦ Your doctoral supervisory committee must consist of at least four (4) GRADUATE FACULTY members. There is no maximum limit; however, history has shown that it is extremely difficult to coordinate activities among members of a doctoral supervisory committee containing more than five persons.

♦ The chairperson of your doctoral studies Supervisory Committee must be a member of the GRADUATE FACULTY. You can either confirm your relationship with the doctoral chairperson originally assigned to you, or you can ask a faculty person other than the one originally assigned to serve as your committee chairperson (if s/he is available and willing). The department secretaries have a listing of the current Graduate Faculty statuses of all faculty members in the university.

♦ At least two members of your committee must hold a regular or affiliate (i.e., joint) appointment in the Department of Counselor Education. (NOTE: Adjunct faculty members do NOT fulfill this requirement.)

♦ At least one (I) member of your committee must hold an academic appointment in a department other than the Department of Counselor Education so s/he can serve as the “External Member” of your committee. [NOTE: Faculty members who hold (so-called) joint appointments (i.e., those who hold appointments in the Department of Counselor Education and another UF department) can serve as members of your committee, but are NOT eligible to serve as the External Member of your committee.]

15. INVITING FACULTY to SERVE on YOUR DOCTORAL SUPERVISORY COMMITTEE

Discuss your professional goals and plans with the faculty member(s) you hope to have as your Chairperson, make a choice, and ask her/him to serve as your “permanent” Chairperson.

If a faculty member says “no”, the faculty member may have no openings available. [The most common reason why faculty members do not (indeed, cannot) agree to serve as committee chairpersons is that departmental policies restrict the number of doctoral supervisory committee “chairpersonships” a faculty member can assume. THEREFORE, if you wish to have a faculty person other than your “Acting” Chairperson serve as your “permanent” chairperson]
Chair, get her/his official commitment prior to relinquishing your current
“Acting” Chairperson.

- Once you have determined your Doctoral Supervisory Committee
  Chairperson, ask (as a professional courtesy) her/him to recommend other
  faculty who might be committee members (and to indicate those persons, if
  any, with whom s/he would prefer not to work). Your chairperson may not
  have specific recommendations in this regard, but s/he may have suggestions
  as to the type of expertise you need to have represented on your committee
  given your areas of interest (e.g., a quantitative or qualitative research
  methodologist).

- Next, create your own list of eligible persons, prioritize it, have your
  Chairperson review it, and then approach each person on your list. Be
  prepared to discuss your professional aspirations, program goals, research
  interests, and expectations for her/his involvement on your Doctoral Studies
  Supervisory Committee with each faculty member approached, and to solicit
  her/his expectations for you.

- Remember, regardless of the suggestions you receive from others, the
  selection of the members of your committee is ultimately up to you. You
  need to select people you know and respect, people who challenge and
  support your work, and who, working together, will help you accomplish
  your goals as a doctoral candidate.

16. CHANGE OF DOCTORAL CHAIRPERSON and/or
SUPERVISORY COMMITTEE MEMBER(S)

- Students may change their doctoral committee chairperson and/or
  committee members at any time. However, the change becomes
  OFFICIAL ONLY AFTER the department Graduate Coordinator
  receives a completed Change of Advisor form (see section 5H) from you,
  files a new Supervisory Committee Form on your behalf with the Graduate
  School, and receives written approval from the Graduate Dean.

- To change doctoral committee members, TYPE or print your name and the
date the change takes effect in the appropriate spaces on the Change of
Doctoral Committee form (See 5I below), get your current committee
member(s) to sign in the appropriate space on the form, and get your new
committee member(s) to sign in the appropriate space on the form. After
you have obtained the required signatures, make two (2) photo copies of the
Change of Advisor form and deliver the original and the two copies to the
Graduate Coordinator's mailbox in the department office.

- If the Graduate Coordinator approves the appointment/change, the original of
the form will be retained for your department file, and the request will be
forwarded on a Supervisory Committee form to the Graduate School for
approval. Please check with one of the secretaries in the department office to
be sure the request has been approved by the Graduate School.
You are encouraged to submit REVISED Supervisory Committee Forms whenever committee changes are made.

DOCTORAL students are to submit a final REVISED Supervisory Committee Form LISTING ALL CURRENT MEMBERS (i.e., a minimum of four) of the student's doctoral studies supervisory committee before the end of the SECOND academic term PRECEDEING formal application for graduation from a doctoral program in the department.

The Graduate School staff review the accuracy of the information on a student's "Supervisory Committee Form" as part of the evaluation of a student's eligibility for graduation. If the Graduate School does not have a current, completely accurate Supervisory Committee Form on file for you during the academic term prior to the one in which you intend to graduate, your graduation will be delayed for a minimum of one academic term. This is a Graduate School policy - it cannot be amended or changed by the department of Counselor Education.

Be sure the Graduate School has an accurate, up-to-date Supervisory Committee Form on file for you and that it contains currently accurate information so that you can graduate on time.
I7. FORM for CHANGING DOCTORAL COMMITTEE
CHAIRPERSON/SUPERVISORY COMMITTEE MEMBER(S)

Student’s name: __________________________________________________

Date change is to be effective:___________________________

AFTER you have obtained the signatures of your current and new doctoral
chairperson/committee member(s), make two (2) clear photocopies of this form
and deliver the original and the two copies to the Graduate Coordinator. You
can retrieve your copy of this form from your new chairperson after the change
has been recorded.

Current Doctoral Chairperson/Committee Member(s):
 ____________________________________________________________ (Chair)
 ____________________________________________________________
 ____________________________________________________________
 ____________________________________________________________ (External Member)

New Doctoral Chairperson/Committee Member(s):
 ____________________________________________________________ (Chair)
 ____________________________________________________________
 ____________________________________________________________
 ____________________________________________________________ (External Member)

NOTE: Approval of a change of doctoral chairperson/doctoral committee
member(s) necessitates that a new Supervisory Committee Form for the student
be filed with the Graduate School. Please check to see that the new form is filed
and approval has been granted.

Doctoral Chairperson: ______________________________Date: __________
Graduate Coordinator: ______________________________Date: __________
SECTION J. - PROGRAM PLANNING PROCEDURES

J1. DEVELOPING YOUR PLANNED PROGRAM of STUDIES

- You are expected to develop a plan of study that is tailored to your interests and career goals as a graduate student and enables you to meet degree requirements. Although your Doctoral Chairperson and Doctoral Supervisory Committee are resources for you and give final approval to your plan, you are expected to take the initiative in reviewing the Planned Program prescribed for those in your area of professional specialization, identifying any additional graduate courses you may wish to take, and submitting your proposed plan for review and approval by your Doctoral Chairperson, your Doctoral Supervisory Committee, the department’s Graduate Coordinator, and by the UF graduate school.

- Please consult with your Faculty Advisor/Doctoral Chairperson after you have developed an initial plan. Your Faculty Advisor/Doctoral Chairperson will review the curricular experiences expected in your chosen program, approve work already completed, indicate necessary additions and/or changes (if any) to your proposed program of study, discuss curricular alternatives available, and certify the final agreement for presentation to your Doctoral Supervisory Committee.

- There are several important requirements you must keep in mind as you formulate your program of studies: (a) the university minimum credit hour requirements for the degree(s) you are pursuing, (b) the university's residence requirement, (c) the particular curricular requirements of your degree program, and (d) the academic requirements for any certification or licensure you wish to attain.

- You must complete the Planned Program form relevant to your program specialty [i.e., Marriage & Family Counseling, Mental Health Counseling, School Counseling & Guidance] which, when completed, specifies the curricular experiences you must complete to receive the degree(s) for the program in which you are enrolled. Your Planned Program serves as a contract you have made with the university as to your plan of study. Successful completion of the curricular experiences stipulated on your Planned Program insures that you will receive the degree(s) to which you are entitled (unless you are dismissed from a program for reasons other than academic performance).
Please file the approved Planned Program form in the department office by no later than the last day of regularly scheduled classes of the first semester in which you have enrolled for classes in the university.

The Program-relevant Planned Program Form submitted to the department must be TYPED or printed. Sign and date the form in the appropriate spaces. Make two (2) clear photocopies of your completed Planned Program form, have your Faculty Advisor/Doctoral Chairperson sign and date the original and both photocopies, and deliver all three copies to the Graduate Coordinator.

The Graduate Coordinator will review your Planned Program to assure that it meets university, college, and department requirements. If changes are needed, s/he will notify your Faculty Advisor/Doctoral Chairperson who in turn will contact you. When approved, s/he will sign and date your Planned Program forms. The original will be retained for your department file; two copies will be returned to your Faculty Advisor/Doctoral Chairperson, one of which is for you.

**J2. Requirements for EDS-only**

Students who choose to earn an EDS degree as they are pursuing the PhD degree have two additional requirements, the Midpoint Exam and the Final Oral Exam, which is different from the Dissertation Defense. For more information on the Midpoint exam and the application form, see your specific track (School Counseling and Guidance, Marriage and Family Counseling or Mental Health Counseling), Section L, M or N, numbers 11-15.

**J2A. Final Oral Examination**

UF Graduate School policy stipulates that students enrolled in MED/EDS, MAE/EDS, or EDS (only) programs must complete successfully a FINAL COMPREHENSIVE ORAL and/ or WRITTEN EXAMINATION prior to graduation. This examination must be held on campus, must cover at least the student's major field of concentration, and must be conducted no earlier than the academic term preceding the one in which the student intends to graduate (i.e., within six months of the date of graduation). (Note that the student must be enrolled (i.e., registered) for a minimum of three (3) semester credit hours during the academic term in which the examination is completed.

The final hour-long oral examination is conducted by a three person (examining) committee consisting of your faculty advisor and two other faculty members holding regular appointments in the department (see Section
E), and must be **conducted no later than two weeks prior to the end of regularly scheduled classes** (i.e., excluding Finals Week) during the academic term in which you intend to graduate. **The vote must be unanimous.**

(Most faculty prefer that you arrange to have your final oral examination conducted during the first five weeks of the academic term in which you intend to graduate because they have a greater number of unscheduled time periods available).

To schedule your final oral examination, **first contact your faculty advisor** and determine some possible times (i.e., dates and hours) when s/he will be available to conduct your final oral examination. Then contact other faculty members in the department (who hold regular faculty appointments) and request their participation in your final oral examination until you have found two who can meet at one of the times provided by your advisor. When your faculty advisor and two other faculty members have agreed to meet with you for at least an hour, provide written confirmation of the time, date, and location for your final oral examination for each of the faculty participants.

Each of the three MED/EDS degree programs have slightly different requirements for the students taking their final oral examination. Prepare for the exam by reading the instructions included in the Planned Program sections of this Handbook pertinent to your professional specialization (i.e., MFC, MHC, SCG).

After the final examination has been successfully completed, be sure a Final Examination Form is completed, signed, and filed with the UF Graduate School.

### J2B. Submission of Final Examination Form

All students in all programs in Counselor Education must have a Final Examination Form filed with the UF Graduate School prior to graduation. The **Final Examination form can be filed no earlier than six (6) calendar months prior to the anticipated date of graduation and no later than the Monday of the last week of regularly scheduled classes** (i.e., Monday of "Dead Week," not Finals Week) prior to the anticipated date of graduation. Please check to be sure the "Final Examination Form" has been received by the Graduate School (Record's Office) within the stipulated time period. If the Graduate School is not in receipt of an appropriate Final Examination Form within the stipulated time period, the student will not be permitted to graduate on the anticipated date of graduation.

A student's Final Examination Form typically is submitted when the Final Oral Examination has been successfully completed IF the student has provided the
departmental secretaries with the necessary information. [There is only one Final Examination Form used by the Graduate School, and it is used regardless of the degree(s) the student is seeking].

Prior to your final oral examination, request a copy of the (yellow, multi-copy) Final Examination Form from one of the department secretaries and ask the secretary to type in the requisite information on the top half of the form. Be sure to provide complete and accurate information regarding the program in which you are enrolled and the degree(s) you expect to receive. Next, take the form to your Final Oral Examination meeting and have the members of your examining committee sign the form during the meeting. (This form must be submitted regardless of whether your performance in the oral examination is judged satisfactory or unsatisfactory).

At the conclusion of your final oral examination, ask the examining committee chairperson (i.e., your faculty advisor) to indicate on the Final Examination Form whether your performance on the examination was satisfactory or unsatisfactory, and deliver the signed Final Examination Form to the department Graduate Coordinator's mailbox. The Graduate Coordinator will review the form and forward the information to the College of Education and the Graduate School. Two copies will be returned to your faculty advisor from whom you can retrieve your copy.

If your Final Examination Form has been processed within the stipulated time period, you can check with the Graduate School Records Office (288 Grinter Hall) sometime during the period Tuesday through Friday of the last week of regularly scheduled classes (i.e., during Dead Week) prior to your anticipated date of graduation to insure that they have received your Final Examination Form and that all requirements for graduation have been met.

J3. MANEUVERING THROUGH THE DOCTORAL PROGRAM:
Suggested Organizing Questions

Choosing A Committee:
♦ What do I expect of my Doctoral Studies Supervisory Committee? What will they expect of me?
♦ What are the functions and responsibilities of a Doctoral Supervisory Committee? How often do they meet? In what format? What decisions do they make? What services do they provide?
♦ What are my professors’ research interests? How and where do I find out about professors' interests?
♦ When do I set up my doctoral committee and how many people should be on it? What are key factors to consider in putting my committee together?
What are the political ramifications of a certain committee composition (e.g., all women?) How can I check out my compatibility with them and their compatibility with each other?

What happens if my chairperson and/or other committee members move?

Planning My Program

Who has the responsibility for developing my planned program? How soon should I formulate a planned program? When should it be submitted? Who has to approve it? Who needs a file copy of it? Who will help me to develop it?

What are the current course requirements for the EDD/PHD?
What program requirements do I need to include in my planned program?

What are the specific requirements of the internship experience? How many internships are needed?

In developing my planned program, what experiences and/or classes do I want to include to make myself more marketable?

How do I pick a specialty area and what coursework is required?

How does my Masters coursework fit in my doctoral program? Can EDS electives be considered as a part of my doctoral specialty?

How many credits can I transfer from another university? How do I transfer credit?

How do I fit my preferences for certain supervised experiences into this plan? What attention do I need to give certification/licensure requirements in my planned program?

How do I sequence the course work included in my planned program? When are courses offered?

How do I keep track of changes in program requirements?

ACD/EDC Licensure/Internships:

How do I get accurate, up-to-date information on licensure requirements?

What courses are required for licensure in MHC/MFC?

What are the clinical experience requirements for licensure?

What supervision requirements are there for licensure?

What is Intern Registration? Is it required?

How and when do I register?

What types of internships might I enroll in? What is available? Where do I get a list of possible sites? How do I design and/or create the internship?

Which internships qualify as “post-degree supervised clinical experience” hours for licensure?
♦ What are the expectations for supervision for the internship?
♦ How do I get supervision that meets LMFT and AAMFT requirements at the same time?
♦ When do I enroll in the internship?
♦ What is the licensure exam like? Does the NCE count?
♦ Who needs to take the laws and rules exam?
♦ What are the advantages and disadvantages of double licensure?

**Doctoral Qualifying Examinations**
♦ What are effective strategies for preparing for the doctoral qualifying exams?
♦ What is the plan for the written take-home exam?
♦ What are the topics of the exam? What are the types of questions? How are the questions developed?
♦ How is the exam evaluated?
♦ What is the plan for the written doctoral specialization exam?
♦ What is the plan for the oral doctoral qualifying exam?
♦ How often are the exams administered?
♦ How and when do I apply to take these exams?
♦ What is the format and the expectations for the oral exam? What happens if I do not successfully pass the exam? Do I get more than one chance?

**Dissertation**
♦ What are the tasks involved in developing a dissertation?
♦ Where can I see examples of "good" dissertations?
♦ What are the differences between a PHD and EDD dissertation?
♦ Is it possible to win grant support for dissertation research? How do I do that?
♦ How do people distinguish between qualitative and quantitative studies? Are both approaches acceptable for dissertation research?
♦ Can one use archival (i.e. pre-existing) data?
♦ What are the steps involved in choosing a dissertation topic and writing a dissertation proposal?
♦ What is involved in the review of the literature?
♦ What is involved in designing a study and choosing methodology appropriate for the study?
♦ How do I find out about deadlines for completing the dissertation and qualifying for graduation?
What is involved in the dissertation defense? Who is involved?

How do I “stay sane” while writing a dissertation?

**Computer Resources**

- What computer resources are available (e.g., software, format templates, grant databases, etc.)?
- How does one get a computer access number?
- How does one hook up to the Luis system?
- What statistical packages are accessible for data analysis?

**Getting Published**

- Where do I begin? How do I do this?
- How do I collaborate with a faculty member?
- Is there a list of areas of interest of faculty that would give me a clue about collaborative possibilities?
- What are the expectations for writing and publishing in academia?
- What are the differences between journal and book publication? Are there different strategies for getting published?
- How does one turn a dissertation into a published article?
- What are copyright privileges?

**J4. BUILDING a VISION PATHWAY for MY DOCTORAL STUDIES**

- What is my vision of doctoral study?
- What do I want doctoral study to do for/to me?
- In what learning activities do I plan to engage in order to gain what I want from doctoral study?
- How will I know when I have accomplished what I set out to do?
- What time frame will I set for myself?
- What resources will I need to accomplish my learning goals?
- What resources do I already have?
- How can I access these resources?

**EXAMPLE 1: Jim** was an experienced clinician of some eight years when he entered the doctoral program. He was already a Licensed Clinical Social Worker and was employed full time in a primary care medical center with responsibilities for supervising social service personnel, providing psychosocial services (family therapy, psycho-education, etc.) to medical patients and their families, and providing instruction in behavioral sciences to medical residents.
Jim entered the doctoral program because he wanted to improve his work performance and prepare himself for a faculty position in another medical school context (if he later desired to make a change). He wanted to use his doctoral program to accomplish the following:

⇒ Improve his skills as a speaker and teacher of family therapy and family related issues—especially in his current medical apprenticeship/residency context;

⇒ Develop greater theoretical/conceptual/pragmatic understanding of the needs of chronically ill persons and their families in order to develop intervention services for them;

⇒ Develop expertise in conducting research on family systems interventions and establish a record as a published researcher and consultant in this subject area.

Jim adopted the following learning strategies:

⇒ To improve his teaching skills, he:
  ♦ Assisted in designing and implementing family counseling/therapy classes in the department;
  ♦ Designed and offered class experiences and presentations and solicited feedback on his performance;
  ♦ Participated in advanced family live supervision as a supervisor under supervision;
  ♦ Designed specialized workshops for medical residents on psychosocial aspects of particular client populations/diseases;
  ♦ Chose a doctoral committee member from Shands Hospital who was an educator of primary care physicians;
  ♦ Taught an undergraduate course at a junior college on family systems issues;
  ♦ Participated in group dynamics training for medical staffs (Bailin methods).

⇒ To develop expertise in family issues of the chronically ill, Jim:
  ♦ Chose a directed readings independent study to learn about the unique demands of chronic illness on families using family systems theoretical framework;
  ♦ Chose a directed readings independent study to learn about interventions for these types of families and participated in a series of conferences for primary care physicians on this issue;
  ♦ Attended and consulted with Ackerman Institute staff who had developed special interventions for families of chronically ill (Peter Steinglass);
♦ Read and participated in multiple family discussion group training at Ackerman FT Institute;
♦ Got involved in a Family Systems Medicine think tank group.

⇒ To improve his research and writing skills, he:
♦ Wrote paper on the unique needs of families of Alzheimer’s Disease patients.
♦ Developed and piloted a structured multiple family discussion group intervention for families of Alzheimer’s patients;
♦ Took quantitative block and program evaluation stat course from Dr. Miller;
♦ Worked closely with Dr. Miller (a member of Jim’s committee) on design of a quantitative methodology;
♦ Designed and conducted research on implementation of Multiple family group for Alzheimer’s families as dissertation;
♦ Presented dissertation findings at national conference of primary care physicians;
♦ Wrote publication on dissertation findings in this area;
♦ Wrote paper and presented on medial education model of family based health care--in cooperation with medical school faculty at place of work.

EXAMPLE 2: Linda, a former EAP professional, created the following goal statement:

By the end of my doctoral studies or soon afterwards, I want to be a licensed marriage and family therapist, teach marriage and family and general counseling courses in a graduate school, and become a clinical supervisor in AAMFT. I want also to be part of a family institute, perhaps one that is associated with the counseling program where I am teaching.

My specialty will be divorce and separation. I will become a divorce mediator, run groups for court-ordered couples who are divorcing, and run therapy groups for separating and divorcing individuals. I want to integrate my past experience as an Employee Assistance Professional, perhaps by teaching a course on this field, or by supervising students who are especially interested in this practice, or by consulting with EAP counselors about the effects of divorce and separation on employees at work. I also dream of integrating my language teaching experience, perhaps by working abroad, consulting abroad on my specialty, and/or participating in counseling conferences around the world.

⇒ In order to reach these goals, I intend to pursue the following steps:
♦ I completed an independent study on marriage and family treatment outcome research in my Masters program.
I am doing an annotated bibliography and literature review on treatment for separating couples for the Marriage Counseling course. I intend to write an article, which could be published as part of this course requirement.

I will contact authors in this specialty area to develop professional contacts and to explore research needs in this field.

I will present some of my research at a conference, perhaps locally or at the state level.

I will take the supervision course to improve my skills as a supervisor. I have experience doing this already, but want to get more training in this area.

I will join the research group to begin to develop skills and support for doing research. I feel insecure about this whole area, so I will need support to begin to see myself as a researcher. I am going to complete an article for publication with ________.

I want to continue to receive support from and give support to my fellow Ph.D. students, perhaps by continuing a support group, which could develop out of our doctoral seminar.

I intend to work closely with my chairperson decide on a topic for my dissertation in the next year. Perhaps our common interest and experience in school-based interventions will lead to some joint research.

I will seek elective courses in the Sociology Department and the Law School to add to my knowledge of divorce and separation. I would like to write a layperson's guide with a lawyer.

I will seek electives in the Psychology Department so that I can have enough hours to teach Psychology at the community college level. I will take the course in constructivism.

I will seek internship experience at the family clinic in the Counselor Education Department and at the Gainesville Family Institute and consider organizing a short-term therapy group for divorcing and separating individuals in one of these sites;

I will pursue certification in divorce mediation and possibly work in this area as I pursue my doctoral studies;

I will arrange supervision in marriage and family therapy by a LMFT. Since I will have finished all my course requirements after Fall semester for the MFT license, I will apply for Registered Intern status in January. In two years, I should be ready to take the state licensure examination.

I may seek part-time employment at an EAP, to keep my hand in this business. If my dissertation topic considers the effects of divorce and separation on employees’ work, this might give me a sample for my study.
I intend to graduate with my Ph.D. in Spring, 2001. In order to achieve this goal, I will need to become a full-time student. This will require me to move to Gainesville, which I intend to do by the summer, 1998. I have some hurdles to jump, such as how to continue my clinical practice while doing internships in Gainesville, and also how to get financial support for this endeavor.

Some indicators of my success will be having my diploma, finding a job and starting my practice again. Becoming a Ph.D. and a clinical supervisor in AAMFT will be a culmination of a longtime dream I have had. I can see my out-of-state friends and family coming to my graduation and the party I will have afterwards in May 2001. Maybe as I unpack at my new home (wherever this may be), I will come across this little paper and I will see how much of it actually came to pass.
### J5. EVENTS MARKING MED/EDS PROGRESS

<table>
<thead>
<tr>
<th>MED/EDS Time line</th>
<th>EVENT</th>
<th>TIME OCCURS</th>
<th>HANDBOOK SECTION REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pay Tuition and Fees</td>
<td>Check Critical Dates Web page at: <a href="http://www.reg.ufl.edu/dates-critical">www.reg.ufl.edu/dates-critical</a></td>
<td></td>
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<tr>
<td></td>
<td>Design and have Planned Program approved</td>
<td>By the end of the first semester in the program</td>
<td>L 3, M 3 or N 3</td>
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<tr>
<td></td>
<td>First Practicum</td>
<td>After completion of: Intro. To counseling, Counseling Theories and Professional Identity &amp; Ethics in Counseling</td>
<td>L 9F, M 9D, or N 9D</td>
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<tr>
<td></td>
<td>EDS Midpoint Exam</td>
<td>Mid-way through graduate studies or after completing following courses: Professional Identity and Ethics, Career Counseling, Group Counseling, Counseling Theories and Measurement/Testing (Assessment). Midpoints must be successfully completed no later than the semester prior to final semester in the program.</td>
<td>L 5-8 M 5-8 N 5-8</td>
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<tr>
<td></td>
<td>Begin graduation process</td>
<td>Semester prior to final semester in program</td>
<td>T - 1</td>
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<tr>
<td></td>
<td>EDS Final Oral Exam</td>
<td></td>
<td>J - 2</td>
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</tbody>
</table>
J6. EVENTS MARKING DOCTORAL STUDENT PROGRESS

DATE ACCOMPLISHED: MARKER EVENTS:

___________ Formally admitted to the (SCG____) (MHC/ACD____) (MFT/EDC____) program concentration for the (Ph.D._____) (Ed.D._____) degree.

___________ Doctoral Studies Supervisory Committee chosen; form on file with the Graduate School.

___________ Planned Program approved by committee and form on file with the department.

___________ Written Counselor Education (departmental) Doctoral Qualifying Examination completed.

___________ Written Professional Practice (specialization) Doctoral Qualifying Examination completed.

___________ Oral Doctoral Qualifying Examination completed; clock starts on five (5) year deadline for successful completion of dissertation.

___________ Admission to Candidacy form on file with the Graduate School.

___________ Dissertation Proposal approved by the Doctoral Supervisory Committee.

___________ Dissertation submitted to Doctoral Supervisory Committee for review.


___________ All coursework for the doctoral degree completed.

___________ Dissertation completed and final copy submitted to the Graduate School.

___________ UF Commencement.
J7. Undergraduate Credit Hours Counted Toward a Graduate Degree

Currently, Graduate Credit is awarded for courses numbered 5000 and above. The work in the major field must be in courses numbered 5000 or above. For work outside the major, courses numbered 3000 or above, not to exceed 6 credits, may be taken provided they are part of an approved plan of study.

Approval to include undergraduate courses outside the major in a student’s planned program must be given by your Faculty Advisor and the department Graduate Coordinator. If you desire to include an undergraduate course or two (numbered 3000 or above) as part of your planned program, discuss your intention (and the specific course) with your Faculty Advisor at the time you construct your planned program; be prepared to make a case that demonstrates that the course(s) is appropriate and pertinent to your professional preparation.

Remember, NO MORE than TWO undergraduate courses numbered 3000 or above for work outside the major can be applied to your approved Planned Program of Graduate Study and they can NOT be taken on a "Pass/Fail" (i.e., S/U) basis. Graduate students can take additional undergraduate courses, but credits earned in these courses will not be counted toward the minimum graduate degree requirements.

[Prior to August, 1999, the minimum number of credits required for a graduate degree had to be earned in graduate level courses. An exception was allowed for one 4000-level course, outside the major, when supported by written justification by the student's supervisory committee chair and prior approval of the department chair, college dean, and the Graduate School.]

NOTE BENE:
GRADUATE STUDENTS ENROLLED IN PROGRAMS IN THE DEPARTMENT OF COUNSELOR EDUCATION DO NOT RECEIVE CREDIT FOR ENROLLMENT IN ANY OF THE UNDERGRADUATE COURSES OFFERED THROUGH THE DEPARTMENT........AND........ UNDERGRADUATE COURSES OFFERED THROUGH THE DEPARTMENT TAKEN PRIOR TO ADMISSION CANNOT BE TRANSFERRED OR OTHERWISE APPLIED TO A GRADUATE STUDENT'S PLANNED PROGRAM IN THE DEPARTMENT.

J8. Transfer of Credit

Up to 30 of the GRADUATE credits earned as part of a Masters degree can be applied (i.e., transferred) toward meeting the minimum 90 credit requirement for Doctoral programs at the University of Florida.

The UF Graduate School policies for transfer of credits to (UF) graduate degree programs are as follows:
Up to THIRTY (30) GRADUATE semester credit hours earned in a Masters degree granted by an institution accredited to provide graduate instruction OR up to 30 GRADUATE (5000-7999) semester credit hours earned as part of the MAE/EDS or MED/EDS degrees at the University of Florida WILL be transferred, provided the credits have been EARNED WITHIN the PAST SEVEN YEARS.

Application for transfer of credits must be made during your first term of enrollment (regardless of the number of credit hours taken) following your formal admission to a program in the department. Transfer of credit requests made after this deadline are rarely accepted.

Undergraduate credits WILL NOT be transferred, regardless of your standing/status in the institution at the time the coursework was taken.

The course credits to be transferred must be in coursework commensurate with the standard of research and practice currently operating at the University of Florida (e.g., the content covered is still considered relevant to current standards of practice).

Only coursework taken at institutions whose accreditations are recognized by the University of Florida can be transferred.

The responsibility rests with the department Graduate Coordinator to base acceptance of graduate transfer credits on established criteria for ensuring the academic integrity of course work. Credits to be transferred must be approved by the department’s Graduate Coordinator and the Dean of the Graduate School.

An application for transfer of credits must be accompanied by a transcript or grade report specifying the coursework to be transferred, and the grade(s) received by the student requesting the transfer.

Only courses wherein the student received a grade of “A”, “B+”, or “B” may be transferred. (Therefore, courses graded “C,” “D,” “E,” “S,” or “Pass/Fail” WILL NOT be transferred).

Nonresident and/or extension coursework taken at another institution and correspondence (study) coursework WILL NOT be transferred.

Coursework transferred is applied to a student's program requirements (and is noted on students' transcripts), but is not used in computation of the student's grade point average.

If you want to transfer credits from previous graduate coursework, discuss this with the departmental Graduate Coordinator. IF s/he agrees, ask the departmental secretary to complete (TYPE) the Transfer of Credit form (available in the department office), attach a transcript or grade report from the institution where the coursework you wish to transfer was taken, have the Graduate Coordinator sign and date the original and two (2) copies, and send the...
completed forms to the Graduate School. If approved, one copy of the form will be placed in your department file, the others given to your Doctoral Chairperson.

**J9. SUBSTITUTION of PRIOR GRADUATE COURSEWORK**

You may want to apply some of the GRADUATE COURSEWORK you completed as part of your Masters degree toward meeting specific curricular requirements for your doctoral program in the department. Although the Graduate School will only apply 30 transfer credits from an earned Masters degree toward the minimum Graduate School requirement of 90 credits for UF doctoral degrees, the Department of Counselor Education will recognize prior coursework beyond the 30 credits transferred when prior coursework meets specific degree requirements; this is possible because departmental doctoral programs require a minimum of 117 hours of graduate coursework.

The Department of Counselor Education policies for substituting graduate coursework completed as part of an earned Masters degree toward meeting specific curricular requirements for a doctoral program in the department are as follows:

- All UF Graduate School policies for transfer of credits (see J6 above) to UF graduate degree programs must be met for course substitutions to be considered.
- The responsibility rests with the student’s Doctoral Chairperson, the Doctoral Supervisory Committee, and the departmental Graduate Coordinator to base acceptance of graduate transfer credits on established criteria for ensuring the academic integrity of coursework. **Students may be asked to provide copies of the actual syllabus (or comparable substantiating documentation) describing course content addressed.**
- Coursework to be substituted must be approved by the student’s Doctoral Supervisory Committee and the department’s Graduate Coordinator.
- A request for substitution of coursework must be accompanied by a transcript or grade report specifying the prior coursework completed, and the grade(s) received by the student requesting the substitution.
- Only courses wherein the student received a grade of “A”, “B+”, or “B” may be substituted. (Therefore, courses graded “C,” “D,” “E,” “S,” or “Pass/Fail” WILL NOT be substituted).
- Undergraduate coursework WILL NOT be substituted, regardless of the student’s standing/status in the institution at the time the coursework was taken.
- Nonresident and/or extension coursework taken at another institution and correspondence (study) coursework WILL NOT be substituted.

If you want to substitute coursework completed previously in a graduate degree program for departmental curricular requirements, discuss this with your Doctoral Chairperson. If s/he agrees, complete your Doctoral Planned Program Form, indicating specific course substitutions on the form, and submit the
completed form (along with a transcript or grade report from the institution where the coursework you wish to substitute was taken) to your Doctoral Supervisory Committee for review and approval. IF they approve your request, sign and date the original and two (2) copies of the Planned Program form, have your Doctoral Chairperson sign all three copies, attach a copy of the transcript or grade report from the institution where the coursework you wish to substitute was taken, and forward all three copies to the Graduate Coordinator. If approved, one copy of the form will be placed in your department file; the others given to your Doctoral Chair.

**J10. PREPARING FOR YOUR COMMITTEE MEETING TO APPROVE YOUR PLANNED PROGRAM**

Your first formal meeting with members of your supervisory committee is to approve your planned program. This meeting is typically 30 to 45 minutes in length. Plan to discuss your long term career goals (e.g., secure a position as a Counselor Educator teaching marriage and family counseling, as an administrator of a group counseling practice, as a Director of Guidance Services for a county-wide school system, etc.) and your more short term educational/training plans while at the university (e.g., gain experience in designing services for and conducting intervention research on families with special needs children).

It is your responsibility to schedule this meeting with members of your committee. At this meeting, plan to provide your committee members with a brief biographical sketch, an up-to-date vita, a goal statement indicating your career and educational goals, your planned program, and a time line in which you lay out your time frame for completing your doctoral work.

**J11. CHANGE OF PLANNED PROGRAM**

A student's approved planned program (and therefore curricular requirements for graduation) may only be changed under one of three conditions: (1) the student requests a change of planned program, and her/his Advisor or Doctoral Supervisory Committee and the Graduate Coordinator approve the request, (2) the department institutes new or revised curricular requirements for a program, or (3) the UF Graduate School or College of Education mandates a change in requirements for all graduate students.

IF you desire to change your approved planned program, photocopy the "Change of Planned Program" form (see the next page), complete (type or print) the form by indicating courses added and/or deleted AND the total number of credits in your Plan after the change, sign and date the form, and make two (2) clear photocopies of the completed form. Next, discuss the change(s) with your doctoral studies supervisory committee chairperson and get her/his signature on the form. (The chairperson of your doctoral studies supervisory committee will probably have you consult with the other members of your committee before signing the form). When your doctoral chairperson has signed and dated the forms, give them to the department Graduate Coordinator for review and approval.
IF you have an approved planned program on file with the department at the
time a "new" requirement affecting program curricula is instituted by the UF
Graduate School, the College of Education, or the department, you (usually) will
have the option of following either the "old" requirement as indicated on your
approved planned program or the "new" requirement. IF you do not have an
approved planned program when a "new" requirement goes into effect, you
MUST follow the "new" requirement.
J12. CHANGE OF PLANNED PROGRAM FORM

Student's name: ____________________________________________________________

Date submitted: ____________________________

Advisor's/Chair’s signature: ________________________________________________

REMINDER: MAKE SURE THAT WITH THIS CHANGE ALL PROGRAM/DEGREE REQUIREMENTS ARE FULFILLED

Course(s) and credits to be DELETED from the planned program:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Course(s) and credits to be ADDED to the planned program:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Total credits in Planned Program AFTER these changes:_______________________

Note: Please submit the original and two (2) clear copies of this form, all signed by student and advisor, to the department Graduate Coordinator for review.

Grad. Coordinator:____________________________________ Date:______________
J13. GRADUATE CERTIFICATE IN GERONTOLOGY

Estimates are that over 25% of Florida's population will be 60 years of age and older by the year 2000. It is likely that graduates of all programs in Counselor Education, regardless of professional specialization, are likely to work with older persons; therefore all students are encouraged to take at least one course that addresses aging and counseling older persons. In addition, students might find it advantageous to participate in the interdisciplinary gerontology training provided by the Center for Gerontological Studies. Graduate Certificates in Gerontology may be helpful as an additional qualification for employment.

Twelve hours of coursework is required, including GEY 6646, Issues and Concepts in Gerontology, an interdisciplinary, team-taught survey of the field. The remaining nine hours typically include one or two courses from Counselor Education and one or two other graduate or undergraduate gerontology courses.

Students interested in achieving a Graduate Certificate in Gerontology are encouraged to consult with the Gerontology Center's academic program advisors, 3355 Turlington Hall, 392-2116, to determine a course sequence that best meets their academic and professional needs.

J14. GRADUATE CERTIFICATE in WOMEN’S STUDIES

The Women’s Studies program offers a Graduate Certificate in Women’s Studies for Master’s and Doctoral students in conjunction with degree programs. Contact the program director, 115 Anderson Hall, 392-3365, for details.
SECTION K. - PROJECTED COURSE SCHEDULE

K1. Five Year Schedule of Courses

Following is a “Five Year Schedule of Courses” that have been offered, or are anticipated to be offered, through the Department of Counselor Education, beginning with the Fall 2000 semester, through Spring of 2005. The availability of course offerings is contingent on financial support provided by the State of Florida legislature and is therefore subject to change.
### 5 Year schedule of courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Description</th>
<th>SUMMER 01</th>
<th>SUMMER 02</th>
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<td>FA 00</td>
<td>SP 01</td>
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<td>MHS 5005</td>
<td>Intro to Counseling</td>
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<td>Counseling in Comm Settings</td>
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<td>MHS 6071</td>
<td>Diagnosis &amp; Treat of Mental Disorders</td>
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<td>MHS 6080</td>
<td>Cnslg of Older Persons</td>
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<td>Assessment in Cnslg &amp; Develop</td>
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<td>MHS 6340</td>
<td>Career Development</td>
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<td>MHS 6400</td>
<td>Personality &amp; Mental Hlth Cnslg</td>
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<td>MHS 6401</td>
<td>Counseling Theories &amp; Apps</td>
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<td>MHS 6409</td>
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<td>Multicultural Counseling</td>
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<td>MHS 6429</td>
<td>Cnslg for Mid-Life &amp; Pre-Retire</td>
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<td>MHS 6430</td>
<td>Intro to Family Counseling</td>
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<td>Marriage Cnslg</td>
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<td>Substance Abuse Counseling</td>
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<td>Developmntl Cnslg over Life Span</td>
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<td>Group Cnslg: Theories &amp; Proc</td>
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<td>Prof Identity &amp; Ethics in Cnslg</td>
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<td>Supervision for a Split Internship</td>
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<td>Supervised Teaching</td>
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<td>Research for Master's Thesis</td>
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<td>Project in lieu of Thesis</td>
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SECTION L. - SCHOOL COUNSELING and GUIDANCE (SCG)

L1. SCG Program Coordinator: Dr. Robert Myrick

Robert D. Myrick, Ph.D., Counselor Education Department, College of Education University of Florida, PO Box 117046, Gainesville, FL. 32611  
Fax: 352-846-2697 Tel: 352-392-0731  
E-mail: rmyrick@coe.ufl.edu

SCG Program Faculty: Dr. Ellen Amatea  
Dr. Mary Ann Clark  
Dr. M. Harry Daniels  
Dr. Larry Loesch  
Dr. James H. Pitts  
Dr. Sondra Lori Smith  
Dr. Joe Wittmer

L2. Description of SCG Doctoral Concentration

The doctoral-level SCG program (PHD or EDD) prepares school counselors for administrative, coordinating, supervisory, or managerial positions such as school guidance coordinators, state supervisors, consultants in school guidance, or university professors who specialize in school guidance and counseling. The program encompasses the basic requirements of the entry-level SCG program, and extends preparation through advanced study which addresses consulting, professional accountability, providing professional leadership, research, specialized studies, supervised clinical and administrative experiences, teaching, and writing for publication.

The development, management, and evaluation of developmental school guidance programs is given special attention. The School Counseling program faculty are advocates for guidance and counseling services that are appropriate and relevant for all students in schools, not just those with problems or in crisis, and they promote the use of developmental perspectives by school counseling and guidance practitioners. Therefore, in addition to learning remedial and crisis intervention theories and strategies, students learn to view problems within a developmental frame, to construct solutions that resonate with pertinent developmental challenges, and to create “climates” which facilitate student learning and re-learning.

Specifically, all students are expected to develop skills and contribute ideas related to six basic school counselor interventions: (a) individual counseling; (b) small group counseling; (c) large group guidance, (d) peer facilitator programs, (e) consultation, and (f) coordination of guidance services. Competence in six basic counselor interventions must be demonstrated. Students demonstrate their own skills and then learn how to help assist others in learning and implementing the skills.
Doctoral students in this program are required to complete two practica and three internships. One of the practica and two of the internships must be completed as a school counselor in a school setting. The setting and focus of the other practicum and other internship are determined by the student's supervisory committee chairperson and committee members, which may include supervised experiences in staff development, consultation, and teaching.

**Mission Statement**

The central purpose of the PHD/EDD School Counseling (SCG) program is to prepare graduates who can conceptualize and organize a school-based program around the EIGHT GOALS that characterize developmental guidance and counseling. The doctoral-level SCG program prepares competent graduates who are able to:

- Understand and facilitate positive change in school environments;
- Understand and facilitate positive change in self and others;
- Understand and facilitate positive change in students’ attitudes and behaviors;
- Understand and facilitate positive change in students’ decision-making and problem-solving skills;
- Understand and facilitate positive change in students’ interpersonal and communication skills;
- Understand and facilitate positive change in students’ school success skills;
- Understand and facilitate positive change in students’ career awareness and educational planning;
- Understand and facilitate positive change in students’ community pride and involvement.

The program goals are elaborated further in a set of objectives that specify the skills that our graduates acquire and are able to implement in a school setting. Graduates of the School Counseling and Guidance (SCG) program are able to:

- Provide individual counseling;
- Provide small group counseling;
- Present large group/classroom guidance;
- Organize and implement peer facilitator programs;
- Develop counseling and guidance activities for students not succeeding in school;
- Provide leadership in organizing developmental guidance experiences for all students within a school;
- Lead parent education groups;
- Consult individually and in groups with teachers, parents, and administrators;
- Consult with child study teams;
♦ Demonstrate counselor effectiveness through accountability studies.

♦ Develop advanced knowledge and skills in six basic counselor interventions: individual counseling, small group counseling, large group guidance, peer facilitator programming, consultation, and coordination of school guidance services.

♦ Develop specialized knowledge about school guidance programs, the history of school counseling and guidance, current professional issues, and the role & function of professional organizations.

♦ Develop advanced knowledge and skill relevant to promoting, organizing and managing comprehensive developmental programs in school counseling and guidance.

♦ Develop managerial skills, which motivate, facilitate, and enhance the efficacy of others who direct and staff school guidance programs, thereby advancing their personal and professional growth.

♦ Develop advanced skills relevant to leadership positions (e.g., guidance program director, coordinator, consultant, staff development specialist, or organization leader), particularly skills in accountability strategies, conflict resolution, facilitation of change, program development & evaluation, public relations, and research design & implementation.

♦ Demonstrate advanced skills in writing accountability study summaries, research reports, and manuscripts for professional publications.

♦ Consult with other professionals, promote creativity, cooperation & collaboration, and support the implementation of innovative approaches to program development, staff development and service delivery.

♦ Supervise beginning and experienced professionals and paraprofessionals.

**National Standards Statement**

The MED/EDS program in School Counseling and Guidance (SCG) is designed to fulfill the National Standards for School Counseling Programs of the American School Counselor Association to help school counselors, school and district administrators, faculty and staff, parents, counselor educators, state associations, businesses, communities, and policy makers to provide effective school counseling programs for all students. The specific standards, which facilitate student development in the three broad areas of academic development, career development, and personal development can be found at: [www.schoolcounselor.org/content.cfm?L1=1&L2=9](http://www.schoolcounselor.org/content.cfm?L1=1&L2=9)
L3. DOCTORAL PLANNED PROGRAM FORM
(1/2002 version)
University of Florida
Department of Counselor Education
SCHOOL GUIDANCE and COUNSELING (SCG)

Name: _______________________________________ SS#_________________

University Address: _______________________________________________

“Permanent” Address: _____________________________________________

_______________________________________________________________

Degree Sought (Circle): PHD  EDD

E-mail Address: _____________________________ FAX # _____________

Telephone(s): (Home)_______________________ (Work)_______________

Doctoral Chairperson: ___________________________________________

Doctoral Supervisory Committee Members (Name at least three):

_______________________________________________________________

_______________________________________________________________

_____________________________________________ (“Outside” member)

Master’s Degree from:

___________________________________________ Date: ____________

Master’s Degree in: ___________________________________________

Make certain that this planned program encompasses ALL program
requirements and ALL policies and regulations specified in this
Handbook and in the UF Graduate School Catalog. Be sure to update
your program whenever changes are made.

Doctoral coursework must be approved by the student’s Doctoral
Supervisory Committee. Please submit the original and two clear
photocopies of the Doctoral Planned Program, all signed by the
student and the Chairperson of the Doctoral Supervisory Committee, to the
Graduate Coordinator. Two copies will be returned to the Chairperson.
Students can retrieve a copy from their designated Doctoral Chairperson.
IF you are NOT including a course listed below in your Planned Program, draw a line through the course # and title.

IF a SUBSTITUTION is to be made for a course listed below:

♦ Draw a line through the course(s) to be replaced;
♦ TYPE or print the substitute course prefix, course #, course title, and # of semester credit hours in the space above the line; and
♦ Attach a transcript (if transferring the course credits) verifying successful completion of the course(s) substituted…Up to 30 graduate credits of an earned Masters degree can be transferred.

I. PRE-PROFESSIONAL REQUIREMENT:

A course in BASIC STATISTICS (e.g., STA 2024) is a pre-professional requirement that should be completed before enrollment in professional courses in this program; it is not to be counted in the minimum applicable program credit hours.

II. TRANSFER CREDITS (if any; maximum of 30 credits allowed):

Credits transferred from: __________________________________________________________________________________________

Attach a copy of the relevant transcript certifying the courses being transferred; you can transfer up to 30 graduate credits from a Masters degree earned at an accredited institution.

III. The CACREP COUNSELING CORE (28 credits):

MHS 5005  Introduction to Counseling  (3)
MHS 6200  Assessment in Counseling and Development*  (3)
MHS 6340  Career Development*  (3)
MHS 6401  Counseling Theories and Applications*  (4)
MHS 6428  Multicultural Counseling*  (3)
MHS 6480  Developmental Counseling Over the Lifespan*  (3)
MHS 6500  Group Counseling: Theory and Practice*  (3)
MHS 6720  Professional Identity and Ethics in Counseling*  (3)
MHS 7740  Research in Counseling and Development  (3)
IV. The SCHOOL COUNSELING CORE (12 credits):
SDS 6411  Counseling Children*** (3)
SDS 6413  Counseling Adolescents*** (3)
MHS 6421  Play Counseling & Play Process with Children (3)
SDS 6620  Org. & Admin. of Guidance & Personnel Programs (3)
***Specifies prerequisites for Practicum I.

V. The SCG PRACTICA and INTERNSHIPS (14 credits):
MHS 7800  Practicum I in Counseling (150 Hours) (3)
SDS 7820  Group Supervision in School Counseling (1)
SDS 7800  Practicum II in School Counseling (150 Hours) (3)
SDS 7820  Group Supervision in School Counseling (1)
SDS 7830  Internship in Counseling and Development (600 Hours) (5)
SDS 7820  Group Supervision in School Counseling (1)

NOTE: IF an Internship is to be HALFTIME (20 hours/week for 2 semesters rather than 40 hours/week for 1 semester), ADD the following courses for the FIRST semester of enrollment in the two semester internship:
   SDS 6831  Supervision for a Split Internship (3) and
   SDS 7820  Group Supervision in School Counseling (1)
THEN register for SDS 7830 & SDS 7820 in the SECOND semester of the two-semester internship.

VI. The COUNSELOR EDUCATION CORE (9+ credits):
MHS 6400  Personality  and Advanced Counseling Theories (3)
MHS 7600  Consultation Procedures (3)
MHS xxxx  Doctoral Integrative Seminar (3)

VII. The RESEARCH BLOCK (34+ Credits)
[MHS 7740  Research in Counseling and Development*]
SDS 6905  Individual Work (data-based; 2-4; max 12) (2)
OR
MHS 6910  Supervised Research (1-5; max 5) ( )
EDF 6403  Quantitative Foundations of Educational Research (6)
At least one additional, advanced statistics, research methodology, or measurement theory course:
MHS 7730  Doctoral Seminar in Counseling Research (3)
MHS 7980  Doctoral Dissertation (Minimum: 20)
VIII. The DOCTORAL PRACTICA and INTERNSHIPS (16+credits):

MHS 7808 Practicum in Counseling Supervision (4; max:8) ( )
MHS 7840 Internship in Counselor Education (6; max:12) ( )
SDS 7830 Internship in Counseling and Development (600 Hours) (5)
SDS 7820 Group Supervision in School Counseling (1)

**NOTE: IF** an Internship is to be HALFTIME (20 hours/week for 2 semesters rather than 40 hours/week for 1 semester), **ADD** the following courses for the **FIRST** semester of enrollment in the two semester internship:
- SDS 6831 Supervision for a Split Internship, and (3)
- SDS 7820 Group Supervision in School Counseling (1)

**THEN** register for SDS 7830 & SDS 7820 in the **SECOND** semester of the two-semester internship.

IX. The DOCTORAL ELECTIVES (Optional credits):
Select electives after consulting with your Doctoral Committee.

**PLEASE TYPE COURSES SELECTED BELOW:**

SDS 6938 Special Topics (1-4; max 12): Section # and Title

_______  ________________________________________ ( )
_______  ________________________________________ ( )

Other Elective(s), as approved by your doctoral committee:

_________________________________________________( )
_________________________________________________( )
_________________________________________________( )

#############################################################################

Total Program Hours (Minimum 90 semester credits): ___________

#############################################################################

Student's Signature:

_________________________________________ Date___________

Doctoral Chairperson's Signature:

_________________________________________ Date___________

Graduate Coordinator’s Signature:

_________________________________________ Date___________
L4. SCG PLANNED PROGRAM ELECTIVE OPTIONS

OPTION A: SCG CERTIFICATION (12 Credits)

(a) Do you have a Florida Teaching Certificate?
    Check one: _____YES; _____NO

♦ If no, have you completed coursework in a previous academic program that qualifies you for a Florida Teaching Certificate?
    Check one: ___YES; ___NO

1. If no, you must complete 12 credits in the following content areas to qualify for a Florida Teaching Certificate:

   EDG 6250 School Curriculum (Pre-K to 12 curriculum) ( )

   (Additional Pre-K to 12 curriculum course OR a public school administration course, e.g., EDA 6061 or EDA 6503, EEC 6205, ESE 6215, or EDE 6205)

   (Psychological Foundations course, e.g., EDF 6113, EDF 6215 or 6211) ( )

   (Sociological Foundations course, e.g., EDF 6606, EDF 4542, 6520 or 6544) ( )

OPTION B: MHC LICENSURE (12 Credits Minimum)

Do you want to qualify for licensure as a Mental Health Counselor in Florida? Check one: _____YES; _____NO.

If yes, you need to complete the following Courses and take an additional Practicum II in a community setting:

   MHS 6020 Counseling in Community Settings* (3)
   MHS 6071 Diagnosis and Treatment of Mental Disorders* (3)
   MHS 6450 Substance Abuse Counseling* (3)
   MHS 6481 Sexuality and Mental Health* (3)

   AND

   MHS 7805 Practicum II in Agency Counseling (150 Hours)* (3)
   MHS 7804 Group Supervision in Agency Counseling* (1)

IN ADDITION TO YOUR SCHOOL PRACS and INTERNSHIP

*Courses required for Mental Health Counselor licensure in Florida.
OPTION C: MFT LICENSURE (27 Credits Minimum)

♦ Do you want to qualify for licensure as a Marriage & Family Therapist in Florida? Check one: _____YES; _____NO.

♦ If yes, you need to complete the following courses and take an additional INTERNSHIP in an MFT setting supervised by an LMFT:
  - MHS 6071 Diagnosis and Treatment of Mental Disorders** (3)
  - MHS 6430 Introduction to Family Counseling** (3)
  - MHS 6440 Marriage Counseling** (3)
  - MHS 6450 Substance Abuse Counseling** (3)
  - MHS 6481 Sexuality and Mental Health** (3)
  - MHS 6705 Professional, Ethical, and Legal Issues in Marriage and Family Counseling** (3)
  - MHS 7431 Advanced Family Counseling** (4)
  - MHS 7830 Internship in Counseling and Development (600 Hours)** (5)
  - MHS 7807 Group Supervision in Marriage and Family Counseling** (1)

IN ADDITION TO YOUR SCHOOL PRACS and INTERNSHIP

NOTE: IF an MFC Internship is to be HALFTIME (20 hours/week for 2 semesters rather than 40 hours/week for 1 semester), ADD the following courses for the FIRST semester of enrollment in the two semester internship:
  - MHS 6831 Supervision for a Split Internship (3) and
  - MHS 7807 Group Supervision in MFC (1)

THEN register for MHS 7830 & MHS 7807 in the SECOND semester of the two-semester internship.

OPTION D: EDS DEGREE (36 Credits Minimum)

☐ Do you want an EDS degree prior to completing the doctorate? Check one: _____YES: _____NO.

☐ If yes, complete 36 credits beyond the Masters degree at UF, and successfully complete the MED/EDS Mid-Point Examination and the Final MED/EDS Oral Examination, and apply for graduation.
L5. MIDPOINT EVALUATION

A Midpoint Evaluation of those students enrolled in MED/EDS, MAE/EDS, or EDS-only programs is automatically conducted when a student indicates that s/he is ready to take the Midpoint Examination. Midpoint Evaluation allows department faculty to review a student's progress in the program and provide input and feedback as needed.

When you register to take the Midpoint Examination, a copy of the Midpoint Evaluation Checklist (see sample Checklist @ L6) bearing your name is distributed to each regular faculty member in the department who will either rate you on your progress or indicate that s/he has insufficient knowledge of your progress. Each faculty member also is asked to indicate whether or not you should be permitted to continue in your program, and if not, to provide a rationale for why not.

The completed Midpoint Evaluation Checklists are placed in your student file. IF you wish to review your evaluations, arrange to do so in the presence of your Faculty Advisor to insure relevant interpretations of and responses to them.

IF you do not receive evaluations by at least three (3) faculty members on each of the dimensions, IF you receive less than “satisfactory” evaluation(s) on any of the dimensions, or IF a faculty member recommends that you not be allowed to continue in your program, the department Chairperson may do the following:

♦ Request that your faculty advisor meet with you to discuss your evaluations;
♦ Meet with you her/himself to discuss your evaluations;
♦ Constitute a “review” committee, chaired by your faculty advisor, to evaluate your progress and future in your program;
♦ Initiate the procedures described in the student retention policy.
L6. MIDPOINT EVALUATION CHECKLIST

Student: ____________________________________________________ SS# ____________________________

Faculty Evaluator: _____________________________________ Date __________

Directions: Please indicate your judgment of the above named student’s progress in her/his degree program by rating her/him on the items below. Place the number, which best represents your evaluation on the line to the left of the item on which the student is being evaluated. Elaborate on the student’s assets and strengths on the reverse side of this page, and please explain if you give Unsatisfactory or Below Expectation ratings. Use the rating scale below:

(1) Unsatisfactory
(2) Below Expectation
(3) Satisfactory
(4) Above Expectation
(5) Outstanding
(NA) Insufficient Contact to Judge

_____ 1. Knowledge of professional standards and practices
_____ 2. Professional behaviors
_____ 3. Professional interactions
_____ 4. Informal interactions
_____ 5. Peer relationships
_____ 6. Relationships with faculty
_____ 7. Sensitivity and respect for others
_____ 8. Verbal communication skills
_____ 9. Written communication skills
_____ 10. Knowledge of professional activities
_____ 11. Non-academic activities
_____ 12. Integration of academic & nonacademic knowledge and experience
_____ 13. Overall progress in program

Should this student be allowed to continue in the program in which s/he is enrolled? Yes ____ No ____ (If No, please explain on back side of this page)
L7. MED/EDS, MAE/EDS, and EDS MIDPOINT EXAMINATIONS

UF Graduate School policy stipulates that all students in graduate level programs must successfully complete both written and oral comprehensive examinations prior to receipt of their respective degrees. The Counselor Education department requires all students enrolled in MED/EDS, MAE/EDS, or EDS (only) programs to SUCCESSFULLY COMPLETE:

♦ a written MIDPOINT Examination (i.e., the required written comprehensive) NO LATER THAN the SEMESTER BEFORE the semester in which they plan to graduate, and
♦ a FINAL ORAL Examination (i.e., the required oral comprehensive) DURING their final semester.

Students are expected to take the written MIDPOINT Examination for the first time at the mid-point of their graduate study or as soon as they complete the five core courses on which it is based. EDS (only) students may take the “Midpoint Exam” after they have completed twelve (12) program-applicable, post-Master's-degree semester credit hours. ALL students MUST SUCCESSFULLY COMPLETE the Midpoint Examination NO LATER THAN the SEMESTER BEFORE the semester in which they plan to graduate.

The Midpoint Examination is administered once during the Fall semester and twice during the Spring semester; it is not administered during the Summer semester. The Examination consists of (a) one hundred (100) multiple-choice questions (i.e., twenty questions in each of five subject areas: counseling theories, group procedures, measurement, career development, and professional orientation) and (b) two comprehensive essay questions. Students are allowed 2 1/2 hours for completion of the multiple-choice section and 1 1/2 hours for completion of the essay section.

Students must earn the minimum cumulative criterion score set by the Faculty each time the examination is administered (usually one standard deviation below the mean score of those taking the examination) to pass the multiple choice section AND a passing score from two of three faculty readers using a pass/fail criterion to pass the essay section. A "blind review" system is used in that students' names are not recorded on essay response sheets; only an identifying number is shown.

Each student is entitled to a total of two (2) trials (i.e., two opportunities) to earn a passing score on both the multiple-choice and essay sections of the Midpoint Examination. A student who fails the Midpoint Examination after the first administration must retake the section(s) s/he failed (i.e., essay and/or multiple choice) in a subsequent administration.

You must "sign up" for the "Midpoint Examination" no later than four weeks prior to the date on which you plan to take the exam. Complete the "Midpoint Examination Application Form", obtain the signature of your faculty advisor,
and give the form to one of the department secretaries who will record your name on the list of participants. (Note that should you fail your first attempt, you must apply to take the Midpoint Exam a second time).

If a student fails the examination two (2) times, the department Chairperson appoints a two (2) member Faculty Review Committee, chaired by the student's Faculty Advisor, to determine appropriate remedial action.
L8. MIDPOINT EXAMINATION APPLICATION FORM

Name: ______________________________________ SS#: ________________

Address: __________________________________________________________
______________________________________________________________ EMAIL Address

Telephone(s): (H)________________(W)________________(FAX)__________

Faculty Advisor: __________________________________________________

Program (circle one): ACD  SCG  EDC;
Degree: MAE/EDS  MED/EDS  EDS (only)
Month/Year you plan to take the examination: _______________________
Areas to be taken:

______Counseling Theories ________Group Procedures

______Measurement/Testing ________Career Development

______Professional Development ________Essay

Signatures:

Student: ____________________________ Date: ______________

Advisor: ____________________________ Date: ______________
L9. SGC PRACTICUM & INTERNSHIP REQUIREMENTS

L9A. The SCG Practicum and Internship

School counseling practica and internships are viewed as a succession of experiences in which students are prepared to perform all of the major functions and roles of a school counselor. The faculty realizes that it is not possible to learn all the details of a work situation, as they vary from one school to another. However, the following general areas need attention during each of the three required field experiences: individual counseling; small group counseling; consultation with administrators, teachers and parents; coordinating peer facilitator programs where available; and classroom or large group guidance.

Counselor Education students complete two semesters of practicum (10-12 hours a week on-site) and one semester of internship (40 hours a week on-site). The "host counselor" and the specific school assignments are made in conjunction with the Alachua County Guidance and School Support Services Supervisor.

The following is given to each practicum/internship student. It details the field experiences and expectations for Practicum I, Practicum II, and the Internship.

L9B. General Information

If you have had previous teaching or counseling experience in the schools, you may want to use one of the practica to gain new experiences elsewhere. If you have no school experience, it is recommended that all three field experiences, two practica and one internship, take place in a school setting. Regardless, the internship must be in the schools.

Practica and internship can be viewed as a succession of experiences in which you are prepared to perform all of the major functions and roles of a school counselor. It is not possible to learn all the details of a work situation, as they vary from one place to another. The following general areas need attention: individual counseling; small group counseling; consultation with administrators, teachers, and parents; coordinating peer facilitator programs; classroom or large group guidance.

L9C. School Counseling Placements

If you plan to do a school counseling practicum or internship in OTHER THAN Alachua County, follow the procedures described previously for students enrolled in ACD, SPH, or EDC programs.

If you plan to do a practicum or internship in Alachua County schools, submit all required application materials (i.e., Control Log, Application Form) and follow the prescribed procedures. However, note that placements in schools in Alachua County are determined by the SCG Program Coordinator, in conjunction with the Alachua County Director of Guidance Services, and the Practicum/Internship Coordinator. These individuals meet after all applications for placements in the Alachua County Schools have been received, and
collaboratively determine the most appropriate placements for students in these schools. After the Alachua County school counseling placements have been determined, you will be notified of your placement. Upon receiving notification you should contact the school counselor to arrange for initiation of your practicum or internship. Do not contact the school or school counselor until you have received your official notification.

L9D. The Host Counselor and University Supervisors

You will be assigned a "host counselor" who will be on-site coordinator of your field experience. Fortunately, host counselors have a long history of working with the University and can be excellent resource persons. They will find some time to talk with you about cases and their job as a counselor. However, their commitments and schedules may limit your contact time with them. The host counselor should be consulted about school policies, decisions that affect other school personnel or the public, and your caseload.

The university supervisors -- individual and group -- will help you think about and explore your field experiences. With the host counselor they will help identify some minimum experiences and evaluate your process. Depending upon your skill, interest, motivation, time, and confidence, your field experiences may differ from one place and time to another. Both the host counselor and university supervisors can be consulted about any aspect of your field experiences.

Ideally, you will move through a series of experiences, successively adding more tasks, roles, and functions as you gain experience. Be patient and concentrate on a few new skills as you move along. You are not expected to do everything all the time from the beginning. If things are moving too fast or too slow for you, talk with your supervisors and host counselor. You must assume some responsibility for creating a positive field experience.

L9E. Four Participating (Learning) Roles

Your role in the different field experiences will change as you gain more experience. In general, there are four different modes of participation. Each will be appropriate at different times and places and can be affected by your skill and progress.

1. Observer. This is the "watch and learn" approach. Look and take note for what you like and don't like in a situation. Decide how your own personality, skills, and style might be the same or different from those you are observing. Your participation is limited to observing and later discussing the situation.

2. Participant/Observer. In this case, you are primarily an observer, but you might also participate some of the time. Your timely assistance could be appropriate. You follow the lead of the counselor and your active participation will depend upon your understanding of the situation, the host counselor’s permission and encouragement to take an active part; skills; confidence; sensitivity; and professional judgment.
3. Co-leader. In some cases you might share the equal responsibility with the host counselor. Typically, you and the counselor reach an agreement about who will initiate the process and provide primary leadership and support.

4. Taking the lead. In this case you are fully responsible for the time and activity. You initiate and follow-up. You plan the intervention and carry it out.

L9F. Representative Field Experiences and Expectations

PRACTICUM I

First, meet with the host counselor and become familiar with the setting, policies, schedules, guidance office, forms, and procedures. Your host will introduce you to the principal and teachers, in consultation with the host.

Second, develop a "case load." A caseload includes a minimum number of hours or counseling experiences. Your caseload will be small at first, but it will increase. However, you are not expected to reach a full caseload even at the end of this first practicum.

Concentrate on building some essential counseling skills rather than concerning yourself about all the things a counselor might do. Here are some areas of concentration and some representative expectations.

Individual Counseling: (2-4 cases). Concentrate on developing your counseling and interviewing skills with individuals. Learn to follow the lead of a "counsee" and build helping relationships. You might begin with two students and add one or two more later. Collect baseline data, make audio or videotapes, and take note of your progress. Talk with your host counselor and supervisors about them. Other students may also receive some of your attention for shorter periods of time; however, give first priority to your individual caseload.

Group Counseling: (2-3 small groups). After beginning with individual counselees (perhaps two or three weeks) to one or two groups. A third could be added later. These are developmental or problem-focused. Four to six sessions might be planned for a group.

Classroom Guidance: (1 large group). Begin by observing teachers and counselors. Plan a one session classroom or large group guidance unit that might be implemented during the last part of the semester. Work with one or tow classes, or large groups, and present the unit.

Peer Facilitators. Assist in the training of peer facilitators.

Consultation. Sit in on one case conference where the counselor is consulting with teachers or parents. Be an observer, unless the counselor asks for your assistance or participation.

Case Records. Develop and experiment with your own personal record keeping system. Become familiar with the system used at the school, including the counselor's personal preferences for record keeping.
Case Study. Select a student or group to study as a case.

Other Experiences. Learn the procedures and process for exceptional student education (ESE) and placement. Examine the tests that are most frequently used in the school for guidance.

**PRACTICUM II**

During the second practicum the primary emphasis will be on developing both large and small group skills. Individual counseling will tend to focus more upon crisis or critical cases. In addition, those minimum experiences that were not achieved or gained during the first practicum will receive attention.

First, become familiar with the new setting (schedules, guidance office, policies, and procedures). Meet the new faculty and develop a caseload.

Individual Counseling: (2-3 cases). These are students with whom you might work for the entire semester, identified as those who need special help.

Group Counseling: (2-4 small groups). Begin early with two small groups. Add more groups later. These are usually developmental groups and meet for about four to six sessions each, although longer "contracts" might be arranged. Identify "target students" within the groups. Evaluate results with a post inventory.

Classroom Guidance: (1-2 large groups). Develop a large group or classroom guidance unit of about four to six sessions, focusing upon a particular grade level and topic. Initiate the unit and evaluate the results.

Consultation. Be a participant-observer in at least one case conference with teachers and parents. In addition, be an active consultant with teachers about individuals or target students in your caseload.

Peer Facilitators. "Teach" one lesson or activity to per facilitators. Assist in training and help plan a project. Help supervise, if possible.

Evaluation and Accountability: Complete a systematic case study on a "counselee." Develop your own evaluation form.

Other Opportunities. Make it a point to observe teaches working in and out of their classrooms with students, taking note of what works well and what might work for you.

**INTERNERSHIP**

Perform all duties as a counselor. Develop a caseload and weekly schedule. Begin by outlining goals and expectations for the internship, discuss these with the host counselor and supervisors. Identify minimum desired experiences for the semester, including some in areas that were not included in practica.

Individual Counseling: (variable -- about 4 cases). Attention given to those who cannot discuss their problems or function well in a group.
Group Counseling: (variable -- about 4 groups). Try some new kinds of groups (e.g. relaxation, death and separation, assertiveness, study circles, problem-centered, career decision making, etc.)

Classroom Guidance. Plan a guidance unit with one grade level. Implement the plan.

Peer Facilitators. Assist in training. Plan and carry out a project, including evaluation.

Consultation. Consult with teachers. Take part in at least one parent conference.

Evaluation and Accountability. Design and carry out at least one systematic case study that involves an individual or group. Report your results.

Other Possible Experiences. Parent education group; help lead a teacher seminar or study group; PTA presentation; developmental play group; case conferences with community helpers; administer individual tests; complete an opinion survey or needs assessment; design some new guidance units; design a Web page which can be used with students or parents at the school.

L9G. Cyberspace Supervision & School Counselor Network

All school counselor practica and internship students must be on-line with the Internet. This enables the group supervisors and group members to communicate with one another about cases, special issues, and to complete some group assignments that have proven beneficial.

Ideally, you will have your own computer and modem at home. If not, then you can use the computer system at the school where you are placed. A third option is that you can locate an on-campus center (CIRCA) where you access and post e-mail messages.

Through the UF School Counselor E-mail Network, you will also be able to communicate with counselors in other cities. Cyberspace Group Supervision is available to internship students who are not in the Gainesville area. This involves an active exchange of ideas via an internet chat room and electronic mail.

L10. WEBSITE ADDRESS

http://www.coe.ufl.edu/faculty/myrick/supvreq/supvreq.html

L11. FLORIDA SCHOOL COUNSELOR CERTIFICATION

In order to be a practicing school counselor in Florida, you must become certified by Florida’s Department of Education (DOE) Division of Certification, which is the agency charged with establishing and reviewing the academic and experiential requirements for DOE certification in school counseling. Currently, Florida is one of the few states that permits certification in school counseling for persons who have NOT been previously certified as teachers.
You can achieve eligibility for certification in school counseling through the CACREP and NCATE-accredited MED/EDS, EDS (only), PHD, or EDD programs in School Counseling and Guidance (SCG). You can also achieve eligibility for certification in School Counseling while simultaneously completing the MFT and/or MHC program requirements by including in your MFT or MHC Planned Program the specific courses required by the DOE.

If you plan to achieve Florida DOE certification in school counseling, (a) obtain the appropriate information materials as soon as possible, (b) inform your faculty advisor of this intention at the earliest possible convenience, and (c) consider enrolling in the SCG program. Be sure to plan your graduate program carefully so that you take all the courses/credits required for the certifications you want.

Remember that neither the department nor the College of Education can act on behalf of the Florida DOE Division of Certification; that is, they cannot dictate that the DOE accept what you have taken and/or done. Therefore, if you have any concerns about your whether the courses you plan to take or the experiences you plan to participate in are acceptable for certification as a School Counselor, please contact the Florida DOE Division of Certification directly and ask for clarification.

Also remember that DOE certification is NOT automatic upon graduation. You must make direct application to the Florida DOE Division of Certification and request the certification you are seeking.

L12. FLORIDA SCHOOL COUNSELOR CERTIFICATION REQUIREMENTS

Applications for state certification can be obtained from: College of Education Student Services Office, Room 134 Norman Hall, University of Florida, Gainesville, FL 32611.

ELEMENTARY AND SECONDARY (PK-12) SCHOOL CERTIFICATION Requirements Include:

⇒ A minimum of six (6) semester credit hours in Social and Psychological Foundations of Education. One course must be chosen from each area. Course selections must be approved by your faculty advisor and by the College of Education Student Services Office from among the offerings below:

♦ Psychological Foundations (all courses are 3 credit hours).
  EDF 6113 Educational Psychology: Human Development
  EDF 6355 Educational Psychology: Personality Dynamics

♦ Sociological Foundations (all courses are 3 credit hours).
  EDF 4542 Philosophy of Education
EDF 6520 History of Education
EDF 6544 Philosophy in Foundations of Education
EDF 6606 Socioeconomic Foundations of Education

⇒ A minimum of six (6) semester credit hours in General Methods of Teaching, Administration, Supervision and/or Curriculum, from among:

EDE 6205 Elementary Curriculum
EDG 6250 School Curriculum
EDG 4203 Elementary and Secondary Curriculum
EDA 6061 Educational Organization and Administration
EDA 6193 Educational Leadership: Instruction
EDA 6192 Educational Leadership: The Individual

⇒ At least two practica or one internship in School Counseling must be completed in a public or private elementary or secondary school setting. Credit for these experiences must total at least 6 semester credit hours.

⇒ Students seeking School Counseling certification are required to demonstrate that they have completed satisfactorily the self-instruction module entitled, "The School Counselor and Reading Instruction." This module is intended to enable students to become familiar with basic knowledge and skills in reading instruction and evaluation and to be able to make informed decisions about administration, implementation, and support of reading programs at all school levels. The module is presented once each year as part of the course SDS 6620, Organization and Administration of Guidance and Personnel Programs.

⇒ Students in the School Counseling program who, at the time of graduation, are not certified as a teacher in the State of Florida must pass the State Teacher's Examination, State School Counselor Examination, and successfully complete their first year as a school counselor under Florida's Beginning Teacher Program before they can be fully certified as a School Counselor in Florida.

L13. EXPECTATIONS for UF GRADUATES WHO SEEK SCHOOL COUNSELING COURSES AND FLORIDA DEPARTMENT of EDUCATION CERTIFICATION

Graduates of UF’s Counselor Education degree programs other than School Counseling who want to take school counseling courses in order to be state certified are required to write a letter to the Department Chairperson requesting permission to take courses. They may be accepted upon approval of the School Counseling Program Coordinator and/or the School Counseling Faculty provided they completed their UF degree program, are in good standing, and do well in admission interviews with faculty.
As Post-Baccalaureate (6ED) or Walk-In (OED) students, they will be expected to:

(1) take AT LEAST the following FOUR courses:

- SDS 6411: Counseling Children (3)
- SDS 6413: Counseling Adolescents (3)
- MHS 6421: Play Counseling (3)
- SDS 6620: Organization & Administration of Guidance Services (3)

AND

(2) COMPLETE TWO field experiences in a school setting:

EITHER: two practica (2 semesters of SDS 7808 & SDS 7820)

OR: a practicum (SDS 7808 & SDS 7820) and an internship (SDS 7830 & SDS 7820).

[Note that Florida requires a minimum of one field experience (3 semester credits) in the schools].

If a student does not hold a Florida Teacher Certificate, some education courses will also be needed in order to apply for state certification; see Section 5E above for specifics.

L14. TEACHER CERTIFICATION AND EMPLOYMENT

Note: The information below is for students in NCATE- and State-Approved Teacher Preparation Programs.

L14A. INITIAL TEACHER CERTIFICATION

- Approximately two weeks before graduation, submit a Request for Transcript form to Criser Hall (this form is available at the Office of the University Registrar web site at www.reg.ufl.edu). Indicate on this form that you wish to receive the transcript after graduation when your degree statement is listed. Request that your transcript be sent to the Florida Department of Education, the county school districts of your choice, and/or another state’s Department of Education, if applicable.

- The UF Certification Officer will instruct the Registrar to place the approved-program statement on the transcript of each graduate of an NCATE- and state-approved teacher preparation program.

- Complete an Application for Florida Educator’s Certificate (CG-10 Application Form; a fee is required). On-line applications are available at http://certify.doe.state.fl.us/onlineapp_dev/default.asp. Information about the steps to follow for certification can be found at the DOE web site http://www.firn.edu/doe/bin00022/3steps.htm
This application (also available in Room 134-E Norman Hall) requires the completion of an “Arrest/Revocation Record” section in which an answer must be provided regarding conviction of or involvement in a criminal offense. The DOE Professional Practices Service Office may be consulted for additional information about this requirement at 850-488-2481.

The College is required by state law to complete an annual follow-up study of all NCATE- and state-approved program graduates. When you are hired, please contact the Office of Student Services, PO Box 117042, 134-E Norman Hall, University of Florida, Gainesville, Florida 32611 (352-392-0721 extension 400; e-mail address student-help@coe.ufl.edu.

Certification requirements are subject to change.

Prepared by the Office of Student Services, College of Education 12/00
COE Website: www.coe.ufl.edu

L14B. TEACHER CERTIFICATION EXAMINATION

♦ Graduates who plan to teach in Florida must take the Florida Teacher Certification Examination (FTCE – www.firn.edu/doe/bin00022/testing.htm
♦ or applicable Praxis/NTE Exam- www.teachingandlearning.org
(b) Registration bulletins are available in Room 134-E Norman Hall. Successful completion of all sections of CLAST www.reg.ufl.edu/clast.html is required as part of the FTCE (no exemptions/waivers). Professional education and subject area examinations may be taken on the same day. The examination score report should be retained as documentation of partial satisfaction of teacher certification requirements.

2. Study guides may be obtained at the Education Library Reserve Desk. They may also be purchased at the UF Bookstore or ordered through the FTCE web site at www.firn.edu:80/doe/sas/ftcehome.htm

L14C. SEEKING EMPLOYMENT

♦ Contact the school district personnel offices in Florida www.firn.edu/doe/menu/t3.htm or the departments of education in other states www.firn.edu/doe/doelinks.htm . The Career Resource Center Education Career Link web site www.crc.ufl.edu/education, provides comprehensive information about preparing resumes, interviewing skills, and career opportunities. Additional information about employment opportunities can be found on the College of Education Student Services web site www.coe.ufl.edu/studentserv/student.html.

♦ In April, the Career Resource Center sponsors an Education Recruitment Day. School district representatives are available to interview prospective educators www.crc.ufl.edu/education/RecruitmentDay.html
SECTION M. - MARRIAGE and FAMILY COUNSELING (EDC)

M1. EDC PROGRAM COORDINATOR: Dr. Ellen S. Amatea

Dr. Ellen S. Amatea, Counselor Education Department
College of Education, University of Florida
P.O. Box 117046, Gainesville, FL 32611
FAX: 352-846-2697  Tel: 352-392-0731
E-Mail: eamatea@coe.ufl.edu

EDC Program Faculty:  Dr. M. Harry Daniels
                     Dr. Silvia Echevarria Doan
                     Dr. Peter A. D. Sherrard

M2. EDC PROGRAM DESCRIPTION

The MARRIAGE & FAMILY COUNSELING/THERAPY program specialization emphasizes an eco-systemic approach to understanding human problems and generating solution opportunities: Students learn to moderate solution-oriented conversations among interested parties (i.e., stakeholders) who are invited to seek “double descriptions” of mutual concerns and problems, to listen carefully to each other, to entertain and invent multiple solution possibilities, and to construct new narratives of cooperation and commitment.

The Doctoral-level (PHD/EDD) MARRIAGE and FAMILY COUNSELING/THERAPY program specialization challenges students to master comprehensive professional knowledge regarding mental health policy formation and service delivery, to enhance their clinical practitioner technique, and to develop efficacious consultative, leadership, managerial, research, supervisory, and teaching/training skills.

In particular, Doctoral students in the EDC program specialization are expected to develop advanced knowledge and skills in Clinical Supervision, Consultation, Counselor Education, Post-Secondary Teaching, Qualitative and/or Quantitative Research; and Specialized Clinical Practice (i.e., couple and family therapy). In addition, they are expected to develop advanced knowledge and skills in several of the following areas: agency/budget/department administration and management; advocacy; crisis intervention; employee assistance program management and service delivery; mental health policy formation, implementation & evaluation; personnel management; professional regulation; psycho-educational program development, program management & program evaluation; and staff development/team building/training.
The MARRIAGE and FAMILY COUNSELING program faculty are committed to helping students (a) develop knowledge and skill as “empirical practitioners”, that is, practitioners who can deliver effective clinical and psycho-educational services AND can use a variety of research methods to evaluate the impact of clinical and psycho-educational practice; (b) enhance the breadth and depth of their professional competence; (c) utilize both individual clinical-developmental theoretical perspectives and systemic multi-cultural social-ecological theoretical perspectives in the design of mental health interventions and programs; and (d) gain in-depth exposure to a variety of modes of mental health intervention and service delivery.

The EDC Doctoral program specialization encompasses all the requirements for the Counselor Education Department’s entry-level (MAE/EDS or MED/EDS) EDC program in the Department and can provide Florida Registered Marriage & Family Therapy Interns the opportunity (as needed) to complete part of the 2 years of post-degree supervised clinical experience required for licensure as Marriage & Family Therapists and/or Mental Health Counselors in Florida and for Clinical Membership in the American Association for Marriage and Family Therapy.

The Doctoral-level MARRIAGE and FAMILY COUNSELING PHD/EDD program specialization seeks to prepare graduates who:

- Establish a professional identity as Marriage and Family Therapists.
- Have specialized knowledge of and experience in assisting persons who present with a diverse array of couple and family problems (e.g., regarding intimate relating, marital discord, divorce, child-rearing, family/school conflicts, family violence, suicide, and medical/psychiatric distress).
- Have specialized knowledge and skills for mental health service delivery within a specific mental health service setting and/or with specific, targeted mental health service recipients.
- Have general knowledge of clinical, developmental, systemic, and social-ecological theories of human behavior, human development, and human relating.
- Have general knowledge of and experience with systemic and social-ecological intervention modalities appropriate for a broad range of mental health service recipients and mental health service settings.
- Have general knowledge of and respect for the influences of culture/ethnicity, gender, race, religion, sexual orientation, and
socioeconomic class, and have experience in working with a broad array of clientele representing such diversity.

♦ Interact effectively with the full spectrum of mental health professionals.

♦ Provide competent professional service and leadership within the mental health field upon graduation.

♦ Demonstrate a broader range of professional competencies relevant to professional practice as Marriage and Family Therapists (e.g., advocating, counseling, consulting, leading, managing, supervising and teaching) together with specialized knowledge associated with eco-systemic and meta-frameworks perspectives.

♦ Demonstrate advanced specialized knowledge and skill relevant to conducting research investigations, evaluating research reports, and applying research discoveries.

♦ Demonstrate specific knowledge and skill relevant to mental health service delivery (e.g., agency/budget/department administration & supervision; advocacy; crisis intervention; employee assistance programming; mental health policy formation, implementation & evaluation; personnel management; psycho-educational program development, program management & program evaluation; professional regulation; specialized clinical practice; and/or staff development/team building).

♦ Able and willing to assume local, state, national, and/or international leadership positions in the Marriage & Family Counseling/Therapy profession and in mental health policy formation and service delivery upon graduation.

♦ Able and willing to provide effective clinical supervision, education/training, and professional development activities for current and future mental health professionals.
M3. DOCTORAL PLANNED PROGRAM FORM
(1/2002 version)
University of Florida
Department of Counselor Education
MARRIAGE and FAMILY COUNSELING (EDC)

Name: ______________________________ SS#____________________

University Address:____________________________________________

“Permanent” Address:___________________________________________

____________________________________________________________

Degree Sought (Circle): PHD EDD

E-mail Address: ______________________ FAX #:____________________

Telephone(s): (Home)____________________ (Work)________________

Doctoral Chairperson: ______________________________

Doctoral Supervisory Committee Members (Name at least three):

____________________________________________________________

____________________________________________________________

___________________________________________ (“Outside” Member)

Master’s Degree from:
________________________________________________ Date: __________

Master’s Degree in: ____________________________________________

Make certain that this planned program encompasses ALL program
requirements and ALL policies and regulations specified in this Handbook
and in the UF Graduate School Catalog. Be sure to update your program
whenever changes are made.

**Doctoral** coursework must be approved by the student’s Doctoral
Supervisory Committee. Please submit the original and two clear
photocopies of the Doctoral Planned Program, all signed by the student
and the Chairperson of the Doctoral Supervisory Committee, to the Graduate
Coordinator. Two copies will be returned to the Chairperson. Students can
retrieve a copy from their designated Doctoral Chairperson.
IF you are NOT including a course listed below in your Doctoral Planned Program, draw a line through the course # and title.

IF a SUBSTITUTION is to be made for a course listed below:

♦ Draw a line through the course(s) to be replaced;
♦ TYPE or print the substitute course prefix, course #, course title, and # of semester credit hours in the space above the line; and
♦ Attach a transcript (if transferring the course credits) verifying successful completion of the course(s) substituted…Up to 30 graduate credits of an earned Masters degree can be transferred.

I. PRE-PROFESSIONAL REQUIREMENT:

#_________________________________________DATE________
A course in BASIC STATISTICS (e.g., STA 2024) is a pre-professional requirement that should be completed before enrollment in professional courses in this program; it is not to be counted in the minimum applicable program credit hours.

II. TRANSFER CREDITS (if any; maximum of 30 credits allowed):

Credits transferred from: ________________________________________

Attach a copy of the relevant transcript certifying the courses being transferred; you can transfer up to 30 graduate credits from a Masters degree earned at an accredited institution.

III. The CACREP COUNSELING CORE (28 credits):

MHS 5005  Introduction to Counseling (3)
MHS 6200  Assessment in Counseling and Development* (3)
MHS 6340  Career Development* (3)
MHS 6401  Counseling Theories and Applications* (4)
MHS 6428  Multicultural Counseling* (3)
MHS 6480  Developmental Counseling Over the Lifespan* (3)
MHS 6500  Group Counseling: Theory and Practice* (3)
MHS 6720  Professional Identity and Ethics in Counseling* (3)
MHS 7740  Research in Counseling and Development (3)
IV. The EDC CLINICAL CORE (31 credits):
MHS 6020 Counseling in Community Settings (3)
MHS 6071 Diagnosis and Treatment of Mental Disorders (3)
MHS 6421 Play Counseling & Play Process with Children (3)
MHS 6430 Introduction to Family Counseling (3)
MHS 6440 Marriage Counseling (3)
MHS 6450 Substance Abuse Counseling (3)
MHS 6481 Sexuality and Mental Health (3)
MHS 6705 Professional, Ethical, and Legal Issues in MFC (3)
SDS 6938 Family Violence (3)
MHS 7431 Advanced Family Counseling (4)

V. The EDC PRACTICA and INTERNSHIPS (14+ credits):
MHS 7800 Practicum I in Counseling (150 Hours) (3)
MHS 7804 Group Supervision in Marriage & Family Counseling (1)
MHS 7806 Practicum II, MFC, (250 Hours) (3)
MHS 7807 Group Supervision in Marriage & Family Counseling (1)
MHS 7830 Internship in Counseling and Development (600 Hours) (5)
MHS 7807 Group Supervision in Marriage and Family Counseling (1)

VI. The COUNSELOR EDUCATION CORE (9+ credits):
MHS 6400 Personality and Advanced Counseling Theories (3)
MHS 7600 Consultation Procedures (3)
MHS xxxx Doctoral Integrative Seminar (3)

VII. The RESEARCH BLOCK (34+ Credits)
[MHS 7740 Research in Counseling and Development*]
SDS 6905 Individual Work (data-based; 2-4; max 12) (2)
OR
MHS 6910 Supervised Research (1-5; max 5) ( )
EDF 6403 Quantitative Foundations of Educational Research (6)
At least one additional, advanced statistics, research methodology, or measurement theory course:

__________________________    ________________________________ ( )

MHS 7730 Doctoral Seminar in Counseling Research (3)
MHS 7980 Doctoral Dissertation (Minimum: 20)

VIII. The DOCTORAL PRACTICA and INTERNSHIPS (16+ credits):

MHS 7808 Practicum in Counseling Supervision (4; max:8) ( )
MHS 7840 Internship in Counselor Education (6; max:12) ( )
MHS 7830 Internship in Counseling and Development (600 Hours) (5)
MHS 7807 Group Supervision in Marriage and Family Counseling (1)

NOTE: IF an Internship is to be HALFTIME (20 hours/week for 2 semesters rather than 40 hours/week for 1 semester), ADD the following courses for the FIRST semester of enrollment in the two semester internship:

MHS 6831 Split Internship, (3)
MHS 7807 Group Supervision in MFT (1)

THEN register for MHS 7830 & MHS 7807 in the SECOND semester of the two-semester internship

IX. The DOCTORAL ELECTIVES (Optional credits):

Select electives after consulting with your Doctoral Committee; PLEASE TYPE THEM BELOW:

SDS 6938 Special Topics (1-4; max 12): Section # and Title)

Other Elective(s), as approved by your doctoral committee:

______________________________________________________________( )
______________________________________________________________( )
______________________________________________________________( )

Total Program Hours (Minimum 90 semester credits): _____________

Student's Signature: ___________________________ Date ____________

Doctoral Chairperson's Signature:____________________ Date ____________

Graduate Coordinator's Signature____________________ Date ____________
M4. MFC (EDC) PLANNED PROGRAM ELECTIVE OPTIONS

**OPTION A: SCG CERTIFICATION** (12+ Credits)

♦ Do you want to qualify for School Counselor Certification?
  Check one: _____YES; _____NO.

☐ If YES, take the following School Counseling Core Courses

SDS 6411  Counseling Children*** (3)
SDS 6413  Counseling Adolescents*** (3)
MHS 6421  Play Counseling & Play Process with Children (3)
SDS 6620  Org. & Admin. of Guidance & Personnel Programs (3)

***Specifies prerequisites for Practicum I.

AND at least one of the following:

SDS 7800  Practicum II in School Counseling (150 Hours) (3)
SDS 7820  Group Supervision in School Counseling (1)

OR

SDS 7830  Internship in Counseling & Development (600 Hours) (5)
SDS 7820  Group Supervision in School Counseling (1)

♦ Do you have a Florida Teaching Certificate?
  Check one: ____YES; ____NO

♦ IF NO, have you completed coursework in a previous academic program that qualifies you for a Florida Teaching Certificate?
  Check one: ___YES; ___NO

♦ IF NO you must complete 12 credits in the following content areas to qualify for a Florida Teaching Certificate:

EDG 6250  School Curriculum (Pre-K to 12 curriculum) ( )

_________________________________________________________ ( )
(Additional Pre-K to 12 curriculum course OR a public school administration course, e.g., EDA 6061 or EDA 6503, EEC 6205, ESE 6215, or EDE 6205)

_________________________________________________________ ( )
(Psychological Foundations course, e.g., EDF 6113, EDF 6215 or 6211)

_________________________________________________________ ( )
(Sociological Foundations course, e.g., EDF 6606, EDF 4542, 6520 or 6544)
OPTION B: GRADUATE and RETURN for SCG CERTIFICATION

EXPECTATIONS for UF GRADUATES WHO SEEK SCHOOL COUNSELING COURSES and FLORIDA DEPARTMENT of EDUCATION CERTIFICATION

Graduates of UF’s Counselor Education degree programs other than School Counseling who want to take school counseling courses in order to be state certified are required to write a letter to the Department Chairperson requesting permission to take courses. They may be accepted upon approval of the School Counseling Program Coordinator and/or the School Counseling Faculty provided they completed their UF degree program, are in good standing, and do well in admission interviews with faculty.

As Post-Baccalaureate (6ED) or Walk-In (OED) students, they will be expected to:

♦ Take AT LEAST the following FOUR courses:

SDS 6411: Counseling Children (3)
SDS 6413: Counseling Adolescents (3)
MHS 6421: Play Counseling & Play Process with Children (3)
SDS 6620: Organization & Administration of Guidance Services (3)

AND

♦ COMPLETE TWO field experiences in a school setting:

EITHER two practica (2 semesters of SDS 7808 & SDS 7820)

OR

a practicum (SDS 7808 & SDS 7820) and an internship (SDS 7830 & SDS 7820).

[Note that Florida Certification requires a minimum of one field experience (3 semester credits) in the schools].

If a student does not hold a Florida Teacher Certificate, some additional College of Education courses will be needed in order to qualify for state certification; see Section J13 of the Handbook for specifics.
**OPTION C: MHC LICENSURE (0 Credits Minimum)**

- Do you want to qualify for **licensure as a Mental Health Counselor** in Florida? Check one: _____YES; _____NO.

- If yes, you will be eligible if you complete the MFC Planned Program as stated; however, you MAY want to add the following Course:
  
  MHS 7402 Brief Therapy (3)

**OPTION D: EDS DEGREE (36 Credits Minimum)**

- Do you want an EDS degree prior to completing the doctorate? Check one: _____YES; _____NO.

- **If yes**, complete **36 credits** beyond the Masters degree at UF, and successfully complete the MED/EDS **Mid-Point Examination** and the Final MED/EDS **Oral Examination**, and apply for graduation.
M5. MIDPOINT EVALUATION
A Midpoint Evaluation of those students enrolled in MED/EDS, MAE/EDS, or EDS-only programs is automatically conducted when a student indicates that s/he is ready to take the Midpoint Examination. Midpoint Evaluation allows department faculty to review a student's progress in the program and provide input and feedback as needed.

When you register to take the Midpoint Examination, a copy of the Midpoint Evaluation Checklist (see sample Checklist @ M6) bearing your name is distributed to each regular faculty member in the department who will either rate you on your progress or indicate that s/he has insufficient knowledge of your progress. Each faculty member also is asked to indicate whether or not you should be permitted to continue in your program, and if not, to provide a rationale for why not.

The completed Midpoint Evaluation Checklists are placed in your student file. IF you wish to review your evaluations, arrange to do so in the presence of your Faculty Advisor to insure relevant interpretations of and responses to them.

IF you do not receive evaluations by at least three (3) faculty members on each of the dimensions, IF you receive less than “satisfactory” evaluation(s) on any of the dimensions, or IF a faculty member recommends that you not be allowed to continue in your program, the department Chairperson may do the following:

♦ Request that your faculty advisor meet with you to discuss your evaluations;
♦ Meet with you her/himself to discuss your evaluations;
♦ Constitute a “review” committee, chaired by your faculty advisor, to evaluate your progress and future in your program;
♦ Initiate the procedures described in the student retention policy.
M6. MIDPOINT EVALUATION CHECKLIST

Student: _____________________________________ SS#________________

Faculty Evaluator: ____________________________ Date ________________

Directions: Please indicate your judgment of the above named student’s progress in her/his degree program by rating her/him on the items below. Place the number, which best represents your evaluation on the line to the left of the item on which the student is being evaluated. Elaborate on the student’s assets and strengths on the reverse side of this page, and please explain if you give Unsatisfactory or Below Expectation ratings. Use the rating scale below:

(1) Unsatisfactory
(2) Below Expectation
(3) Satisfactory
(4) Above Expectation
(5) Outstanding
(NA) Insufficient Contact to Judge

______ 1. Knowledge of professional standards and practices
______ 2. Professional behaviors
______ 3. Professional interactions
______ 4. Informal interactions
______ 5. Peer relationships
______ 6. Relationships with faculty
______ 7. Sensitivity and respect for others
______ 8. Verbal communication skills
______ 9. Written communication skills
______ 10. Knowledge of professional activities
______ 11. Non-academic activities
______ 12. Integration of academic & nonacademic knowledge and experience
______ 13. Overall progress in program

Should this student be allowed to continue in the program in which s/he is enrolled? Yes ____ No ____ (If No, please explain on back side of this page)
M7. MED/EDS, MAE/EDS, and EDS MIDPOINT EXAMINATIONS

UF Graduate School policy stipulates that all students in graduate level programs must successfully complete both written and oral comprehensive examinations prior to receipt of their respective degrees. The Counselor Education department requires all students enrolled in MED/EDS, MAE/EDS, or EDS (only) programs to SUCCESSFULLY COMPLETE:

♦ a written MIDPOINT Examination (i.e., the required written comprehensive) NO LATER THAN the SEMESTER BEFORE the semester in which they plan to graduate, and

♦ a FINAL ORAL Examination (i.e., the required oral comprehensive) DURING their final semester.

Students are expected to take the written MIDPOINT Examination for the first time at the mid-point of their graduate study or as soon as they complete the five core courses on which it is based. EDS (only) students may take the “Midpoint Exam” after they have completed twelve (12) program-applicable, post-Master's-degree semester credit hours. ALL students MUST SUCCESSFULLY COMPLETE the Midpoint Examination NO LATER THAN the semester in which they plan to graduate.

The Midpoint Examination is administered once during the Fall semester and twice during the Spring semester; it is not administered during the Summer semester. The Examination consists of (a) one hundred (100) multiple-choice questions (i.e., twenty questions in each of five subject areas: counseling theories, group procedures, measurement, career development, and professional orientation) and (b) two comprehensive essay questions. Students are allowed 2 1/2 hours for completion of the multiple-choice section and 1 1/2 hours for completion of the essay section.

Students must earn the minimum cumulative criterion score set by the Faculty each time the examination is administered (usually one standard deviation below the mean score of those taking the examination) to pass the multiple choice section AND a passing score from two of three faculty readers using a pass/fail criterion to pass the essay section. A "blind review" system is used in that students' names are not recorded on essay response sheets; only an identifying number is shown.

Each student is entitled to a total of two (2) trials (i.e., two opportunities) to earn a passing score on both the multiple-choice and essay sections of the Midpoint Examination. A student who fails the Midpoint Examination after the
first administration must retake the section(s) s/he failed (i.e., essay and/or multiple choice) in a subsequent administration.

You must "sign up" for the "Midpoint Examination" no later than four weeks prior to the date on which you plan to take the exam. Complete the "Midpoint Examination Application Form", obtain the signature of your faculty advisor, and give the form to one of the department secretaries who will record your name on the list of participants. (Note that should you fail your first attempt, you must apply to take the Midpoint Exam a second time).

If a student fails the examination two (2) times, the department Chairperson appoints a two (2) member Faculty Review Committee, chaired by the student's Faculty Advisor, to determine appropriate remedial action.
M8. MIDPOINT EXAMINATION APPLICATION FORM

Name: _________________________________________SS#:_____________

Address:_________________________________________________________

__________________________________EMAIL Address_______________

Telephone(s): (H)________________(W)______________(FAX)__________

Faculty Advisor:_________________________________________________

Program (circle one):     ACD      SCG      EDC;
Degree:    MAE/EDS    MED/EDS    EDS (only)
Month/Year you plan to take the examination:________________________
Areas to be taken:

_______Counseling Theories  ________Group Procedures

_______Measurement/Testing  ________Career Development

_______Professional Development  ________Essay

Signatures:

Student: ________________________________________Date: __________

Advisor: ________________________________________Date: __________
M9. EDC PRACTICUM & INTERNSHIP REQUIREMENTS

M9A. Specific Practicum and Internship Requirements for Marriage & Family Counseling

The various supervised clinical training experiences in this program provide opportunities for students to enhance their clinical competence by applying their theoretical knowledge of Couple and Family Counseling to a variety of real client systems (e.g., individuals, married and/or unmarried couples, divorcing couples, one-parent families, two-parent families, bi-nuclear families, and/or therapy groups) while being closely supervised by experienced professionals. Students are required to complete 2 counseling practica and 1 counseling internship during their MED/EDS or MAE/EDS degree program. As students move through this sequence of supervised clinical experience, they are expected to demonstrate enhanced counseling/therapeutic competence and to manage more demanding client caseloads.

M9B. Selection Criteria for Practicum/Internship Sites for Marriage and Family Counseling

The department of Counselor Education selects a variety of sites for placement of counselor trainees for Practica and Internships. The requirements for selection and continuation as a training site are listed below. In general the department selects sites that provide effective clinical training and operate under acceptable professional and ethical guidelines. The following selection criteria apply:

Physical Facilities:

Adequate facilities for individual, family, and group counseling should be provided. This generally means a private office that is reasonably soundproof, with several chairs, and an agency policy preventing interruptions during counseling. Video recording facilities should also be provided. Audio taping is acceptable if video is not possible. The agency should provide an informed consent form that includes a statement seeking approval for recording. Adequate waiting room space for clients and a system for receiving clients to be seen by student counselors should also be in place.

Client/Case Availability and Balance:

Both the practicum and internship require that students have several ongoing cases per week. These need not be long-term cases, but student counselors need to be able to have ongoing cases for training purposes. The site host is responsible for assisting the student in developing a case load within the first
few weeks of the semester. The site host should also develop a contract with the student trainee that insures a reasonable balance of clinically focused activities. If an agency has different types of clients and therapeutic modalities, trainees should have an opportunity to gain as broad an experience as possible. Trainees should also be introduced to the general operations of the agency through attending meetings, observation, and discussion; however, student trainees should not be expected to do administrative work except as related to their clinical assignments.

**Supervision/Monitoring:**

Individual and group supervision may be arranged by the department or within the agency. Generally, it is a good idea for a student to experience supervision from both department faculty and site counselors during their practica and internships. Individual supervision should be a minimum of one hour per week and group supervision a minimum of 1 and 1/2 hours per week. A licensed mental health professional must be on site or immediately on call whenever a student trainee is counseling a client. The site host has overall responsibility for overseeing the on-site training activities and should remain in close contact with the trainees and the department.

**Professional and Ethical Standards and Support:**

All agency employees should be aware of ethical and professional standards and students should not be asked to violate general professional rules of conduct. Students and site hosts are expected to discuss any ethical or professional problems they encounter and if necessary involve the department. Students should be treated as professional trainees. They should not be assigned secretarial, clerical, or other non-clinical duties.

**Student Safety:**

Student safety should be a top priority. Weapons of any sort should not be stored in counseling areas and work with potentially violent clients must be closely supervised.

**Coordination:**

Adequate coordination between the site and the department is crucial. The department graduate assistant and faculty practicum/internship coordinator will visit every training site on a regular basis and maintain close contact with site hosts. Close working relationships are important and must be given a high priority by all concerned.
Orientation:
All sites should have an well organized orientation for trainees. This should include a review of the agency goals, functions, policies, and an introduction to personnel in the agency. Trainees should also receive copies of all relevant policies and procedures and should be expected to read and become familiar with them as part of their training experience.

Remuneration:
The department encourages sites to develop paid internship experiences for students. If a student accepts employment as an intern he or she must follow all of the training guidelines as well as employment conditions. Job duties must not interfere with the internship training experience. The department discourages hiring practicum or intern trainees for part time clerical or administrative positions while they are in a training status; however, this may be possible in special circumstances, which must be approved by the department.

Termination of internship/practicum:
If problems arise regarding student performance or dissatisfaction with the site, the difficulties should be brought to the attention of the site host and the department graduate assistant or coordinator. If an informal discussion and attempts to solve the problems fails, the site may request that the student be withdrawn from the practicum or internships or the student may request that he or she be withdrawn by the department. In either case, a request should be submitted in writing to the practicum/internship coordinator. The department chair, graduate coordinator, and practicum/internship coordinator will review the situation.

M9C. Choosing a Practicum/Internship Setting
A practicum or internship setting can be a:
♦ Public or private community agency;
♦ Elementary, middle, or secondary school;
♦ Community or junior college or university;
♦ For or not-for-profit business;
♦ Publicly or privately funded service program;
♦ Or other appropriate setting which offers opportunities for Counselor Education students to gain professional experience and agrees to supervise those students on site while they deliver the expected professional service(s).
The department has approved many settings (i.e., "sites") for students' practica and internship experiences. A list of currently approved settings is available in the department office.

Typically, you can select (in consultation with your Faculty Advisor and the Practicum/Internship Coordinator) the settings in which you complete your required practica and internships.

You also may develop contacts with new (i.e., not previously approved) settings applicable to their respective areas of specialization, which are potentially suitable practicum/internship settings. If you and your Faculty Advisor identify a setting in which you want to do a practicum or internship and it has not been approved previously, please contact the department Practicum/Internship Coordinator and ask that the site be considered for department approval.

Please note that each practicum and internship are separate, sequential experiences; concurrent registration in a practicum and an internship or in two practica or in two internships is not permitted.

**M9D. Practicum 1 Requirements for EDC Students**

The first practicum (MHS 7800 and MHS 7804) introduces students to the experience of counseling and exposes them to various settings in which counseling takes place. In the first practicum students are expected to develop individual counseling skills (as presented in MHS 5005 and MHS 6401) by engaging in the following activities* under the supervision of an experienced Mental Health professional:

- Conducting intake interviews with at least five different clients;
- Observing at least ten counseling sessions conducted by two different professionals;
- Participating in at least two co-therapy teams;
- Managing at least three individual counseling cases for a minimum of three (3) sessions each.
- Recording a minimum of five (5) different counseling sessions on audio and/or videotape and submitting each tape to your individual supervisor for review.

Practicum 1 students are expected to accumulate a minimum of 150 clock hours (10 hours/week over 15 weeks) in this practicum, at least 40 hours of which must be devoted to face-to-face counseling with clients, a minimum of 12 hours
of face-to-face individual supervision, and a minimum of 12 hours of group supervision (at UF & on site).

*As time permits, students may gain additional hours of on-site supervision (as needed), and may be involved in client case management, case planning, writing case notes, consultation, interview observation, co-therapy, group therapy, and/or staff conferences. Should the student not be able to arrange these experiences at the setting chosen, s/he shall negotiate comparable alternative experiences with the site host in consultation with the student's individual supervisor.

**M9E. Practicum 2 Requirements for EDC Students**

In the second practicum (MHS 7806 and MHS 7807), students are expected to demonstrate enhanced individual counseling skills and to add an additional counseling modality (e.g., group, couple, or family counseling or psycho-educational program development) to their repertoires. EDC students are expected to:

♦ Manage a counseling caseload of at least five (5) clients who are seen for a minimum of three sessions each;

♦ Add the Couple or Family Counseling modality and observe at least six sessions in that modality conducted by two different professionals;

♦ Participate in at least two co-therapy teams in that modality;

♦ Record a minimum of six (6) different counseling sessions on audio and/or videotape and submitting each tape to your individual supervisor for review.

Practicum 2 students are expected to accumulate a minimum of 250 clock hours (17 hours/week over 15 weeks), at least 60 hours of which must be devoted to face-to-face client contact, 12 hours to face-to-face individual supervision and 12 hours to group supervision.

Upon completion of the two practica, students must have accumulated 100 hours of face-to-face client contact. If these standards have not been met, a grade of "U" (Unsatisfactory) will be awarded until the minimum standard has been achieved; then the grade will be changed.

**M9F. Clinical Internship Requirements for EDC Students**

In each Clinical Internship, (MHS 7830 and MHS 7807), EDC students are expected to:

♦ Manage a complex EDC client caseload consisting, in part, of at least ten (10) clients who are seen concurrently,
♦ At least 5 of the 10 clients shall be supervised from an eco-systemic frame of reference;
♦ At least two clients shall be seen for at least six sessions each;
♦ Record a minimum of ten (10) different counseling sessions on audio or videotape and submit each tape to your individual supervisor for review.

MFC Clinical Internship students are expected to accumulate a minimum of 600 clock hours in each clinical internship (40 hours/week for 15 weeks or 20 hours/week for 30 weeks), including at least 250 hours of face-to-face client contact using an eco-systemic frame of reference. In addition, students shall accrue 12 hours of face-to-face individual supervision and 12 hours of group supervision.

NOTE: For the EDC internship to meet Florida Marriage and Family Therapy licensure standards, each student must have a minimum of 180 direct client contact hours of marriage and family services under the supervision of...a licensed marriage and family therapist with at least 5 years of experience (401.005(3). At least one of each student's internship supervisors should meet the experience requirement; usually this will be the group supervisor at U.F.
M9G. SUMMARY REPORT of EDC PRACTICUM & INTERNSHIP CLIENT CONTACT and SUPERVISION HOURS

Student’s Name: ________________________________ SSN: __________________
Program: _____ Marriage & Family _____ Mental Health Counseling
Degree: _______ Masters/Specialist _______ Specialist (only)
Practicum I _____ Practicum II _____ Internship (1st half) _____
Internship (2nd half) _____ Internship (full time) ______
Course Number: _____________________________
Dates: To ___________ From: _________________
Site: ___________________________________________________________________
Site Host: ________________________________
Type of clientele: ________________________________________________
______________________________________________________________
Individual Supervisor: ______________ License Number: ______
Group Supervisor: ______________________ License Number: _______

# ###############################################

Total hours of client contact**__________ Total EDC hrs________
Total hours worked:________ total group supervision hours:_______
Total supervision hours:______ **as documented by the prac/internship report
Cumulative total of supervision hours (group and individual) ____________
Cumulative total of EDC client contact hours _________________
Cumulative total of all client contact hours _________________
Cumulative total of hours worked _______________
Student Signature__________________________________ Date ______________
Advisor’s Signature ______________________________ Date ___________
M9H. Evaluation of Student Development in EDC Counseling Practica and Internships

The purpose of evaluation is first to monitor a practicum student’s progress toward and readiness for internship, and subsequently to determine a student intern’s readiness for professional practice as a Registered Intern. The goal of the practicum is preparing students for internship; the goal of the internship is preparing students for the required two-years of post-degree supervised clinical practice as a Registered Intern for those seeking MFT and/or MHC licensure in Florida.

At the beginning of each practicum/internship, supervisee and supervisor(s) are to review together the levels of competence expected for that particular practicum/internship, identify growth needs, and establish performance goals for skill enhancement and clinical supervision. Then, at both the mid-point and end of the practicum/internship, the supervisee's progress in reaching these goal/competence levels will be assessed in writing by both their on-site (agency) and off-site (UF) supervisors. This assessment is to be shared with the supervisee and then forwarded to the Department of Counselor Education for preservation in the supervisee's file so that future supervisors can review them as needed.

In instances in which the student is not achieving the minimum levels of competence and/or experience established for a particular practicum or internship, the EDC faculty (as a group) will evaluate the student's level of performance and potential for improvement and decide whether the student should seek additional supervised counseling experience or transfer to another program. (Decisions regarding the maintenance of students in the program are made by the entire faculty and are not the responsibility of any single faculty member). Each student's faculty advisor will report the substance of this evaluation to the student and follow-up with the student as needed.

M9I. Minimum Levels of Competence Expected for EDC Practica/Internships

In addition to developing expertise in research design and evaluation procedures, Doctoral Students (Ph.D./Ed.D.) are expected to demonstrate macro-skill competence in at least four intervention modes at the 3.0 and R3 levels, choosing from among the following: agency/program management, consultation, couple counseling, family counseling, group counseling, individual counseling, psycho-educational program development, supervision, and/or teaching.
The Practicum/Internship PERFORMANCE RATING SCALE is used to rate a supervisee’s overall performance in each modality chosen on each of the “MACRO-SKILLS” specified in the EDC/ACD MACRO-SKILL DEVELOPMENT CHECKLIST. The Practicum/Internship READINESS RATING SCALE (on page 3 of the MACRO-SKILL DEVELOPMENT CHECKLIST) is used to indicate the supervisor’s evaluation of supervisee readiness for advanced clinical responsibility.

**PRACTICUM 1:** Students are expected to demonstrate macro-skill development in individual counseling at the 2.0 level or above on the PERFORMANCE RATING SCALE.......and to earn at least an R3 on the READINESS SCALE.

**PRACTICUM 2:** Students are expected to demonstrate competent macro-skill performance in individual counseling (Practicum 1) at the 3.0 level or above AND demonstrate competent macro-skill development in one (1) additional counseling modality at the 2.0 level or above on the PERFORMANCE RATING SCALE........and to earn at least an R3 on the READINESS SCALE.

**INTERNSHIP 1:** Students are expected to demonstrate competent macro-skill performance in both individual counseling (Practicum 1) and the second (Practicum II) modality at the 3.0 level or above on the PERFORMANCE RATING SCALE........and to earn at least an R4 on the READINESS SCALE.

**DOCTORAL CLINICAL INTERNSHIPS 2 (&3):** Students are expected to demonstrate continued macro-skill competence in the modalities established at the MED/EDS level at the 4.0 level or above on the PERFORMANCE RATING SCALE, and at the 3.0 level or above in the doctoral areas of expertise identified.
M9J. The EDC/ACD Macro-Skill Development Checklist
Department of Counselor Education
University of Florida

SUPERVISEE’s NAME:___________________________DATE:____________

PROGRAM: _____MARRIAGE & FAMILY COUNSELING (EDC)
          _____MENTAL HEALTH COUNSELING (ACD)

DEGREE: ____MED/EDS____MAE/EDS____EDS (only)____PHD/EDD
Enrolled in: ____PRAC 1____PRAC 2____INTERN 1_____INTERN 2____
            INTERN 3____

SITE NAME:____________________________________________________

TYPE of CLIENTEL:______________________________________________

TOTAL HOURS WORKED: _______

   TOTAL SUPERVISION HOURS: ______

      TOTAL GROUP SUPERVISION HOURS: ______

      TOTAL HOURS OF CLIENT CONTACT*: ______

*AS DOCUMENTED BY THE PRACTICUM/INTERNSHIP REPORT

INDIVIDUAL SUPERVISOR:
________________________________________________________

GROUP SUPERVISOR:___________________________________________

SITE HOST: __________________________________________________

BRIEF SUMMARY of TASKS ASSIGNED and GOALS ACCOMPLISHED:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
THE EDC/ACD MACRO-SKILL DEVELOPMENT CHECKLIST page 2

SUPERVISEE’S NAME: ________________________________ EDC ___ ACD ___

MODALITY EVALUATED: ________________________________

PERFORMANCE RATING SCALE:

5.0 - Demonstrates Exemplary Expertise in Knowledge and Skill
4.0 - Performance Above Expectations for Training Level
   (i.e., an area of strength)
3.0 - Performance Meets Expectations for Training Level
2.0 - Performance Below Expectations for Training Level
   (i.e., improvement needed).
1.0 - Demonstrates Serious Deficits in Knowledge and Skill
   (i.e., remediation required)
N/A - Not able to judge performance in this area

DIRECTIONS: Rate the Supervisee’s ability to demonstrate competent performance in the Macro-Skill dimensions identified below using the Performance Rating Scale.

MACRO-SKILLS:

_____ Establishing a “working alliance”
_____ Assessing client/system concerns/needs/resources
_____ Researching problem patterns and intervention strategies
_____ Conceptualizing goal-specific intervention plans
_____ Attending to ethical, gender, multi-cultural, and spiritual influences/ issues relevant to each case.
_____ Implementing purposeful intervention strategies
_____ Evaluating client/system stability/change and revising intervention plans accordingly
_____ Managing self (i.e., reactivity in self and others)
_____ Articulating the conceptual model and the theoretical propositions on which the supervisee relies
_____ Persisting (i.e., refusing to give up) in the effort to assist the client/system to close the gap between reported performance and desired performance

**************************

_____ Judgment of OVERALL PERFORMANCE during the Practicum/Internship experience.
The EDC/ACD MACRO-SKILL DEVELOPMENT CHECKLIST

SUPERVISEE’S NAME______________________________________________EDC___ACD___

READINESS RATING SCALE:

R5 - Highly recommend promotion to next level of supervised experience, no reservations.

R4 - Recommend promotion to next level, slight reservations (as specified in performance rating).

R3 - Recommend promotion to next level, major reservations (as specified in performance rating).

R2 - Recommend supervisee repeat current level to bring performance up to expectations (as specified in performance rating).

R1 - Recommend faculty review of supervisee's progress in the program.

N/A - Not able to judge readiness.

**************

_____ Judgment of READINESS for the next level of Supervision (use the READINESS RATING SCALE).

The signatures below indicate that this evaluation has been mutually discussed and that there is a shared understanding of the basis for and meaning of the ratings recorded above.

Supervisee's Signature ___________________________ Date___________

Supervisor's Signature ___________________________ Date___________

On the back of this form, jointly develop a statement of FUTURE LEARNING OBJECTIVES appropriate for the supervisee's next training experience. Be specific.
M9K. Elaboration of the EDC/ACD Macro-Skill Development
Signposts: The Micro-Skills

EDC and ACD students may be evaluated in terms of their overall ability to
master the “signposts of professional skill development” cited below as ten
“macro-skills”. The “micro-skills”, identified under each of the “macro-skills”,
serve as examples of desirable performances relevant to a particular macro-
skill. A student’s performance rating of a macro-skill reflects the cumulative
effect of micro-skill performances associated with each macro-skill; special
attention is given to those micro-skills identified as the student’s “performance
goals” specified at the start of the semester.

**Establishing a “working alliance”:**

Demonstrates the “core conditions” that are essential to developing rapport and forming an effective helping relationship: congruence, unconditional positive regard, accurate empathic understanding;

Explores mutual expectations with the client/system;

Explains the helping modes available;

Specifies boundaries and limitations;

Establishes a viable contract (i.e., working agreement/ work project);

Enlists client/system commitment;

Periodically reviews (together with the client/system) client/system satisfaction with the contract;

Appropriately adjusts and/or revises the contract as needed.

**Assessing client/system concerns/needs/resources:**

Articulates a set of questions that focuses inquiry;

Assesses client/system concerns, conflicts, impasses, liabilities, problems, stressors, and syndromes;

Assesses the influence (if any) of ability/disability, abuse, and addiction (e.g., substance abuse);

Elicits client/system assets, resources, and strengths, including contextual, communal, economic, familial, political, professional, religious, and socio-cultural resources.

Uses nomothetic and/or ideographic assessment methods as needed to gather relevant information (e.g., a family genogram);

If needed, can identify an assessment battery (e.g. interview protocol, standardized test battery) relevant to client/system concerns.

If needed, can diagnose client/system dilemmas using a formal diagnostic system (e.g., the DSM IV);
**Researching problem patterns and intervention strategies:**

Critically researches literature relevant to problem formulation, solution generation, and intervention efficacy;
Investigates contextual, economic, political, professional, religious, and socio-cultural influences/issues relevant to each case;
Articulates an informed rationale for various intervention options;
Can coherently summarize the theory, practice and research literature supporting the intervention strategies chosen.

**Conceptualizing goal-specific intervention plans:**

Adopts procedures conducive to problem formulation, solution generation, and intervention efficacy;
Joins the client/system in co-constructing a workable set of goals and objectives which articulate both “ultimate ends” and “proximate ends”;
Shapes client/system goals into “do-able” objectives (i.e., specific actions that enable stakeholders to agree that goals are being actualized);
Uses goals and objectives to generate “differences that make a difference” in client/system understanding and performance;

**Implementing purposeful intervention strategies:**

Demonstrates efficacious use of Attending Skills: attending behavior; verbal following; open & closed questions; paraphrasing; reflecting feeling; summarizing;
Demonstrates efficacious use of Influencing Skills: giving directions; expressing content-advice, clarification, feedback, information, instruction, opinion, reassurance, and/or suggestion; expressing feeling; confronting; constructing meaning; offering interpretations; developing narratives; testing solutions; facilitating client decision-making;
Elicits “double-descriptions” of client concerns and/or impasses, contextual constraints, relational dynamics, past solution attempts, & new solution possibilities;
Attends to timing and relevance when introducing interventions;
Sustains rapport while implementing plans for generating change/stability;
Changes approaches when facing confusion or “resistance” while maintaining focus (i.e., will “do something different” when an intervention doesn't work).
Attending to ethical, gender, multi-cultural, and spiritual influences/issues relevant to each case:

Recognizes ethical and legal issues as they arise;  
Demonstrates the ability to engage in principled discussion regarding ethical and legal issues;  
Demonstrates awareness of gender and socio-cultural issues and their influence on the helping relationship;  
Demonstrates awareness of the politics of therapy and the ability to utilize politics for client/system benefit;  
Demonstrates a commitment to act ethically in personal and professional affairs.

Evaluating client/system stability/change and revising intervention plans accordingly:

Monitors feedback loops (differentiating between negative and positive feedback) to determine stability/change dynamics in client/system functioning;  
Observes client/system attention/inattention to feedback;  
Re-frames feedback messages so as to redirect client attention and action;  
Creates contexts for new experiences and new learning;  
Evaluates impact of various interventions, judges whether or not interventions foster goal accomplishment, and revises plans accordingly;  
Gathers and interprets data/information which can substantiate progress toward goal achievement;  
Appropriately documents in case reports the “working agreement”, including client goals and objectives, persons consulted, rationale for intervention plans and revisions, specific interventions, client response(s), and goals achieved. (Seligman, 1990, provides a format with her DO A CLIENT MAP outline).

Managing self (i.e., reactivity in self and others):

Demonstrates the ability to learn from clients, clinical experience, and supervision;  
Demonstrates the willingness to consult as needed;  
Demonstrates a keen awareness of personal reactions;  
Demonstrates the ability to differentiate personal responses from client responses;  
Demonstrates intelligent self-knowledge and self acceptance;  
Demonstrates comfort with individual and cultural differences;
Demonstrates the ability to tolerate ambiguity and conflict;
Demonstrates the ability to manage personal stress effectively;
Demonstrates minimal defensiveness in response to threat.

**Articulating the conceptual model and the theoretical propositions on which the supervisee relies:**

Can distinguish one theory (i.e., “paradigm” or “map”) from another and state the basic principles of each map/paradigm/theory identified;
Uses a “theory-of-choice” to develop her/his understanding of client/system functioning (i.e. the “problem-determined-system” or “territory”);
Uses it to determine her/his activity with the client/system;
Uses it to analyze sample counseling videotapes and/or organizational contexts;
Uses it to discern patterns that connect client, concern(s), and context;
Uses it to anticipate/predict client/system attitudinal and behavioral responses to projected interventions;
Uses the map/paradigm/theory to evaluate the efficacy of modal interventions.

**Persisting (i.e., refusing to give up) in the effort to assist the client/system to close the gap between reported performance and desired performance:**

Jointly explores perceptions of progress with the client;
Constructs/revises an ever-evolving agenda for initiating and managing stability/change;
Revises goals and objectives and/or intervention plans as needed;
Intervenes as often as needed until client goals are met;
Utilizes supervision effectively;
Makes appropriate referrals as needed;
Recognizes when client satisfaction is sufficient for termination of the contract;
Exits gracefully (by mutual agreement) when the client/system has achieved stated goals.
M9L. Counselor Development Scale

RATING: The 50 point scale below can assist reflection on and discussion about counselor development. The scales quantify the counselor development model advanced by Stoltenberg (1981) and Stoltenberg and Delworth (1987), and include elements drawn from Perry’s (1970) moral development model, the affective taxonomy (1964), and the cognitive taxonomy (1956). As counselors demonstrate a more differentiated interpersonal orientation, increases in insight and empathy, and efficacious intervention skills, they receive higher scale scores. The highest scores are earned by those who also demonstrate clarity, complexity, congruence and ethical sensitivity in theory and practice, qualities more often characteristic of experienced professionals than characteristic of entry-level counselors.

DIRECTIONS: Use the fifty, (50) point scale below to rate overall progress toward mastery of the competencies expected in professional practice. The statements under each dimension are intended as illustrative of that dimension's defining elements. When you demonstrate “in-between” proficiency, indicate with a 1-9 rating added to the lower competency score.

____00. Curious, observant, reflective, respectful, but demonstrates minimal knowledge of basic concepts, patterns, structures, procedures and research.

____10. Knowledgeable, but demonstrates minimal comprehension (i.e., the ability to use knowledge effectively) and inflexible use of concepts; lacks insight into self and others; familiar with relevant professional ethical codes, but has difficulty recognizing ethical dilemmas; dualistic in ethical orientation: confident as to the “right” course of action.

____20. Demonstrates good grasp of attending and influencing skills, but attends predominantly to own performance rather than the client; wants to "do the right thing" in conceptualizing and intervening, but thoughts and actions may lack a definitive tie into the behavior or need of the client; limited awareness of impact of attitudes and behaviors on client; multiplistic in ethical orientation and less sure as to what course of action to take; imitates the experts; anxious to please (i.e., subject to stage-fright); eager for direction and help from supervisor.

____30. Shows increasing insight into self and others; becoming more self-assertive and less imitative; striving for independence; focuses more
on the client and is able to experience in greater depth the cognitive and emotional states of the client, to appreciate these states, and to articulate them to the client's satisfaction (even at the risk of over-identifying with the client); relativistic in ethical orientation; recognizes ethical dilemmas, but is often unsure as to what course of action to take; conflicted over degree of dependency on the supervisor versus reliance on self; often resistant to supervisor's perspective if it differs from the supervisee's.

___40. Shows increasing sense of competence and identity as a counselor/therapist; able to use insight into self and others to enhance effectiveness as a counselor/therapist while maintaining a coherently differentiated sense of self and other; treatment goals and plans reflect ability to effectively use a guiding theory or conceptualization of clients and their problems; a committed relativist in ethical orientation: able to use ethical principles to think through ethical dilemmas. Behaves in a manner congruent with her/his therapeutic orientation, personal style, and goals for the client; committed to forging own personal identity and independence as a counselor/therapist and utilizes supervision effectively to fulfill that commitment.

___50. Demonstrates clearly differentiated self and other awareness, insight into own strengths and weaknesses, self acceptance, commitment to a value complex that steers his/her personal and professional life, and the ability to cooperate with others and to act independently; has integrated standards of the profession with her/his personal and professional identity and seeks consultation as needed; gives attention to the ethical implications present in most situations and generates value judgments and actions that reflect an understanding of self and others and the dynamics of human relating, clinical insight, contextual relevance, and courage.
M10. COURSEWORK REQUIRED for MFT LICENSURE in FLORIDA in 2001 and BEYOND

Design your planned program to meet the requirements stated below:

<table>
<thead>
<tr>
<th>491 Course Requirements:</th>
<th>UF Course equivalents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamics of Marriage and Family Systems</td>
<td>MHS 6430</td>
</tr>
<tr>
<td>Marriage Therapy</td>
<td>MHS 6440</td>
</tr>
<tr>
<td>Family Therapy</td>
<td>MHS 7431</td>
</tr>
<tr>
<td>Individual Human Development Theories throughout the Life Cycle</td>
<td>MHS 6480</td>
</tr>
<tr>
<td>Psychopathology</td>
<td>MHS 6071 or CLP 6159</td>
</tr>
<tr>
<td>Human Sexuality Therapy and Counseling Techniques</td>
<td>MHS 6481 or CLP 6468</td>
</tr>
<tr>
<td>Counseling Theory and Techniques</td>
<td>MHS 6401</td>
</tr>
<tr>
<td>OR</td>
<td></td>
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<tr>
<td>Personality Theory</td>
<td>MHS 6400</td>
</tr>
<tr>
<td>Psychosocial Theories</td>
<td>MHS 6428 and MHS 6020</td>
</tr>
<tr>
<td>Substance Abuse Theory and Counseling Techniques</td>
<td>MHS 6450</td>
</tr>
<tr>
<td>Legal, Ethical, and Professional Standards</td>
<td>MHS 6705</td>
</tr>
<tr>
<td>Diagnosis, Appraisal, Assessment &amp; Testing</td>
<td>MHS 6200</td>
</tr>
<tr>
<td>Behavioral Research</td>
<td>MHS 7740</td>
</tr>
<tr>
<td>One supervised Clinical Practicum</td>
<td>MHS 7830 and MHS 7808</td>
</tr>
<tr>
<td>(Minimum of 180 MFT contact hours)</td>
<td></td>
</tr>
</tbody>
</table>

Although the courses listed above are considered to be equivalent to the Chapter 491 course titles, The Board of Clinical Social Work, Marriage and Family Therapy, and Mental health Counseling has not officially endorsed this equivalence. The Board evaluates and decides upon each case individually. SAVE YOUR COURSE SYLLABII to confirm coursework completed!
SECTION N. - MENTAL HEALTH COUNSELING (ACD)

N1. ACD Program Coordinator: Dr. Ellen S. Amatea

Dr. Ellen S. Amatea, Counselor Education Department
College of Education, University of Florida
P.O. Box 117046, Gainesville, FL 32611
FAX: 352-846-2697 Tel: 352-392-0731
E-Mail: eamatea@coe.ufl.edu

ACD Program Faculty: Dr. James Archer, Jr.,
Dr. M. Harry Daniels
Dr. Woodrow M. Parker
Dr. Silvia Echevarria Doan
Dr. Peter A. D. Sherrard
Dr. Sondra Lori Smith

N2. ACD PROGRAM DESCRIPTION

The Doctoral-level (PHD/EDD) MENTAL HEALTH COUNSELING program specialization challenges students to master comprehensive professional knowledge regarding mental health policy formation and service delivery, to enhance their clinical practitioner technique, and to develop efficacious consultative, leadership, managerial, research, supervisory, and teaching/training skills.

In particular, Doctoral students in the program are expected to develop advanced knowledge and skills in Clinical Supervision, Consultation, Counselor Education, Post-Secondary Teaching, Qualitative and/or Quantitative Research; and Specialized Clinical Practice. In addition, they are expected to develop advanced knowledge and skills in several of the following areas: agency/budget/department administration and management; advocacy; couple and family therapy; crisis intervention; employee assistance program management and service delivery; mental health policy formation, implementation & evaluation; personnel management; professional regulation; psycho-educational program development, program management & program evaluation; and staff development/team building/training.

The MENTAL HEALTH COUNSELING program faculty are committed to helping students (a) develop knowledge and skill as “empirical practitioners”, that is, practitioners who can deliver effective clinical and psycho-educational services AND can use a variety of research methods to evaluate the impact of clinical and psycho-educational practice; (b) enhance the breadth and depth of their professional competence; (c) utilize both individual clinical-developmental theoretical perspectives and systemic multi-cultural social-ecological theoretical perspectives in the design of mental health interventions and programs; and (d) gain in-depth exposure to a variety of modes of mental health intervention and service delivery.
The ACD Doctoral program specialization encompasses all the requirements for the Counselor Education Department’s entry-level (MAE/EDS or MED/EDS) ACD program in the Department and can provide Florida Registered Mental Health Counseling Interns the opportunity (as needed) to complete 1 year of the 2 years of post-degree supervised clinical experience required for licensure as Mental Health Counselors in Florida.

The Doctoral-level MENTAL HEALTH COUNSELING PHD/EDD program specialization seeks to prepare graduates who:

♦ Establish a professional identity as Mental Health Counselors.
♦ Have specialized knowledge of and experience in assisting persons who present with a diverse array of couple and family problems (e.g., regarding intimate relating, marital discord, divorce, child-rearing, family/school conflicts, family violence, suicide, and medical/psychiatric distress).
♦ Have specialized knowledge and skills for mental health service delivery within a specific mental health service setting and/or with specific, targeted mental health service recipients.
♦ Have general knowledge of theories of human behavior, human development, and human relating and the influence of context on same.
♦ Have general knowledge of and experience with treatment modalities appropriate for a broad range of mental health service recipients and mental health service settings.
♦ Have general knowledge of and respect for the influences of culture/ethnicity, gender, race, religion, sexual orientation, and socioeconomic class, and have experience in working with a broad array of clientele representing such diversity.
♦ Interact effectively with the full spectrum of mental health professionals.
♦ Provide competent professional service and leadership within the mental health field upon graduation.
♦ Demonstrate a broader range of professional competencies relevant to the professional practice of Mental Health Counseling (e.g., advocating, counseling, consulting, leading, managing, supervising and teaching).
♦ Demonstrate advanced specialized knowledge and skill relevant to conducting research investigations, evaluating research reports, and applying research discoveries.
♦ Demonstrate specific knowledge and skill relevant to mental health service delivery (e.g., agency/budget/department administration & supervision; advocacy; crisis intervention; employee assistance programming; mental health policy formation, implementation & evaluation; personnel management; psycho-educational program development, program management & program evaluation; professional regulation; specialized clinical practice; and/or staff development/team building).
♦ Are able and willing to assume local, state, national, and/or international leadership positions in the Mental Health Counseling profession and in mental health policy formation and service delivery upon graduation. Are able and willing to provide effective clinical supervision, education/training, and professional development activities for current and future mental health professionals.
N3. DOCTORAL PLANNED PROGRAM FORM
(1/2002 version)
University of Florida
Department of Counselor Education
MENTAL HEALTH COUNSELING (ACD)

Name: _______________________________________ SS#_________________

University Address: _______________________________________________

“Permanent” Address: _____________________________________________

________________________________________________________________________

Degree Sought (Circle): PHD EDD

E-mail Address: _____________________________ FAX #_____________

Telephone(s): (Home)_______________________ (Work)_______________

Doctoral Chairperson: ___________________________________________

Doctoral Supervisory Committee Members (Name at least three):

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

(“Outside” Member)

Master’s Degree from:

_____________________________________________________________________

Date: __________

Master’s Degree in: _______________________________________________

Make certain that this planned program encompasses ALL program requirements and ALL policies and regulations specified in this Handbook and in the UF Graduate School Catalog. Be sure to update your program whenever changes are made.

Doctoral coursework must be approved by the student’s Doctoral Supervisory Committee. Please submit the original and two clear photocopies of the Doctoral Planned Program, all signed by the student and the Chairperson of the Doctoral Supervisory Committee, to the Graduate Coordinator. Two copies will be returned to the Chairperson. Students can retrieve a copy from their designated Doctoral Chairperson.
IF you are NOT including a course listed below in your Planned Program, draw a line through the course # and title.

IF a SUBSTITUTION is to be made for a course listed below:

♦ Draw a line through the course(s) to be replaced;
♦ TYPE or print the substitute course prefix, course #, course title, and # of semester credit hours in the space above the line; and
♦ Attach a transcript (if transferring the course credits) verifying successful completion of the course(s) substituted…Up to 30 graduate credits of an earned Masters degree can be transferred.

I. PRE-PROFESSIONAL REQUIREMENT:

#________________________________________ DATE________

A course in BASIC STATISTICS (e.g., STA 2024) is a pre-professional requirement that should be completed before enrollment in professional courses in this program; it is not to be counted in the minimum applicable program credit hours.

II. TRANSFER CREDITS (if any; maximum of 30 credits allowed):

Credits transferred from: ______________________________________

Attach a copy of the relevant transcript certifying the courses being transferred; you can transfer up to 30 graduate credits from a Masters degree earned at an accredited institution.

III. The CACREP COUNSELING CORE (28 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 5005</td>
<td>Introduction to Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 6200</td>
<td>Assessment in Counseling and Development*</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 6340</td>
<td>Career Development*</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 6401</td>
<td>Counseling Theories and Applications*</td>
<td>(4)</td>
</tr>
<tr>
<td>MHS 6428</td>
<td>Multicultural Counseling*</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 6480</td>
<td>Developmental Counseling Over the Lifespan*</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 6500</td>
<td>Group Counseling: Theory and Practice*</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 6720</td>
<td>Professional Identity and Ethics in Counseling*</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 7740</td>
<td>Research in Counseling and Development</td>
<td>(3)</td>
</tr>
</tbody>
</table>

IV. The ACD CLINICAL CORE (15 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 6020</td>
<td>Counseling in Community Settings</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 6071</td>
<td>Diagnosis and Treatment of Mental Disorders</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 6430</td>
<td>Introduction to Family Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 6450</td>
<td>Substance Abuse Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 6481</td>
<td>Sexuality and Mental Health</td>
<td>(3)</td>
</tr>
</tbody>
</table>
V. The ACD PRACTICA and INTERNSHIPS (14+ credits):
MHS 7800  Practicum I in Counseling (150 Hours)  
MHS 7804  Group Supervision in Agency Counseling  
MHS 7805  Practicum II in Agency Counseling (250 Hours)  
MHS 7804  Group Supervision in Agency Counseling  
MHS 7830  Internship in Counseling and Development (600 Hours)  
MHS 7804  Group Supervision in Agency Counseling  

VI. The COUNSELOR EDUCATION CORE (9+ credits):
MHS 6400  Personality and Advanced Counseling Theories  
MHS 7600  Consultation Procedures  
MHS xxxx  Doctoral Integrative Seminar  

VII. The RESEARCH BLOCK (34+ Credits)
[MHS 7740  Research in Counseling and Development*]  
SDS 6905  Individual Work (data-based; 2-4; max 12)  
OR
MHS 6910  Supervised Research (1-5; max 5)  
EDF 6403  Quantitative Foundations of Educational Research  
At least one additional, advanced statistics, research methodology,  
or measurement theory course:  
MHS 7730  Doctoral Seminar in Counseling Research  
MHS 7980  Doctoral Dissertation  

VIII. The DOCTORAL PRACTICA and INTERNSHIPS (16+credits):
MHS 7808  Practicum in Counseling Supervision (4; max:8)  
MHS 7840  Internship in Counselor Education (6; max:12)  
MHS 7830  Internship in Counseling and Development (600 Hours)  
MHS 7804  Group Supervision in Agency Counseling  

NOTE: IF an Internship is to be HALFTIME (20 hours/week for 2 semesters  
rather than 40 hours/week for 1 semester), ADD the following courses for the  
FIRST semester of enrollment in the two semester internship:  
MHS 6831  Split Internship,  
MHS 7804  Group Supervision in Agency Counseling  
THEN register for MHS 7830 & MHS 7807 in the SECOND semester of the  
two-semester internship
IX. The DOCTORAL ELECTIVES (Optional credits):
Select electives after consulting with your Doctoral Committee;
PLEASE TYPE COURSES SELECTED BELOW:
SDS 6938 Special Topics (1-4; max 12): Section # and Title

________________________( )
________________________( )
________________________( )
Other Elective(s), as approved by your doctoral committee:

________________________( )
________________________( )
________________________( )

Total Program Hours (Minimum 90 semester credits):_____

Student's Signature:

___________________________________________ Date_____

Doctoral Chairperson's Signature:

___________________________________________ Date_____

Graduate Coordinator's Signature:

___________________________________________ Date_____

#................................................................................................##
N4. MHC (ACD) PLANNED PROGRAM ELECTIVE OPTIONS

OPTION A: SCG CERTIFICATION (12+ Credits)

♦ Do you want to qualify for School Counselor Certification?
  Check one: ______YES; _____NO.

(a) If YES, take the following School Counseling Core Courses

SDS 6411 Counseling Children*** (3)
SDS 6413 Counseling Adolescents*** (3)
MHS 6421 Play Counseling & Play Process with Children (3)
SDS 6620 Org. & Admin. of Guidance & Personnel Programs (3)

***Specifies prerequisites for Practicum I.

AND at least one of the following:

SDS 7800 Practicum II in School Counseling (150 Hours) (3)
SDS 7820 Group Supervision in School Counseling (1)

OR

SDS 7830 Internship in Counseling & Development (600 Hours) (5)
SDS 7820 Group Supervision in School Counseling (1)

♦ Do you have a Florida Teaching Certificate?
  Check one: _____YES; ____NO

♦ IF NO, have you completed coursework in a previous academic program that qualifies you for a Florida Teaching Certificate?
  Check one: ___YES; ___NO

♦ IF NO you must complete 12 credits in the following content areas to qualify for a Florida Teaching Certificate:

EDG 6250 School Curriculum (Pre-K to 12 curriculum) ( )

(Additional Pre-K to 12 curriculum course OR a public school administration course, e.g., EDA 6061 or EDA 6503, EEC 6205, ESE 6215, or EDE 6205)

(Psychological Foundations course, e.g., EDF 6113, EDF 6215 or 6211)

(Sociological Foundations course, e.g., EDF 6606, EDF 4542, 6520 or 6544)
OPTION B: GRADUATE and RETURN for SCG CERTIFICATION

EXPECTATIONS for UF GRADUATES WHO SEEK SCHOOL COUNSELING COURSES and FLORIDA DEPARTMENT of EDUCATION CERTIFICATION

Graduates of UF’s Counselor Education degree programs other than School Counseling who want to take school counseling courses in order to be state certified are required to write a letter to the Department Chairperson requesting permission to take courses. They may be accepted upon approval of the School Counseling Program Coordinator and/or the School Counseling Faculty provided they completed their UF degree program, are in good standing, and do well in admission interviews with faculty.

As Post-Baccalaureate (6ED) or Walk-In (OED) students, they will be expected to:

♦ Take AT LEAST the following FOUR courses:

SDS 6411: Counseling Children (3)
SDS 6413: Counseling Adolescents (3)
MHS 6421: Play Counseling & Play Process with Children (3)
SDS 6620: Organization & Administration of Guidance Services (3)

AND

♦ COMPLETE TWO field experiences in a school setting:

   EITHER two practica (2 semesters of SDS 7808 & SDS 7820)
   OR

   a practicum (SDS 7808 & SDS 7820) and an internship (SDS 7830 & SDS 7820).

[Note that Florida Certification requires a minimum of one field experience (3 semester credits) in the schools].

If a student does not hold a Florida Teacher Certificate, some additional College of Education courses will be needed in order to qualify for state certification; see Section J13 of the Handbook for specifics.
OPTION C: MFT LICENSURE (10+ Credits Minimum)

♦ Do you want to qualify for licensure as a Marriage & Family Counselor in Florida? Check one: _____YES; _____NO.

♦ If yes, you may be eligible if you ADD the following Courses:

MHS 6440  Marriage Counseling (3)
MHS 6705  Professional, Ethical, and Legal Issues in MFC (3)
MHS 7431  Advanced Family Counseling (4)

**AND substitute** (for MHS 7830 and MHS 7804):
MHS 7830  Internship in Counseling and Development (600 Hours) (5)
MHS 7807  Group Supervision in Marriage and Family Counseling (1)

**NOTE:** IF an Internship is to be HALFTIME (20 hours/week for 2 semesters rather than 40 hours/week for 1 semester), ADD the following courses for the FIRST semester of enrollment in the two semester internship:

  MHS 6831  Split Internship, (3)
  MHS 7807  Group Supervision in MFT (1)

THEN register for MHS 7830 & MHS 7807 in the SECOND semester of the two-semester internship

OPTION D: EDS DEGREE (36 Credits Minimum)

♦ Do you want an EDS degree prior to completing the doctorate? Check one: _____YES; _____NO.

♦ If yes, complete 36 credits beyond the Masters degree at UF, and successfully complete the MED/EDS Mid-Point Examination and the Final MED/EDS Oral Examination, and apply for graduation.
N5. MIDPOINT EVALUATION

A Midpoint Evaluation of those students enrolled in MED/EDS, MAE/EDS, or EDS-only programs is automatically conducted when a student indicates that s/he is ready to take the Midpoint Examination. Midpoint Evaluation allows department faculty to review a student's progress in the program and provide input and feedback as needed.

When you register to take the Midpoint Examination, a copy of the Midpoint Evaluation Checklist (see sample Checklist @ N6) bearing your name is distributed to each regular faculty member in the department who will either rate you on your progress or indicate that s/he has insufficient knowledge of your progress. Each faculty member also is asked to indicate whether or not you should be permitted to continue in your program, and if not, to provide a rationale for why not.

The completed Midpoint Evaluation Checklists are placed in your student file. IF you wish to review your evaluations, arrange to do so in the presence of your Faculty Advisor to insure relevant interpretations of and responses to them.

IF you do not receive evaluations by at least three (3) faculty members on each of the dimensions, IF you receive less than “satisfactory” evaluation(s) on any of the dimensions, or IF a faculty member recommends that you not be allowed to continue in your program, the department Chairperson may do the following:

♦ Request that your faculty advisor meet with you to discuss your evaluations;
♦ Meet with you her/himself to discuss your evaluations;
♦ Constitute a “review” committee, chaired by your faculty advisor, to evaluate your progress and future in your program;
♦ Initiate the procedures described in the student retention policy.
N6. MIDPOINT EVALUATION CHECKLIST

Student: _____________________________________ SS# __________________
Faculty Evaluator: ____________________________ Date ________________

Directions: Please indicate your judgment of the above named student’s progress in her/his degree program by rating her/him on the items below. Place the number, which best represents your evaluation on the line to the left of the item on which the student is being evaluated. Elaborate on the student’s assets and strengths on the reverse side of this page, and please explain if you give Unsatisfactory or Below Expectation ratings. Use the rating scale below:

(1) Unsatisfactory
   (2) Below Expectation
   (3) Satisfactory
      (4) Above Expectation
         (5) Outstanding
            (NA) Insufficient Contact to Judge

_______ 1. Knowledge of professional standards and practices
_______ 2. Professional behaviors
_______ 3. Professional interactions
_______ 4. Informal interactions
_______ 5. Peer relationships
_______ 6. Relationships with faculty
_______ 7. Sensitivity and respect for others
_______ 8. Verbal communication skills
_______ 9. Written communication skills
_______ 10. Knowledge of professional activities
_______ 11. Non-academic activities
_______ 12. Integration of academic & nonacademic knowledge and experience
_______ 13. Overall progress in program

Should this student be allowed to continue in the program in which s/he is enrolled? Yes ____ No ____ (If No, please explain on back side of this page)
N7. MED/EDS, MAE/EDS, and EDS MIDPOINT EXAMINATIONS

UF Graduate School policy stipulates that all students in graduate level programs must successfully complete both written and oral comprehensive examinations prior to receipt of their respective degrees. The Counselor Education department requires all students enrolled in MED/EDS, MAE/EDS, or EDS (only) programs to SUCCESSFULLY COMPLETE:

♦ a written MIDPOINT Examination (i.e., the required written comprehensive) NO LATER THAN the SEMESTER BEFORE the semester in which they plan to graduate, and

♦ a FINAL ORAL Examination (i.e., the required oral comprehensive) DURING their final semester.

Students are expected to take the written MIDPOINT Examination for the first time at the mid-point of their graduate study or as soon as they complete the five core courses on which it is based. EDS (only) students may take the “Midpoint Exam” after they have completed twelve (12) program-applicable, post-Master's-degree semester credit hours. ALL students MUST SUCCESSFULLY COMPLETE the Midpoint Examination NO LATER THAN the SEMESTER BEFORE the semester in which they plan to graduate.

The Midpoint Examination is administered once during the Fall semester and twice during the Spring semester; it is not administered during the Summer semester. The Examination consists of (a) one hundred (100) multiple-choice questions (i.e., twenty questions in each of five subject areas: counseling theories, group procedures, measurement, career development, and professional orientation) and (b) two comprehensive essay questions. Students are allowed 2 1/2 hours for completion of the multiple-choice section and 1 1/2 hours for completion of the essay section.

Students must earn the minimum cumulative criterion score set by the Faculty each time the examination is administered (usually one standard deviation below the mean score of those taking the examination) to pass the multiple choice section AND a passing score from two of three faculty readers using a pass/fail criterion to pass the essay section. A "blind review" system is used in that students' names are not recorded on essay response sheets; only an identifying number is shown.

Each student is entitled to a total of two (2) trials (i.e., two opportunities) to earn a passing score on both the multiple-choice and essay sections of the Midpoint Examination. A student who fails the Midpoint Examination after the first administration must retake the section(s) s/he failed (i.e., essay and/or multiple choice) in a subsequent administration.

You must "sign up" for the "Midpoint Examination" no later than four weeks prior to the date on which you plan to take the exam. Complete the "Midpoint Examination Application Form", obtain the signature of your faculty advisor, and give the form to one of the department secretaries who will record your name on
the list of participants. (Note that should you fail your first attempt, you must apply to take the Midpoint Exam a second time).

If a student fails the examination two (2) times, the department Chairperson appoints a two (2) member Faculty Review Committee, chaired by the student's Faculty Advisor, to determine appropriate remedial action.
N8. MIDPOINT EXAMINATION APPLICATION FORM

Name: _________________________________________SS#:_________________

Address:_________________________________________________________

__________________________________EMAIL Address________________

Telephone(s): (H)________________(W)______________(FAX)____________

Faculty Advisor:_________________________________________________

Program (circle one):      ACD      SCG      EDC;

Degree:    MAE/EDS    MED/EDS    EDS (only)

Month/Year you plan to take the examination:__________________________

Areas to be taken:

_______Counseling Theories_________ Group Procedures

_______Measurement/Testing _________Career Development

_______Professional Development _________Essay

Signatures:

Student: ________________________________________Date: __________

Advisor: ________________________________________Date: __________
SECTION N9. ACD (MHC) PRACTICUM & INTERNSHIP REQUIREMENTS

N9A. Specific Practicum and Internship Requirements

The various supervised clinical training experiences in this program provide opportunities for students to enhance their clinical competence by applying their theoretical knowledge of Mental Health Counseling to a variety of real client systems (e.g., individuals, married and/or unmarried couples, families, structured groups, and therapy groups) while being closely supervised by experienced professionals. Students are required to complete two (2) counseling practica and one (1) counseling internship during their MED/EDS or MAE/EDS degree program. As students move through this sequence of supervised clinical experience, they are expected to demonstrate enhanced counseling/therapeutic competence and to manage more demanding client caseloads.

N9B. Selection Criteria for Practicum/Internship Sites

The department of Counselor Education selects a variety of sites for placement of counselor trainees for Practica and Internships. The requirements for selection and continuation as a training site are listed below. In general the department selects sites that provide effective clinical training and operate under acceptable professional and ethical guidelines. The following selection criteria apply:

Physical Facilities:

Adequate facilities for individual, family, and group counseling should be provided. This generally means a private office that is reasonably soundproof, with several chairs, and an agency policy preventing interruptions during counseling. Video recording facilities should also be provided. Audio taping is acceptable if video is not possible. The agency should provide an informed consent form that includes a statement seeking approval for recording. Adequate waiting room space for clients and a system for receiving clients to be seen by student counselors should also be in place.

Client/Case Availability and Balance:

Both the practicum and internship require that students have several ongoing cases per week. These need not be long-term cases, but student counselors need to be able to have ongoing cases for training purposes. The site host is responsible for assisting the student in developing a caseload within the first few weeks of the semester. The site host should also develop a contract with the student trainee that insures a reasonable balance of clinically focused activities. If an agency has different types of clients and therapeutic modalities, trainees should have an opportunity to gain as broad an experience as possible. Trainees should also be introduced to the general operations of the agency through attending meetings, observation, and discussion; however, student trainees should not be expected to do administrative work except as related to their clinical assignments.
Supervision/Monitoring:

Individual and group supervision may be arranged by the department or within the agency. Generally, it is a good idea for a student to experience supervision from both department faculty and site counselors during their practica and internships. Individual supervision should be a minimum of one hour per week and group supervision a minimum of 1 and 1/2 hours per week. A licensed mental health professional must be on site or immediately on call whenever a student trainee is counseling a client. The site host has overall responsibility for overseeing the on-site training activities and should remain in close contact with the trainees and the department.

Professional and Ethical Standards and Support:

All agency employees should be aware of ethical and professional standards and students should not be asked to violate general professional rules of conduct. Students and site hosts are expected to discuss any ethical or professional problems they encounter and if necessary involve the department. Students should be treated as professional trainees. They should not be assigned secretarial, clerical, or other non-clinical duties.

Student Safety:

Student safety should be a top priority. Weapons of any sort should not be stored in counseling areas and work with potentially violent clients must be closely supervised.

Coordination:

Adequate coordination between the site and the department is crucial. The department graduate assistant and faculty practicum/internship coordinator will visit every training site on a regular basis and maintain close contact with site hosts. Close working relationships are important and must be given a high priority by all concerned.

Orientation:

All sites should have a well organized orientation for trainees. This should include a review of the agency goals, functions, policies, and an introduction to personnel in the agency. Trainees should also receive copies of all relevant policies and procedures and should be expected to read and become familiar with them as part of their training experience.

Remuneration:

The department encourages sites to develop paid internship experiences for students. If a student accepts employment as an intern he or she must follow all of the training guidelines as well as employment conditions. Job duties must not interfere with the internship training experience. The department discourages hiring practicum or intern trainees for part time clerical or administrative positions.
while they are in a training status; however, this may be possible in special circumstances, which must be approved by the department.

**Termination of internship/practicum:**

If problems arise regarding student performance or dissatisfaction with the site, the difficulties should be brought to the attention of the site host and the department graduate assistant or coordinator. If an informal discussion and attempts to solve the problems fails, the site may request that the student be withdrawn from the practicum or internships or the student may request that he or she be withdrawn by the department. In either case, a request should be submitted in writing to the practicum/internship coordinator. The department chair, graduate coordinator, and practicum/internship coordinator will review the situation.

**N9C. Choosing a Practicum/Internship Setting**

A practicum or internship setting can be a:

♦ Public or private community agency;
♦ Elementary, middle, or secondary school;
♦ Community or junior college or university;
♦ For or not-for-profit business;
♦ Publicly or privately funded service program;
♦ Or other appropriate setting which offers opportunities for Counselor Education students to gain professional experience and agrees to supervise those students on site while they deliver the expected professional service(s).

The department has approved many settings (i.e., "sites") for students' practica and internship experiences. A list of currently approved settings is available in the department office.

Typically, you can select (in consultation with your Faculty Advisor and the Practicum/Internship Coordinator) the settings in which you complete your required practica and internships.

You also may develop contacts with new (i.e., not previously approved) settings applicable to their respective areas of specialization, which are potentially suitable practicum/internship settings. If you and your Faculty Advisor identify a setting in which you want to do a practicum or internship and it has not been approved previously, please contact the department Practicum/Internship Coordinator and ask that the site be considered for department approval.

Please note that each practicum and internship are separate, sequential experiences; concurrent registration in a practicum and an internship or in two practica or in two internships is not permitted.

**N9D. Practicum 1 Requirements for ACD Students**

The first practicum (MHS 7800 and MHS 7804) introduces students to the experience of Mental Health Counseling exposes them to various settings in
which counseling takes place. In the first practicum students are expected to
develop individual counseling skills (as presented in MHS 5005 and MHS 6401)
by engaging in the following activities* under the supervision of an experienced
Mental Health professional:

♦ Conducting intake interviews with at least five different clients;
♦ Observing at least ten counseling sessions conducted by two different
  professionals;
♦ Participating in at least two co-therapy teams;
♦ Managing at least three individual counseling cases for a minimum of three (3)
  sessions each.
♦ Recording a minimum of five (5) different counseling sessions on audio and/or
  videotape and submitting each tape to your individual supervisor for review.

Practicum 1 students are expected to accumulate a minimum of 150 clock hours
(10 hours/week over 15 weeks) in this practicum, at least 40 hours of which must
be devoted to face-to-face counseling with clients, a minimum of 12 hours of face-
to-face individual supervision, and a minimum of 12 hours of group supervision
(either at UF or on site).

*As time permits, students may gain additional hours of on-site supervision (as
needed), and may be involved in client case management, case planning, writing
case notes, consultation, interview observation, co-therapy, group therapy, and/or
staff conferences. Should the student not be able to arrange these experiences at
the setting chosen, s/he shall negotiate comparable alternative experiences with
the site host in consultation with the student's individual supervisor.

N9E. Practicum 2 Requirements for ACD Students

In the second practicum (MHS 7805 and MHS 7804), students are expected to
demonstrate enhanced individual counseling skills and to add one additional
counseling modality (e.g., group, couple, or family counseling or psycho-
educational program development) to their repertoires. They are expected to:

♦ Manage a counseling caseload of at least five (5) clients who are seen for a
  minimum of three (3) sessions each;
♦ Add an additional counseling modality (e.g., Couple & Family counseling,
  Group counseling, or Psycho-educational programming) and observe at least
  six sessions in that modality conducted by two different professionals;
♦ Participate in at least two co-therapy teams in that modality;
♦ Record a minimum of six (6) different counseling sessions on audio and/or
  videotape and submitting each tape to your individual supervisor for review.

Practicum 2 students are expected to accumulate a minimum of 250 clock hours
(17 hours/week over 15 weeks), at least 60 hours of which must be devoted to
face-to-face client contact, 12 hours to face-to-face individual supervision and 12
hours to group supervision.
Upon completion of the two practica, students must have accumulated 100 hours of face-to-face client contact. If this standard has not been met, a grade of "U" (Unsatisfactory) will be awarded until the minimum standard (i.e., 100 hours) has been achieved; then the grade will be changed.

**N9F. Clinical Internship Requirements for ACD Students**

In each Clinical Internship, (MHS 7830 and MHS 7804), doctoral students are expected to:

♦ Manage a complex ACD client caseload consisting, in part, of at least ten (10) clients who are seen concurrently. At least two clients shall be seen for at least six sessions each;

♦ Record a minimum of ten (10) different counseling sessions on audio or videotape, and submit each tape to your individual supervisor for review.

ACD Clinical Internship students are expected to accumulate a minimum of 600 clock hours (40 hours/week for 15 weeks or 20 hours/week for 30 weeks), including at least 250 hours of face-to-face client contact. In addition, students shall accrue 12 hours of face-to-face individual supervision and 12 hours of group supervision.

The combination of Practicum 1&2 and Internship 1 enables the student to record at least 1000 clock hours of supervised professional experience (and at least 350 hours of supervised clinical experience).
N9G. SUMMARY REPORT of ACD PRACTICUM and INTERNSHIP
CLIENT CONTACT HOURS and SUPERVISION HOURS

Student’s Name: _______________________________ SSN: _______________

Program: ____Marriage & Family ____Mental Health Counseling

Degree: ________Masters/Specialist ________Specialist (only)

Practicum I ____Practicum II _____
Internship (1st half) ____ (2nd half) ____ Internship (full time) _____

Course Number: _________________________________

Dates-From: ______________________To:_______________________

Site:_______________________________________________________

Site Host:___________________________________________________

Type of Clientele:_______________________________________________

______________________________________________________________

Individual Supervisor: _______________________ License Number:________

Group Supervisor: __________________________License Number:________

<table>
<thead>
<tr>
<th>Total hours of client contact*</th>
<th>(total ACD hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours worked:</td>
<td>_______________</td>
</tr>
<tr>
<td>Total supervision hours:</td>
<td>_______________</td>
</tr>
<tr>
<td>Total group supervision hours:</td>
<td>_______________</td>
</tr>
</tbody>
</table>

*As documented by the practicum/internship report

Cumulative total of supervision hours (group and individual) ____________
Cumulative total of ACD client contact hours ____________
Cumulative total of all client contact hours ____________
Cumulative total of hours worked ____________

Student Signature _________________________________ Date ____________
Advisor’s Signature ________________________________ Date ____________
N9H. Evaluation of Student Development in Mental Health Counseling Practica and Internships

The purpose of evaluation is first to monitor a practicum student’s progress toward and readiness for internship, and subsequently to determine a student intern’s readiness for professional practice as a Registered Intern. The goal of the practicum is preparing students for internship; the goal of the internship is preparing students for the required two-years of post-degree supervised clinical practice as a Registered Intern for those seeking MHC licensure in Florida.

At the beginning of each practicum/internship, supervisee and supervisor(s) are to review together the levels of competence expected for that particular practicum/internship, identify growth needs, and establish performance goals for skill enhancement and clinical supervision. Then, at both the mid-point and end of the practicum/internship, the supervisee's progress in reaching these goal/competence levels will be assessed in writing by both their on-site (agency) and off-site (UF) supervisors. This assessment is to be shared with the supervisee and then forwarded to the Department of Counselor Education for preservation in the supervisee's file so that future supervisors can review them as needed.

In instances in which the student is not achieving the minimum levels of competence and/or experience established for a particular practicum or internship, the MHC faculty (as a group) will evaluate the student's level of performance and potential for improvement and decide whether the student should seek additional supervised counseling experience or transfer to another program. (Decisions regarding the maintenance of students in the program are made by the entire faculty and are not the responsibility of any single faculty member). Each student's faculty advisor will report the substance of this evaluation to the student and follow-up with the student as needed.

N9I. Minimum Levels of Competence Expected for ACD Practica/Internships

In addition to developing expertise in research design and evaluation procedures, Doctoral Students (Ph.D./Ed.D.) are expected to demonstrate macro-skill competence in at least four intervention modes at the 3.0 and R3 levels, choosing from among the following: agency/program management, consultation, couple counseling, family counseling, group counseling, individual counseling, psycho-educational program development, supervision, and/or teaching.

The Practicum/Internship PERFORMANCE RATING SCALE is used to rate a supervisee’s overall performance in each modality chosen on each of the “MACRO-SKILLS” specified in the EDC/ACD MACRO-SKILL DEVELOPMENT CHECKLIST.

The Practicum/Internship READINESS RATING SCALE (on page 3 of the MACRO-SKILL DEVELOPMENT CHECKLIST) is used to indicate the supervisor’s evaluation of supervisee readiness for advanced clinical responsibility.
PRACTICUM 1: Students are expected to demonstrate macro-skill development in individual counseling at the 2.0 level or above on the PERFORMANCE RATING SCALE and to earn at least an R3 on the READINESS SCALE.

PRACTICUM 2: Students are expected to demonstrate competent macro-skill performance in individual counseling (Practicum 1) at the 3.0 level or above AND demonstrate competent macro-skill development in one (1) additional counseling modality at the 2.0 level or above on the PERFORMANCE RATING SCALE and to earn at least an R3 on the READINESS SCALE.

INTERNSHIP 1: Students are expected to demonstrate competent macro-skill performance in both individual counseling (Practicum 1) and the second (Practicum II) modality at the 3.0 level or above on the PERFORMANCE RATING SCALE and to earn at least an R4 on the READINESS SCALE.

DOCTORAL CLINICAL INTERNSHIPS 2 (&3): Students are expected to demonstrate continued macro-skill competence in the modalities established at the MED/EDS level at the 4.0 level or above on the PERFORMANCE RATING SCALE, and at the 3.0 level or above in the doctoral areas of expertise identified.
N9J. The EDC/ACD Macro-Skill Development Checklist
Department of Counselor Education
University of Florida

SUPERVISEE’s NAME: ___________________________ DATE: __________

PROGRAM: _____MARRIAGE & FAMILY COUNSELING (EDC) 
____MENTAL HEALTH COUNSELING (ACD)

DEGREE: ____MED/EDS____MAE/EDS____EDS (only)____PHD/EDD

Enrolled in: ____PRAC 1____PRAC 2____INTERN 1____INTERN 2____
INTERN 3____

SITE NAME: ____________________________________________________

TYPE of CLIENTEL: ________________________________________________
________________________________________________________________

TOTAL HOURS WORKED: ______

TOTAL SUPERVISION HOURS: ______

TOTAL GROUP SUPERVISION HOURS: ______

TOTAL HOURS OF CLIENT CONTACT*: ______

*AS DOCUMENTED BY THE PRACTICUM/INTERNSHIP REPORT

INDIVIDUAL SUPERVISOR: _________________________________________

GROUP SUPERVISOR:____________________________________________

SITE HOST: _____________________________________________________

BRIEF SUMMARY of TASKS ASSIGNED and GOALS ACCOMPLISHED:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
THE EDC/ACD MACRO-SKILL DEVELOPMENT CHECKLIST, page 2

SUPERVISEE’S NAME__________________________________ MFC___ MHC___

MODALITY EVALUATED: ________________________________

<table>
<thead>
<tr>
<th>PERFORMANCE RATING SCALE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0 - Demonstrates Exemplary Expertise in Knowledge and Skill</td>
</tr>
<tr>
<td>4.0 - Performance Above Expectations for Training Level</td>
</tr>
<tr>
<td>(i.e., an area of strength)</td>
</tr>
<tr>
<td>3.0 - Performance Meets Expectations for Training Level</td>
</tr>
<tr>
<td>2.0 - Performance Below Expectations for Training Level</td>
</tr>
<tr>
<td>(i.e., improvement needed).</td>
</tr>
<tr>
<td>1.0 - Demonstrates Serious Deficits in Knowledge and Skill</td>
</tr>
<tr>
<td>(i.e., remediation required)</td>
</tr>
<tr>
<td>N/A - Not able to judge performance in this area</td>
</tr>
</tbody>
</table>

DIRECTIONS: Rate the Supervisee’s ability to demonstrate competent performance in the Macro-Skill dimensions identified below using the Performance Rating Scale.

MACRO-SKILLS:

_____ Establishing a “working alliance”
_____ Assessing client/system concerns/needs/resources
_____ Researching problem patterns and intervention strategies
_____ Conceptualizing goal-specific intervention plans
_____ Attending to ethical, gender, multi-cultural, and spiritual influences/ issues relevant to each case.
_____ Implementing purposeful intervention strategies
_____ Evaluating client/system stability/change and revising intervention plans accordingly
_____ Managing self (i.e., reactivity in self and others)
_____ Articulating the conceptual model and the theoretical propositions on which the supervisee relies
_____ Persisting (i.e., refusing to give up) in the effort to assist the client/system to close the gap between reported performance and desired performance

*******************

_____ Judgment of OVERALL PERFORMANCE during the Practicum/Internship experience.
THE EDC/ACD MACRO-SKILL DEVELOPMENT CHECKLIST, page3

SUPervisee’S name_____________________________MFC____MHC____

READINESS RATING SCALE:

R5 - Highly recommend promotion to next level of supervised experience, no reservations.

R4 - Recommend promotion to next level, slight reservations (as specified in performance rating).

R3 - Recommend promotion to next level, major reservations (as specified in performance rating).

R2 - Recommend supervisee repeat current level to bring performance up to expectations (as specified in performance rating).

R1 - Recommend faculty review of supervisee's progress in the program.

N/A Not able to judge readiness.

***************

______ Judgment of READINESS for the next level of supervision (use the READINESS RATING SCALE).

The signatures below indicate that this evaluation has been mutually discussed and that there is a shared understanding of the basis for and meaning of the ratings recorded above.

Supervisee's Signature _______________________________ Date_________

Supervisor's Signature _______________________________ Date_________

On the back of this form, jointly develop a statement of FUTURE LEARNING OBJECTIVES appropriate for the supervisee's next training experience. Be specific.
N9K. Elaboration of the MFC/MHC Macro-Skill Development  

Signposts: The Micro-Skills

EDC and ACD students may be evaluated in terms of their overall ability to master the “signposts of professional skill development” cited below as ten “macro-skills”⁵. The “micro-skills”, identified under each of the “macro-skills”, serve as examples of desirable performances relevant to a particular macro-skill. A student’s performance rating of a macro-skill reflects the cumulative effect of micro-skill performances associated with each macro-skill; special attention is given to those micro-skills identified as the student’s “performance goals” specified at the start of the semester.

**Establishing a “working alliance”:**

Demonstrates the “core conditions” that are essential to developing rapport and forming an effective helping relationship: congruence, unconditional positive regard, accurate empathic understanding;
Explores mutual expectations with the client/system;
Explains the helping modes available;
Specifies boundaries and limitations;
Establishes a viable contract (i.e., working agreement/work project);
Enlists client/system commitment;
Periodically reviews (together with the client/system) client/system satisfaction with the contract;
Appropriately adjusts and/or revises the contract as needed.

**Assessing client/system concerns/needs/resources:**

Articulates a set of questions that focuses inquiry;
Assesses client/system concerns, conflicts, impasses, liabilities, problems, stressors, and syndromes;
Assesses the influence (if any) of ability/disability, abuse, and addiction (e.g., substance abuse);
Elicits client/system assets, resources, and strengths, including contextual, communal, economic, familial, political, professional, religious, and socio-cultural resources.
Uses nomothetic and/or ideographic assessment methods as needed to gather relevant information (e.g., a family genogram);
If needed, can identify an assessment battery (e.g., interview protocol, standardized test battery) relevant to client/system concerns.
If needed, can diagnose client/system dilemmas using a formal diagnostic system (e.g., the DSM IV);
**Researching problem patterns and intervention strategies:**

Critically researches literature relevant to problem formulation, solution generation, and intervention efficacy;
Investigates contextual, economic, political, professional, religious, and socio-cultural influences/issues relevant to each case;
Articulates an informed rationale for various intervention options;
Can coherently summarize the theory, practice and research literature supporting the intervention strategies chosen.

**Conceptualizing goal-specific intervention plans:**

Adopts procedures conducive to problem formulation, solution generation, and intervention efficacy;
Joins the client/system in co-constructing a workable set of goals and objectives which articulate both “ultimate ends” and “proximate ends”;
Shapes client/system goals into “do-able” objectives (i.e., specific actions that enable stakeholders to agree that goals are being actualized);
Uses goals and objectives to generate “differences that make a difference” in client/system understanding and performance;

**Implementing purposeful intervention strategies:**

Demonstrates efficacious use of Attending Skills: attending behavior; verbal following; open & closed questions; paraphrasing; reflecting feeling; summarizing;
Demonstrates efficacious use of Influencing Skills: giving directions; expressing content-advice, clarification, feedback, information, instruction, opinion, reassurance, and/or suggestion; expressing feeling; confronting; constructing meaning; offering interpretations; developing narratives; testing solutions; facilitating client decision-making;
Elicits “double-descriptions” of client concerns and/or impasses, contextual constraints, relational dynamics, past solution attempts, & new solution possibilities;
Attends to timing and relevance when introducing interventions;
Sustains rapport while implementing plans for generating change/stability;
Changes approaches when facing confusion or “resistance” while maintaining focus (i.e., will “do something different” when an intervention doesn't work).
**Attending to ethical, gender, multi-cultural, and spiritual influences/issues relevant to each case:**

Recognizes ethical and legal issues as they arise;
Demonstrates the ability to engage in principled discussion regarding ethical and legal issues;
Demonstrates awareness of gender and socio-cultural issues and their influence on the helping relationship;
Demonstrates awareness of the politics of therapy and the ability to utilize politics for client/system benefit;
Demonstrates a commitment to act ethically in personal and professional affairs.

**Evaluating client/system stability/change and revising intervention plans accordingly:**

Monitors feedback loops (differentiating between negative and positive feedback) to determine stability/change dynamics in client/system functioning;
Observes client/system attention/inattention to feedback;
Re-frames feedback messages so as to redirect client attention and action;
Creates contexts for new experiences and new learning;
Evaluates impact of various interventions, judges whether or not interventions foster goal accomplishment, and revises plans accordingly;
Gathers and interprets data/information which can substantiate progress toward goal achievement;
Appropriately documents in case reports the “working agreement”, including client goals and objectives, persons consulted, rationale for intervention plans and revisions, specific interventions, client response(s), and goals achieved. (Seligman, 1990, provides a format with her DO A CLIENT MAP outline).

**Managing self (i.e., reactivity in self and others):**

Demonstrates the ability to learn from clients, clinical experience, and supervision;
Demonstrates the willingness to consult as needed;
Demonstrates a keen awareness of personal reactions;
Demonstrates the ability to differentiate personal responses from client responses;
Demonstrates intelligent self-knowledge and self-acceptance;
Demonstrates comfort with individual and cultural differences;
Demonstrates the ability to tolerate ambiguity and conflict;
Demonstrates the ability to manage personal stress effectively;  
Demonstrates minimal defensiveness in response to threat.

**Articulating the conceptual model and the theoretical propositions on which the supervisee relies:**

Can distinguish one theory (i.e., “paradigm” or “map”) from another and state the basic principles of each map/paradigm/theory identified;  
Uses a “theory-of-choice” to develop her/his understanding of client/system functioning (i.e. the “problem-determined-system” or “territory”);  
Uses it to determine her/his activity with the client/system;  
Uses it to analyze sample counseling videotapes and/or organizational contexts;  
Uses it to discern patterns that connect client, concern(s), and context;  
Uses it to anticipate/predict client/system attitudinal and behavioral responses to projected interventions;  
Uses the map/paradigm/theory to evaluate the efficacy of modal interventions.

**Persisting (i.e., refusing to give up) in the effort to assist the client/system to close the gap between reported performance and desired performance:**

Jointly explores perceptions of progress with the client;  
Constructs/revises an ever-evolving agenda for initiating and managing stability/change;  
Revises goals and objectives and/or intervention plans, as needed;  
Intervenes as often as needed until client goals are met;  
Utilizes supervision effectively;  
Makes appropriate referrals as needed;  
Recognizes when client satisfaction is sufficient for termination of the contract;  
Exits gracefully (by mutual agreement) when the client/system has achieved stated goals.
N9L. Counselor Development Scale

**RATING:** The 50 point scale below can assist reflection on and discussion about counselor development. The scales quantify the counselor development model advanced by Stoltenberg (1981) and Stoltenberg and Delworth (1987), and include elements drawn from Perry’s (1970) moral development model, the affective taxonomy (1964), and the cognitive taxonomy (1956). As counselors demonstrate a more differentiated interpersonal orientation, increases in insight and empathy, and efficacious intervention skills, they receive higher scale scores. The highest scores are earned by those who also demonstrate clarity, complexity, congruence and ethical sensitivity in theory and practice, qualities more often characteristic of experienced professionals than characteristic of entry-level counselors.

**DIRECTIONS:** Use the fifty, (50) point scale below to rate overall progress toward mastery of the competencies expected in professional practice. The statements under each dimension are intended as illustrative of that dimension’s defining elements. When you demonstrate “in-between” proficiency, indicate with a 1-9 rating added to the lower competency score.

___00. Curious, observant, reflective, respectful, but demonstrates minimal knowledge of basic concepts, patterns, structures, procedures and research.

___10. Knowledgeable, but demonstrates minimal comprehension (i.e., the ability to use knowledge effectively) and inflexible use of concepts; lacks insight into self and others; familiar with relevant professional ethical codes, but has difficulty recognizing ethical dilemmas; dualistic in ethical orientation: confident as to the “right” course of action.

___20. Demonstrates good grasp of attending and influencing skills, but attends predominantly to own performance rather than the client; wants to "do the right thing" in conceptualizing and intervening, but thoughts and actions may lack a definitive tie into the behavior or need of the client; limited awareness of impact of attitudes and behaviors on client; multiplistic in ethical orientation and less sure as to what course of action to take; imitates the experts; anxious to please (i.e., subject to stage-fright); eager for direction and help from supervisor.

___30. Shows increasing insight into self and others; becoming more self-assertive and less imitative; striving for independence; focuses more on the client and is able to experience in greater depth the cognitive and emotional states of the client, to appreciate these states, and to articulate them to the client's satisfaction (even at the risk of over-identifying with the client); relativistic in ethical orientation; recognizes ethical dilemmas, but is often unsure as to what course of action to take; conflicted over
degree of dependency on the supervisor versus reliance on self; often resistant to supervisor's perspective if it differs from the supervisee's.

40. Shows increasing sense of competence and identity as a counselor/therapist; able to use insight into self and others to enhance effectiveness as a counselor/therapist while maintaining a coherently differentiated sense of self and other; treatment goals and plans reflect ability to effectively use a guiding theory or conceptualization of clients and their problems; a committed relativist in ethical orientation: able to use ethical principles to think through ethical dilemmas. Behaves in a manner congruent with her/his therapeutic orientation, personal style, and goals for the client; committed to forging own personal identity and independence as a counselor/therapist and utilizes supervision effectively to fulfill that commitment.

50. Demonstrates clearly differentiated self and other awareness, insight into own strengths and weaknesses, self acceptance, commitment to a value complex that steers his/her personal and professional life, and the ability to cooperate with others and to act independently; has integrated standards of the profession with her/his personal and professional identity and seeks consultation as needed; gives attention to the ethical implications present in most situations and generates value judgments and actions that reflect an understanding of self and others and the dynamics of human relating, clinical insight, contextual relevance, and courage.
SECTION N10. CACREP COURSEWORK REQUIRED for LICENSURE as a MENTAL HEALTH COUNSELOR in FLORIDA in 2001 and BEYOND

The law that took effect January 1, 2001 requires a CACREP-ACCREDITED MASTER’S DEGREE in MENTAL HEALTH COUNSELING [or a Master’s degree from a related field, which includes a minimum of 60 graduate credits and 1000 hours of supervised clinical practica and internship experience] earned prior to beginning the post-degree supervised clinical experience.

Design your planned program to meet the requirements stated below:

<table>
<thead>
<tr>
<th>491 Course Requirements:</th>
<th>UF Course equivalents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Theories and Practice</td>
<td>MHS 6401</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>MHS 6480</td>
</tr>
<tr>
<td>Diagnosis &amp; Treatment of Psychopathology</td>
<td>MHS 6071</td>
</tr>
<tr>
<td>Human Sexuality</td>
<td>MHS 6481</td>
</tr>
<tr>
<td>Group Theories and Practice</td>
<td>MHS 6500</td>
</tr>
<tr>
<td>Individual Evaluation &amp; Assessment</td>
<td>MHS 6200</td>
</tr>
<tr>
<td>Career &amp; Lifestyle Assessment</td>
<td>MHS 6340</td>
</tr>
<tr>
<td>Research &amp; Program Evaluation</td>
<td>MHS 7740</td>
</tr>
<tr>
<td>Social &amp; Cultural Foundations</td>
<td>MHS 6428</td>
</tr>
<tr>
<td>Counseling in Community Settings</td>
<td>MHS 6020</td>
</tr>
<tr>
<td>Substance Abuse Counseling</td>
<td>MHS 6450</td>
</tr>
<tr>
<td>Legal, Ethical, &amp; Professional Standards</td>
<td>MHS 6720 (3)</td>
</tr>
<tr>
<td>1000 Hours of Supervised Practica and/or Internship</td>
<td>MHS 7800 &amp;7804, MHS 7805 &amp;7804, and MHS 7830 &amp;7804</td>
</tr>
</tbody>
</table>

Although the courses listed above are considered to be equivalent to the Chapter 491 course titles, The Board of Clinical Social Work, Marriage and Family Therapy, and Mental health Counseling has not officially endorsed this equivalence. The Board evaluates and decides upon each case individually. KEEP YOUR COURSE SYLLABII to confirm coursework completed!
SECTION O. - PRACTICUM AND INTERNSHIP PROCEDURES

O1. INTRODUCTION
Supervised field experiences (i.e., practica and internships) can be the most important professional preparation activity in which you participate. Supervised practica and internship experiences connect theory and practice, teacher and practitioner, rehearsal and performance, classroom and street. Along with the encouragement and support of your supervisor(s), these “real” experiences challenge you to apply, refine and synthesize knowledge, technique and skill learned in the classroom.

O2. Program Requirements
All students are required to complete a planned sequence of supervised clinical experiences during which they are expected to demonstrate enhanced counseling competence and to manage more demanding client caseloads.

⇒ Students in MAE/EDS and MED/EDS programs are required to take two semesters of practicum and the equivalent of a full-time, one semester internship (600 Hours).

⇒ SCG students who wish to qualify for MHC licensure in Florida must complete an additional PRAC 2 [MHS 7805 and MHS 7804].

⇒ SCG students who wish to qualify for MFT licensure in Florida must complete an additional INTERNSHIP [MHS 7830 and MHS 7807].

⇒ PRACTICUM 1 students are required to provide 5 tapes of their work during the semester; PRACTICUM 2 students provide 6 tapes; INTERNSHIP 1 students provide 6 tapes (or 3 each semester of a split internship). The only exceptions are at sites where an on-site supervisor engages in direct observation of a comparable number of the student’s counseling sessions. Taping requirements for DOCTORAL INTERNSHIPS will be determined by their faculty supervisor after review of the supervised clinical experience they completed in their Masters degree program.

⇒ Students in an EDS-only program are required to complete practica and/or an internship as determined by their faculty advisors after review of the supervised clinical experience they completed in their Masters degree program.

⇒ Students in PHD and EDD program specializations are expected to complete two semesters of counseling practica (400 Hours), two semesters of clinical internship (1200 Hours), one semester of a Counselor Education internship...
(MHS 7840), and one semester of practicum in counseling supervision (MHS 7808). Practicum and internship experiences completed as part of a Masters or MEd/EdS program may be applied towards the doctoral requirement if approved by the student's Doctoral Supervisory Committee. All exceptions must be approved by the student's Doctoral Supervisory Committee.

O3. Malpractice insurance

The Counselor Education department **REQUIRES** all students (as counselors and supervisors-in-training) to obtain professional liability insurance before beginning practicum and internship experiences. Proof of insurance is now a condition of enrollment in all departmental practica and internships and must be submitted prior to beginning work at your site. Proof may be in the form of a letter from your insurance provider and/or a copy of your insurance policy or insurance card.

Students can obtain professional liability insurance at a discounted rate as a benefit of membership through professional organizations such as the American Counseling Association (ACA).

O4. Typical Practicum / Internship Course Sequences

**Marriage and Family Counseling (EDC) MED/EDS or MAE/EDS:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 7800</td>
<td>Practicum in Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 7807</td>
<td>Group Supervision in Marriage and Family Counseling</td>
<td>(1)</td>
</tr>
<tr>
<td>MHS 7806</td>
<td>Practicum II in Marriage and Family Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>MHS 7807</td>
<td>Group Supervision in MFC</td>
<td>(1)</td>
</tr>
<tr>
<td>MHS 7830</td>
<td>Internship in Counseling and Development</td>
<td>(5)</td>
</tr>
<tr>
<td>MHS 7807</td>
<td>Group Supervision in MFC</td>
<td>(1)</td>
</tr>
</tbody>
</table>

**NOTE:** IF an Internship is to be **HALFTIME** (20 hours/week for 2 semesters rather than 40 hours/week for 1 semester), **ADD** the following courses for the **FIRST** semester of enrollment in the two semester internship:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 6831</td>
<td>Split Internship</td>
<td>(3)</td>
</tr>
</tbody>
</table>
| MHS 7807    | Group Supervision in MFT | (1) |}

**THEN** register for MHS 7830 & MHS 7807 in the **SECOND** semester of the two-semester internship

**MFC students MUST ENROLL in internships with the “MHS” PREFIX.**
Mental Health Counseling (ACD) MED/EDS or MAE/EDS:
MHS 7800  Practicum in Counseling  (3)
MHS 7804  Group Supervision in Agency Counseling  (1)
MHS 7805  Practicum II in Agency Counseling  (3)
MHS 7804  Group Supervision in Agency Counseling  (1)
MHS 7830  Internship in Counseling and Development  (5)
MHS 7804  Group Supervision in Agency Counseling  (1)

**NOTE:** IF an Internship is to be **HALFTIME** (20 hours/week for 2 semesters rather than 40 hours/week for 1 semester), **ADD** the following courses for the FIRST semester of enrollment in the two semester internship:

- MHS 6831  Split Internship,  (3)
- MHS 7804  Group Supervision in Agency Counseling  (1)

**THEN** register for MHS 7830 & MHS 7804 in the SECOND semester of the two-semester internship.

MHC students **MUST ENROLL in internships with the MHS PREFIX.**

School Counseling & Guidance (SCG) MED/EDS or MAE/EDS:
MHS 7800  Practicum in Counseling  (3)
SDS 7820  Group Supervision in School Counseling  (1)
SDS 7800  Practicum II in School Counseling  (3)
SDS 7820  Group Supervision in School Counseling  (1)
SDS 7830  Internship in Counseling and Development  (5)
SDS 7820  Group Supervision in School Counseling  (1)

**NOTE:** IF an Internship is to be **HALFTIME** (20 hours/week for 2 semesters rather than 40 hours/week for 1 semester), **ADD** the following courses for the FIRST semester of enrollment in the two semester internship:

- SDS 6831  Supervision for a Split Internship, and  (3)
- SDS 7820  Group Supervision in School Counseling  (1)

**THEN** register for SDS 7830 & SDS 7820 in the **SECOND** semester of the two-semester internship.

SCG students **MUST ENROLL in internships with the “SDS” PREFIX.**
O5. The “SPLIT” INTERNSHIP

Students who wish to "split" an internship (i.e., work 20 hours/week for TWO semesters rather than one semester @ 40hrs/week) must obtain their faculty advisor's permission to do so.

All professional preparation standards applicable to programs in the department require that students receive weekly individual and group supervision during ANY time they are involved in field placements, practica or internships. Therefore, each semester of Internship requires the same amount of supervisory coverage, whether the internship is full-time or half-time (i.e., “split” into two semesters). Choosing a “split” internship means that a student gets double the supervision coverage (e.g., a minimum of 24 sessions of individual clinical supervision rather than the “normal” 12 sessions). Therefore, a split internship requires an additional course selection.

TO REGISTER for the FIRST SEMESTER of a split internship, students MUST register for SUPERVISION for a SPLIT INTERNSHIP (3 credits):

   EDC and ACD students enroll in MHS 6831;
   SCG Students enroll in SDS 6831

AND in the appropriate group supervision section (1 credit).

TO REGISTER for the SECOND SEMESTER of a SPLIT INTERNSHIP, students MUST register for the Internship in Counseling and Development course (5 credits):

   EDC and ACD students enroll in MHS 7830;
   SCG students enroll in SDS 7830

AND in the appropriate group supervision section (1 credit).

Registration for 7830 indicates that the “split” internship is in its final semester.

REMEMBER: to SPLIT an internship:

♦ EDC and ACD students MUST ENROLL in internships with the “MHS” PREFIX.
♦ SCG students MUST ENROLL in internships with the “SDS” PREFIX.
♦ All students must complete a separate application for each semester in which they seek enrollment.
♦ Registration in MHS 6831-Supervision for a Split Internship or SDS 6831-Supervision for Split Internship AND registration in appropriate group supervision applies ONLY to the FIRST semester.

♦ Enroll in MHS 7830-Internship in Counseling or SDS 7830-Internship in Counseling AND in appropriate group supervision to indicate that you have completed your internship requirement(s).

♦ You must complete all requisite evaluation forms and have all requisite evaluations made during BOTH academic terms of enrollment in the internship,

♦ You must pay for a total of ten (10) semester credit hours even though you will only receive program credit for completion of one internship.

O6. The Counselor Education Internship

The counselor education internship (i.e., MHS 7840) is intended to allow students to approximate to the greatest extent possible the work of Counselor Educators. The following statements illustrate the quality of effort and documentation expected within a counselor education internship:

♦ A minimum of 45 hours of service as a classroom instructor (3 class hours per week times 15 weeks per semester).

♦ A minimum of 75 hours of out-of-class service (e.g., consultation about class requirements) to students (5 hours per week times 15 weeks per semester) [Note: All classroom instructors at the University of Florida are required to have at least five hours of "open" office hours per week].

♦ A minimum of 30 hours of service in preparation for classroom instructional activities (2 hours per week times 15 weeks per semester).

♦ A minimum of 60 hours of service for the evaluation of student performance indicators (e.g., grading tests or evaluating papers) (4 hours per week times 15 weeks per semester).

♦ A minimum of 30 hours as a supervisor of MED-only, MAE/EDS, or MED/EDS students in their initial practica (2 supervisees per week times 1 hour per individual supervision session times 15 weeks per semester). [This assignment assumes that the intern has already completed MHS 7808 - Practicum in Supervision]

♦ A minimum of 30 hours in preparation for individual supervision sessions with supervisees (e.g., reviewing case notes, audio or video tapes, etc.) (2 hours per week times 15 weeks per semester).
♦ A minimum of 20 hours in co-leading group supervision sessions with a
department faculty member.

The remainder of student time during the internship may be spent performing a
variety of functions and duties as may be appropriate to counselor educators.
For example, students are encouraged to work with faculty members in
consulting, writing, or professional organization activities whenever such
opportunities arise.

Student Interns are responsible for maintaining accurate records (i.e., logs) of
their time expenditures and activities during their Internship in Counselor
Education. These records are to be presented to the individual supervisor at the
conclusion of the internship.

A member of the Counselor Education faculty must supervise the student
during each Counselor Education Internship. Students receive one hour per
week of individual supervision by student’s assigned faculty chair.

O7. Time Requirements for Practica

Students enrolled in their **FIRST practicum** must accumulate (and document)
a minimum of one hundred fifty (150) hours of practicum-related work during
the academic term. These hours must include a minimum of forty (40) hours of
direct face-to-face contact with clients. The remainder of the time may be spent
in activities such as staff meetings, writing case notes, in-service workshops,
conferring with site hosts or supervisors, and other professional activities
related to practicum responsibilities.

Requirements for the **SECOND practicum** vary by program:

♦ Students enrolled in an SCG MED / EDS second practicum must
accumulate (and document) a minimum of one hundred fifty (150) hours
of practicum-related work during the academic term.

♦ Students enrolled in an ACD or EDC MED / EDS second practicum must
accumulate (and document) a minimum of two hundred fifty (250) hours
of practicum-related work. These hours must include a minimum of sixty
(60) hours of direct face-to-face contact with clients.

Students enrolled in counseling practica also are expected to present a minimum
number of audio or videotapes to their respective individual supervisors during
the academic term. The tapes presented must be of GOOD auditory quality;
inaudible tapes or tapes of poor auditory quality (in the judgment of the
individual supervisor) are NOT acceptable.
O8. Time Requirements for Clinical Internship

A student's internship experience represents a work commitment equivalent to the full-time work performed by a regular employee at the student's internship placement site for fifteen weeks [i.e., one full (Fall or Spring) academic semester], typically, a commitment of six hundred (600) onsite hours.

Therefore, students enrolled in all full-time internships must accumulate (and document) a minimum of six hundred (600) hours of internship related work in the setting during the academic term and document at least one hundred and eighty (180) hours of direct face-to-face contact with clients during an SCG internship, and at least two hundred fifty (250) hours of direct, face-to-face contact with clients during EDC and ACD internship.

Students enrolled in a “split” internship must accumulate (and document) a minimum of three hundred (300) hours in the setting during each academic term and document at least half of the expected face-to-face contact with clients during each semester of the split internship.

Students enrolled in full-time internships are NOT permitted to register for more than a total of 10 credit hours (including internship credits) during the academic term in which the respective internships are taken.

O9. Grades for Practicum/Internship Performance

All practicum, internship, and group supervision courses in the department are graded on an "S/U" (Satisfactory/Unsatisfactory) basis. Courses for which a grade of "S" (Satisfactory) is awarded are counted as part of the total credit hours completed in a program but are not counted for grade point average (GPA) computations (i.e., no "grade points" are awarded for grades of "S").

Please note that a grade of "I" (Incomplete) can NOT be assigned in a course graded "S/U." If you fail to fulfill satisfactorily all the requirements for a practicum, internship, or group supervision during the term in which you are registered for the course, you will be assigned a grade of "U." The assigned grade of "U" can be changed at a later date when you provide documentation that you have successfully completed all the requirements for the course(s).

Technically, your grade will be submitted by the Practicum/Internship Coordinator, at the end of the academic term; it is based on information and evaluative feedback about your performance provided by your site host, and your individual, and group supervisors. Note that you will be assigned a grade
of Unsatisfactory ("U") if all requisite evaluative and other materials from you AND/OR your supervisors are not received prior to the stated deadline.

O10. Individual and Group Supervision

All students enrolled in a practicum or internship through the department are required to have at least one (1) hour per week of individual supervision and one and one-half (1 & 1/2) hours per week of group supervision by supervisors approved by the department. All faculty members in the department are approved supervisors.

Supervision assignments are posted near the Practicum/Internship Coordinator's office prior to the beginning of each academic term.

Students enrolled in either a practicum or internship must contact their assigned supervisors, arrange for meeting times, and submit the Individual Supervision Confirmation Form by the end of the FIRST FIVE days of regularly scheduled classes during the academic term. If you and your assigned supervisor cannot find a mutually convenient meeting time for supervision, you will have to postpone the practicum or internship until the following semester.

O11. Site Host Supervision

Each student enrolled in a practicum or an internship has a "Site Host", a professional employed in the setting who (usually) has volunteered to oversee the student's practicum or internship activities. The Site Host has the final authority for all decisions made and/or actions taken about the student's roles and activities while attempting to fulfill practicum or internship functions and responsibilities at the setting.

In appreciation for services rendered, UF awards SUS tuition (fee) waivers to Site Hosts (who automatically qualify) for serving as hosts for students in practicum or internship. One fee waiver is awarded for each full-time internship student, two half-time internship students, or two practicum students supervised. Allocation of fee waivers to Site Hosts (for services rendered) is "automatic" in the sense that the fee waivers must be processed regardless of whether the Site Hosts intend to use them. Therefore, it is essential that site hosts provide all the information requested on the Practicum / Internship Site Agreement Form so that the fee waivers can be expedited. Fee waivers earned by site hosts are not transferable.
O12. Students' Evaluation of Supervisors

Students are asked to evaluate their individual and group supervisors at the end of each semester using the SUPERVISOR FEEDBACK FORM. This form must be completed and returned prior to 5:00 pm on the last day of regularly scheduled classes in the academic term in which the supervision takes place or a grade of incomplete (“I”) will be recorded for the practicum / internship classes in which students are registered.

The collective information derived from students' evaluations of supervisors is used, in part, to adjust supervision assignments and, in the case of department faculty, to construct annual performance evaluations of the department faculty and the Department Chairperson.

When completing a supervisor rating form, only the information requested should be provided. Do not place any identifying information (e.g., name or student number) on the form. Evaluations of supervisors will in no way affect permanent grades in practicum or internship if they are turned in on time because supervisors do not see them until grades have been posted.

O13. Student Evaluation of Sites & Site Host Supervision

Students are also asked to evaluate the setting in which the practicum or internship was completed and the Site Host at that setting. The information provided will be helpful in determining the suitability of the site for subsequent placements. The Practicum/Internship Setting Report Form must be completed and returned no later than 5:00 pm on the last day of regularly scheduled classes in the academic term in which the supervision takes place or a grade of incomplete (“I”) will be recorded for the practicum/internship classes in which students are registered. Evaluations of sites and site hosts will in no way affect permanent grades in practicum or internship if they are turned in on time because site hosts do not see them until grades have been posted.

O14. Site Host Evaluation of Student Performance

Feedback from the site host is one of three important sources of information considered in monitoring student progress and determining grades for practicum and/or internship experiences. Therefore, each site host is asked to complete and return a Site Host's Mid-Term Evaluation as well as a Site Host's End-of-Term Report. These evaluation forms should be provided to the Site Host by the student and must be completed and returned no later than 5:00 PM on the last day of regularly scheduled classes in the academic term in which the
supervision takes place or a grade of incomplete ("I") will be recorded for the practicum / internship classes in which the student is registered.

**O15. Group Supervisor's Evaluation of Student Performance**

Feedback from the group supervisor is the second important source of information considered in monitoring student progress and determining grades for practicum and/or internship experiences. Therefore, each group supervisor is asked to complete and return a Group Supervisor's End-of-Term Report. These evaluation forms should be provided to the Group Supervisor by the student and must be completed and returned no later than 5:00 PM on the last day of regularly scheduled classes in the academic term in which the supervision takes place or a grade of incomplete ("I") will be recorded for the practicum/internship classes in which the student is registered.

**O16. Individual Supervisor's Evaluation of Student Performance**

Feedback from the individual supervisor is the third important source of information considered in monitoring student progress and determining grades for practicum and/or internship experiences. Therefore, each individual supervisor is asked to complete and return an Individual Supervisor's End-of-Term Report. These evaluation forms should be provided to the Individual Supervisor by the student and must be completed and returned no later than 5:00 PM on the last day of regularly scheduled classes in the academic term in which the supervision takes place or a grade of incomplete ("I") will be recorded for the practicum/internship classes in which the student is registered.

**O17. Selection Criteria for Practicum/Internship Sites for Mental Health Counseling**

The department of Counselor Education selects a variety of sites for placement of counselor trainees for practica and internships. The requirements for selection and continuation as a training site are listed below. In general the department selects sites that provide effective clinical training and operate under acceptable professional and ethical guidelines. The following selection criteria apply:

**Physical Facilities:**

Adequate facilities for individual, family, and group counseling should be provided. This generally means a private office that is reasonably soundproof, with several chairs, and an agency policy preventing interruptions during counseling. Video recording facilities should also be provided. Audiotaping is
acceptable if video is not possible. The agency should provide an informed consent form that includes a statement seeking approval for recording. Adequate waiting room space for clients and a system for receiving clients to be seen by student counselors should also be in place.

**Client/Case Availability and Balance:**

Both the practicum and internship require that students have several ongoing cases per week. These need not be long-term cases, but student counselors need to be able to have ongoing cases for training purposes. The site host is responsible for assisting the student in developing a case load within the first few weeks of the semester. The site host should also develop a contract with the student trainee that insures a reasonable balance of clinically focused activities. If an agency has different types of clients and therapeutic modalities, trainees should have an opportunity to gain as broad an experience as possible. Trainees should also be introduced to the general operations of the agency through attending meetings, observation, and discussion; however, student trainees should not be expected to do administrative work except as related to their clinical assignments.

**Supervision/Monitoring:**

Individual and group supervision may be arranged by the department or within the agency. Generally, it is a good idea for a student to experience supervision from both department faculty and site counselors during their practica and internships. Individual supervision should be a minimum of one hour per week and group supervision a minimum of 1 and 1/2 hours per week. A licensed mental health professional must be on site or immediately on call whenever a student trainee is counseling a client. The site host has overall responsibility for overseeing the on-site training activities and should remain in close contact with the trainees and the department.

**Professional and Ethical Standards and Support:**

All agency employees should be aware of ethical and professional standards and students should not be asked to violate general professional rules of conduct. Students and site hosts are expected to discuss any ethical or professional problems they encounter and if necessary involve the department. Students should be treated as professional trainees. They should not be assigned secretarial, clerical, or other non-clinical duties.
**Student Safety:**

Student safety should be a top priority. Weapons of any sort should not be stored in counseling areas and work with potentially violent clients must be closely supervised.

**Coordination:**

Adequate coordination between the site and the department is crucial. The department graduate assistant and faculty practicum/internship coordinator will visit every training site on a regular basis and maintain close contact with site hosts. Close working relationships are important and must be given a high priority by all concerned.

**Orientation:**

All sites should have an well organized orientation for trainees. This should include a review of the agency goals, functions, policies, and an introduction to personnel in the agency. Trainees should also receive copies of all relevant policies and procedures and should be expected to read and become familiar with them as part of their training experience.

**Remuneration:**

The department encourages sites to develop paid internship experiences for students. If a student accepts employment as an intern he or she must follow all of the training guidelines as well as employment conditions. Job duties must not interfere with the internship training experience. The department discourages hiring practicum or intern trainees for part time clerical or administrative positions while they are in a training status; however, this may be possible in special circumstances which must be approved by the department.

**Termination of internship/practicum:**

If problems arise regarding student performance or dissatisfaction with the site, the difficulties should be brought to the attention of the site host and the department graduate assistant or coordinator. If an informal discussion and attempts to solve the problems fails, the site may request that the student be withdrawn from the practicum or internships or the student may request that he or she be withdrawn by the department. In either case, a request should be submitted in writing to the practicum/internship coordinator. The department chair, graduate coordinator, and practicum/internship coordinator will review the situation.
O18. Choosing a Practicum/Internship Setting

A practicum or internship setting can be a:

♦ Public or private community agency;
♦ Elementary, middle, or secondary school;
♦ Community or junior college or university;
♦ For-profit or not-for-profit business;
♦ Publicly or privately funded service program;
♦ Or other appropriate setting which offers opportunities for Counselor Education students to gain professional experience and agrees to supervise those students on site while they deliver the expected professional service(s).

The department has approved many settings (i.e., "sites") for students' practica and internship experiences. A list of currently approved settings is available in the department office. Typically, you can select (in consultation with your Faculty Advisor and the Practicum/Internship Coordinator) the settings in which you complete your required practica and internships.

You also may develop contacts with new (i.e., not previously approved) settings applicable to their respective areas of specialization, which are potentially suitable practicum/internship settings. If you and your Faculty Advisor identify a setting in which you want to do a practicum or internship and it has not been approved previously, please contact the department Practicum/Internship Coordinator and ask that the site be considered for department approval.

Please note that each practicum and internship are separate, sequential experiences; concurrent registration in a practicum and an internship or in two practica or in two internships is not permitted.

O19. School Counseling Placements:

If you plan to do a school counseling practicum or internship in OTHER THAN Alachua County, follow the procedures described previously for students enrolled in ACD, SPH, or EDC programs.

If you plan to do a practicum or internship in Alachua County schools, submit all required application materials (i.e., Control Log, Application Form) and follow the prescribed procedures. However, note, placements in schools in Alachua County are determined by the SCG Program Coordinator in conjunction with the Alachua County Director of Guidance Services and the Practicum/Internship Coordinator. These individuals meet after all applications for placements in the Alachua County Schools have been received, and
collaboratively determine the most appropriate placements for students in these schools. After the Alachua County school counseling placements have been determined, you will be notified of your placement. Upon receiving notification you should contact the school counselor to arrange for initiation of your practicum or internship. Do not contact the school or school counselor until you have received your official notification.

O20. APPLICATION PROCEDURE

See Your Chairperson First

Students who plan to enroll in a practicum or internship should first consult with their Doctoral Committee Chairperson to discuss their readiness for practicum or internship and to review sites appropriate for the student's level of skill development and preferred clientele. You are encouraged to choose your practicum and internship sites carefully. Search for a “good enough fit” among the type of clientele served in the setting, the types of services provided in the setting, the staffing needs of the sites, and your professional goals, interests, abilities, and skills.

Record potential sites agreed upon and secure your Doctoral Committee Chairperson's signature approval on the Practicum/Internship Application Form. Then submit the completed application form to the Practicum/Internship Coordinator FOR APPROVAL BEFORE CONTACTING potential sites.

Students are asked to recognize and respect the time demands placed on Mental Health Professionals working at practicum/internship placement sites and to use time granted wisely. As a first step toward that end, STUDENTS ARE SPECIFICALLY ASKED to NOT CONTACT PROSPECTIVE PRACTICUM or INTERNSHIP SITES PRIOR TO RECEIVING AUTHORIZATION from the DEPARTMENT PRACTICUM/INTERNSHIP COORDINATOR.

Submit an Application

Students are asked to APPLY to the Practicum/Internship Coordinator during the academic term immediately PRECEDING the one in which they plan to participate in any practicum or internship experience. (The application must be completed before regular registration so that students are able to participate in advance registration). Practicum and internship application deadlines are 5:00 PM on the Friday of the seventh (7th) week of classes for Fall and Spring semesters, and 5:00 PM on the Friday of the fifth (5th) week of “A” term classes during the Summer semester. Please note that application deadlines are
strictly enforced; applications are NOT accepted after these stipulated deadlines.

A complete application for a practicum or internship includes the submission of a fully completed Control Log and Application form by the stipulated deadline. Note that an incomplete application or one submitted after the appropriate deadline will NOT be processed!

Contact the Site

After the application has been approved, contact each approved site and arrange an interview. Be sure to ask about site expectations and opportunities and about on-site case consultation and supervision. Be prepared to make a decision in a timely fashion if the site offers you a practicum or internship position.

Register as Required

When a site has been agreed upon, register. For most practica or internships offered through the department, registration for both a practicum or internship AND a group supervision is required. The guidelines for registration follow the typical sequential pattern identified in section M3 above. Remember, IF you register for ANY of the following courses:

- MHS 7800 Practicum I in Counseling-150 Hours (3)
- MHS 7805 Practicum II in Agency Counseling (3)
  OR
- MHS 7806 Practicum II in Marriage & Family Counseling (3)
  OR
- SDS 7800 Practicum II in School Counseling (3)
- MHS 7830 Internship in Counseling and Development (5)
  OR
- MHS 6831 Supervision for Split Internship [first semester] (3)
  AND
- MHS 7830 Internship in Counseling & Development [2nd semester] (5)
  OR
- SDS 7830 Internship in Counseling and Development (5)
  OR
- SDS 6831 Supervision for Split Internship [first semester] (3)
  AND
- SDS 7830 Internship in Counseling and Development [2nd semester] (5)
You MUST ALSO register for **ONE** of the following courses:

- MHS 7804  Group Supervision in Agency Counseling  (1)
- **OR**
- MHS 7807  Group Supervision in Marriage and Family Counseling  (1)
- **OR**
- SDS 7820  Group Supervision in School Counseling  (1)
SECTION P. - PRACTICUM and INTERNSHIP FORMS & INSTRUCTIONS

Section P1. Instructions for Practicum/Internship Forms

A total of 12 different forms must be received by the Practicum/Internship Coordinator by the stipulated deadlines in order for you to receive an “S” (Satisfactory) grade rather than a “U” (Unsatisfactory) grade for each of your practicum and internship experiences.

PLEASE be conscientious and timely in adhering to the guidelines and instructions presented below for processing practicum and internship forms. Your timeliness is an essential part of the “hidden curriculum” in the practicum/ internship experience.

Refer to the appropriate form(s) as you read the instructions below and be sure to make a sufficient number of high-quality photocopies of these forms BEFORE using them!

P2. Practicum/Internship Student’s Date Log

The very first thing to do to complete a practicum or internship successfully is to determine the deadline dates applicable to each of your practica or internships early in the academic term preceding the one in which you plan to participate. Each semester the Practicum/Internship Coordinator will post a Master Copy of the Practicum/Internship Date Log on her/his office door or on the Counselor Education Bulletin Board, which will specify deadlines for that semester. Use your copy of the Student’s Date Log to record the SPECIFIC DATES the various application materials and reports need to be processed in order for you to complete a practicum or internship successfully.
P2. PRACTICUM/INTERNSHIP STUDENT'S DATE LOG FORM

Write the YEAR after the relevant semester: FALL_______
SPRING_______SUMMER ______

Directions: Record the DEADLINE DATE on the line provided which specifies when the item is due in the semester identified above. DO NOT HAND the DEADLINE LOG IN.

- Control Log AND Application Form
  - For a SPRING term practicum or internship,
    due by 5:00 PM Friday of the 7th week of Fall term
  - For a SUMMER term practicum or internship,
    due by 5:00 PM Friday of the 7th week of Spring term
  - For a FALL term practicum or internship,
    due by 5:00 PM Friday of the 5th week of Summer C

- Site Agreement Form
  - For a SPRING term practicum or internship,
    due by 5:00 PM Friday of the 12th week of Fall term
  - For a SUMMER term practicum or internship,
    due by 5:00 PM Friday of the 12th week of Spring term
  - For a FALL term practicum or internship,
    due by 5:00 PM Friday of the 9th week of Summer C

- Individual Supervision Confirmation Form
  - EVERY Semester…due by 5:00 PM Friday of the 1st week of term

- Practicum/Internship Prospectus
  - EVERY Semester…due by 5:00 PM Friday of the 2nd week of term

- Site Host Mid-Semester Report
  - FALL/SPRING…Distribute 7th week of term…due by 5:00 Friday of the 9th week of term
  - SUMMER…Distribute 5th week of term…due by 5:00PM Friday of 7th week of term
Site Host End-of-Term Report,
  Group Supervisor's End-of-Term Report,
  Individual Supervisor's End-of-Term Report,
  Student's Log of Activities

distributes two weeks before end of term
due by 5:00 PM on the last day of regularly scheduled classes

EVERY Semester…Distribute two weeks before end of term
due by 5:00 PM on the last day of regularly scheduled classes

Site Information Form
  Practicum/Internship Supervisor Behavior Rating Scale

every Semester, due by 5:00 PM Friday of last week of term
P3. Practicum/Internship Control Log

The Control Log enables the department to record your completion of the requirements for each practicum or internship in which you are registered. Please TYPE the information requested.

Record your name, the academic term and YEAR for which the Control Log and accompanying forms apply, the EXACT course numbers and titles for the practicum or internship for which you will enroll and for the corresponding group supervision. This form is to be submitted along with the Application Form.
**P3. UF PRACTICUM / INTERNSHIP CONTROL LOG FORM**

Student's Name:_____________________________  SSN#:________________________

Phone:____________________ E-MAIL Address:________________________

Semester and Year:  FALL ______  SPRING_______  SUMMER_______

Practicum I___Practicum II___Internship (1st half)___(2nd half)___(full time)___

| Practicum / Internship Assistant Coordinator will enter dates after forms are received |
| ______Application Form |
| ______Control Log |
| ______Site Agreement Form |
| ______Individual Supervision Confirmation Form |
| ______Prospectus |
| ______Site Host’s Mid-Semester Report Form |
| ______Site Host’s End-of-Term Report Form |
| ______Group Supervisor's End-of-Term Report Form |
| ______Individual Supervisor's End-of-Term Report Form |
| ______Site Information Form |
| ______Group Supervisor's Behavior Rating Scale |
| ______Individual Supervisor's Behavior Rating Scale |
P4. Practicum/Internship Application

Read the information provided in this section of the Handbook and consult with your faculty advisor before completing this form. It is crucial that all the information requested on this form be provided completely and accurately.

Please TYPE the information requested! Enter the academic term to which the application applies, your name, mailing address, E-MAIL address, any telephone and FAX numbers where you may be contacted, and your faculty advisor's name. Place an "X" on the line to the right of the degree(s) you expect to receive upon completion of the program in which you are enrolled and indicate the name of the program in which you are enrolled (i.e., Marriage and Family Counseling, Mental Health Counseling, or School Counseling).

Indicate on the application form the name of the practicum or internship and group supervision in which you intend to enroll. Indicate the course abbreviations for both the practicum or internship and the group supervision for which you will register (for the academic term to which the application applies).

Enter the names of the sites at which you would like to participate in a practicum or internship. It is essential that this information be complete. For example, an appropriate entry would be Mental Health Services / Children's Outpatient; or Alachua County Schools / Terwilliger Elementary School.

A listing of potential sites for practicum or internship is available from the department office. This list is NOT included with this handbook because the list is updated frequently. Be sure to refer to a current listing before completing an application form.

Remember, you need your faculty advisor's approval as well as the Practicum/Internship Coordinator's approval BEFORE you contact a site about participating in a practicum or internship at the site. Obtain your faculty advisor's approval and signature before submitting this form to the Practicum/Internship Coordinator.

The Application Form is to be submitted along with the Control Log. When they are received a file folder will be opened in your name which will contain the documents confirming your completion of practicum and/or internship requirements during your academic career at UF.
P4. UF PRACTICUM / INTERNSHIP APPLICATION FORM

Indicate the academic term to which this application applies by providing the YEAR in the space provided:

Fall_______ Spring_______ Summer_______
Practicum I____ Practicum II____ Internship (1st half)____ (2nd half)____ (fulltime)____

Student’s Name:_________________________________________________

Address:________________________________________________________________________

________________________________________________________________________________

E-MAIL Address__________________________________________________________

Telephone(s) (H)______________________ (W)_______________________

Faculty Advisor: _________________________________________________

Degree(s) sought: MEd/EdS____ MAE/EdS____ EdS____
Marriage & Family (EDC)____ Mental Health (ACD)____ School (SCG)____

Prac/Internship Course Abbreviation & Number_________________________

Group Supervision Course Abbreviation & Number_________________________

Type or print the complete name(s) of the site(s) to which you want to apply for this practicum or internship experience.

1._____________________________________________________________

2._____________________________________________________________

3._____________________________________________________________

4._____________________________________________________________

Advisor’s Signature___________________________________ Date________

Practicum/Internship Coordinator’s
Signature__________________________________ Date______________
P5. Practicum/Internship Site Agreement

When you have received authorization from the Practicum/Internship Coordinator, contact the potential site hosts and/or administrators (as appropriate) listed on your application immediately. [Remember, there likely will be many students applying to the same site(s)].

When you have reached agreement with a site to participate in a practicum or internship at the site, enter the appropriate information on the Site Agreement Form. Your site host must provide a social security number, mailing address, telephone number, E-Mail address (if available) and FAX number (if available).
The Site Host must be a professional employed at the site who: (a) has academic and professional credentials exceeding those of the student and (b) agrees to coordinate, manage, and/or administrate the student's professional preparation activities at the site. Professionals who serve as site hosts automatically receive a University of Florida Tuition Waiver voucher for providing this service. This tuition waiver voucher must be processed, even if the site-host does not intend to use it. Therefore, the following information must be provided in order for the student to do a practicum or internship at the site.

Student’s Name: _________________________________Course #________
Semester and Year: Fall___________ Spring____________ Summer________
Practicum I__ Practicum II__ Internship (1st half)__(2nd half)__(full time) ___
Site:________________________________________

Site Host's Information
Name: ______________________________________SSN:________________
Mailing Address:
__________________________________________________
________________________________________________________________

Telephone Number: _____________________FAX Number: ______________
E-Mail Address: ________________________________
I am a State of Florida Employee. Yes _____No_________

AUTHORIZATION
Your signature below indicates authorization for the student identified above to participate in a practicum or internship at your site as well as your commitment to serve as a site host for that student.

Site Host's Signature: ________________________________Date:__________
At some sites, a student receives “Individual Supervision” from a qualified professional employed by the site. Individual supervision involves a minimum of one (1) hour per week of one-to-one supervision between the student and supervisor, and is provided in addition to site host activity. IF (and only if) the student is to receive onsite individual supervision, please provide the individual supervisor's name. Please include license number if applicable.

Onsite Individual Supervisor: ______________________________________
FL license:____________________ Email address:______________________

At some sites, a student receives “Group Supervision” from a qualified professional employed by the site. Group supervision involves a minimum of one and one-half (1 & 1/2) hours per week of group supervision by the supervisor for the student and other students and/or employees of the site, and is provided in addition to site host supervision activity. IF (and only if) the student is to receive onsite group supervision, please provide the group supervisor's name.

Onsite Group Supervisor:__________________________________________
FL license: _____________________ Email address: ____________________
P6. Individual Supervision Confirmation

Individual supervision assignments are made as soon as possible after all Site Agreement Forms are received. (No individual supervision assignments are made until all can be made to allow for the greatest possible equity in supervision assignments).

To determine your assigned individual supervisor, consult the list of supervision assignments, which is posted on the bulletin board next to the department office as soon as they are made. (Please do NOT call the department's secretarial staff to inquire about your assigned individual supervisor. They have been instructed specifically not to give this information over the telephone).

Once you know who your assigned individual supervisor is, contact that person, arrange for your weekly individual supervision sessions, complete the Individual Supervision Confirmation Form, sign and date the form yourself, and present it to your individual supervisor for her/his signature. (If appropriate, present a STAMPED, pre-addressed envelope along with the form). Turn in the completed form to the Practicum/Internship Coordinator by the stipulated deadline.
P6. UF PRACTICUM / INTERNSHIP INDIVIDUAL SUPERVISION CONFIRMATION FORM

This form is to be returned, completed and signed, to the Practicum/Internship Coordinator by no later than 5:00 pm on Friday of the first full week of classes in the academic term for which it applies.

Student/Supervisee’s Name: _________________________________________

Semester and Year: Fall ___________ Spring ____________ Summer________

Practicum I__ Practicum II__ Internship (1st half)___(2nd half)___(full time)___

Individual Supervisor: ______________________________________

We have agreed to conduct individual supervision sessions each week of this term
on (day) ___________________________ at (time)____________________

Student's Signature: ______________________________________

Individual Supervisor's Signature: ________________________________

Date: _________________________
**P7. Practicum/Internship Prospectus**

Good professional practice dictates that clear on-site practicum/internship expectations be established and agreed upon by the student, the student’s site host, and the student’s supervisors. Therefore, each student enrolled in a practicum or internship is required to complete a prospectus early in the academic term. Discuss your intended practicum or internship experience with your advisor, your site host, and your supervisors. When you have reached consensus about the activities in which you will engage and the responsibilities you will have during your practicum or internship, complete the descriptive portion of the Prospectus and have your Doctoral Committee Chairperson, site host, and supervisor(s) sign your Prospectus form. If necessary, provide a STAMPED, pre-addressed envelope so that your Prospectus can be returned to the Practicum/Internship Coordinator by the stipulated deadline.
P7. UF PRACTICUM / INTERNSHIP PROSPECTUS FORM

Student’s Name: _______________________________________
Practicum I__Practicum II__Internship (1st half)__(2nd half)__ (full time)____
Semester and Year:  Fall ___________Spring ___________Summer __________
Date academic term begins: ___________Date academic term ends: ___________
Site: ____________________________________________
Site Host's Name: __________________________________
    Job Title: ___________________________FL License # ____________
    Highest Degree Held: ________Major Field: ____________________
Individual Supervisor: ___________________________FL License # ____________
Group Supervisor: ______________________________FL License # _______

Please TYPE a complete description below (adding additional pages as needed) of the professional activities in which you will be engaged during this practicum or internship. Be as specific as possible: indicate the TIME you will spend at the site (per week) and the ACTIVITIES in which you will be engaged (e.g., individual, small group, or family counseling; large group guidance; consultation; staff development; evaluation procedures; and/or case conferences).

This prospectus must be approved by your respective site host, individual supervisor, and faculty advisor (whose signatures indicate approval) and returned to the Practicum/Internship Coordinator by no later than 5:00 pm on Friday of the second full week of classes of the academic term to which this prospectus applies.

Site Host: _________________________________________Date: ___________
Individual Supervisor: ______________________________Date: ___________
Advisor:__________________________________________Date: ___________
P8. Counselor Education Internship Prospectus

This sheet must be completed and signed by the student and her/his supervisor and turned into the Practicum/Internship Coordinator at least one month prior to the end of the semester before the Counselor Education Internship is to begin. Each **doctoral** student is required to complete one, full-time internship in Counselor Education. Students must register for MHS 7840 Counselor Education Internship (6 credits).
P8. COUNSELOR EDUCATION INTERNSHIP PROSPECTUS FORM

A detailed plan of activities should be arranged and specified below. This plan should include activities such as (a) teaching assistance in graduate courses, (b) teaching undergraduate courses, (c) clinical supervision, and (d) other departmental activities. Please see Section O-6 for an excerpt describing the Counselor Education Internship from the Doctoral Student Handbook.

Term:__________________________________
Doctoral Student’s
Signature:______________________________Date:________________

Supervisor’s (doctoral advisor)
Signature:______________________________Date:________________

The supervisor will notify the Practicum/Internship Coordinator in writing no later than the last day of the term of successful completion of the internship.
P9. Site Host’s Mid-Semester Report

You are to ask your Site Host to complete a Site Host Mid-Semester Report communicating information about your performance and to send it to the department. TYPE your name, your site host's name, and the name of the site on the Site Host Mid-Semester Report form in the appropriate spaces, give it to your site host supervisor along with a STAMPED, pre-addressed envelope, and ask that it be completed and returned to the Practicum/Internship Coordinator by the stipulated deadline.
To the Site Host:

The Counselor Education Faculty is grateful for your willingness to serve as a Site Host for the student identified below. You are playing a vital role in her/his personal and professional development and we thank you.

We ask that you help us monitor this student’s performance at your site by providing us with summary comments about the student’s work to this point in the academic term. Please return this form to the Practicum/Internship Coordinator in the envelope provided by the student (c/o University of Florida, 1215 Norman Hall, PO Box 117046, Gainesville, FL 32611-7046).

Again, thank you for your work on this student’s behalf!

Student: _____________________________________________

Practicum I__Practicum II__Internship (1st half)__(2nd half)__(full time)__

Semester and Year: Fall _____________ Spring___________ Summer__________

Site Host: ____________________________________

Site: ________________________________________

_____Check here (only) if you would like to be contacted to discuss the student's progress thus far. Please identify the best method and time to reach you.

Site Host's Comments:

Site Host’s Signature____________________________Date______________
P10. Site Host’s End-of-Term Report

Feedback from your site host is one of three important sources of information considered in determining your grade for your practicum or internship experience. Therefore, each site host is asked to complete and return a Site Host End-of-Term Report. TYPE your name, your site host's name, and the name of the site on the Site Host Mid-Semester Report form in the appropriate spaces, give it to your site host supervisor along with a STAMPED, pre-addressed envelope, and ask that it be completed and returned to the Practicum/Internship Coordinator by the stipulated deadline.
P10. Site Host’s End-of-Term Report Form

Student’s Name: ______________________________________

Site Host’s Name:_____________________________________

Practicum I__Practicum II__Internship (1st half)___(2nd half)___(full time)___

Semester and Year: Fall ___________ Spring____________ Summer__________

Course Name and Number: ________________________________

To the Site Host:

Information from you helps the Counselor Education Faculty to determine the appropriate grade for the student identified and to plan future practicum and/or internship and supervision experiences for this student. Please return this form to the Practicum/Internship Coordinator (University of Florida, 1215 Norman Hall, PO Box 117046, Gainesville, FL 32611-7046).

Again, Thank you for your work on this student’s behalf!

Directions: Please indicate your judgment of the above named student’s performance in her/his practicum/internship by rating her/him on the items below. Place the number that best represents your evaluation on the line to the left of the item on which the student is being evaluated. Elaborate on the student’s assets and strengths on the reverse side of this page, and please explain if you give Unsatisfactory or Below Expectation ratings. Use the rating scale below:

(1) Unsatisfactory
(2) Below Expectations for training level
(3) Satisfactory; meets expectations for training level
(4) Above Expectations for training level
(5) Outstanding
(NA) Insufficient Contact to Judge
_____Development of professional skills
_____Cooperation with (regularly employed) staff
_____Adherence to policies and procedures
_____Timeliness in completing required paperwork
_____Fulfillment of duties outlined in Prospectus
_____Openness to feedback on professional performance
_____Openness to feedback on personal performance/behaviors
_____General adaptation to work setting
_____General professional functioning and effectiveness

Site Host’s Signature_____________________________ Date________________

Feedback from your group supervisor is a second important source of information for determining your grade for your practicum or internship. Therefore, each group supervisor is requested to complete and return a Group Supervisor's End-of-Term Report form. TYPE your name, your group supervisor’s name, and the name of the site on the Group Supervisor’s Mid-Semester Report form in the appropriate spaces, give it to your group supervisor (along with a STAMPED, pre-addressed envelope, if necessary) and ask that it be completed and returned to the Practicum/Internship Coordinator by the stipulated deadline.
P11. Group Supervisor’s End-of-Term Report Form

Student’s Name: ________________________________________

Practicum I__Practicum II__Internship (1st half)__(2nd half)__ (full time)____

Semester and Year: Fall ___________ Spring ____________ Summer________

Course Name and Number: ______________________________

Group Supervisor’s Name: ___________________ Site:___________________

Directions: Please indicate your judgment of the above named student’s performance in her/his practicum/internship by rating her/him on the items below. Place the number that best represents your evaluation on the line to the left of the item on which the student is being evaluated. Elaborate on the student’s assets and strengths on the reverse side of this page, and please explain if you give Unsatisfactory or Below Expectation ratings. Use the rating scale below:

(1) Unsatisfactory
(2) Below Expectations for training level
(3) Satisfactory; meets expectations for training level
(4) Above Expectations for training level
(5) Outstanding
(NA) Insufficient Contact to Judge

Please return this form to the UF Practicum/Internship Coordinator (University of Florida, 1215 Norman Hall, PO Box 117046, Gainesville, FL 32611-7046).

_____Development of professional skills
_____Cooperation with group and supervisor
_____Adherence to policies and procedures
_____Timeliness in completing required paperwork
_____Fulfillment of duties outlined in Prospectus
_____Provision of work samples (i.e., audio/videotapes, etc.)
_____Openness to feedback on professional performance
_____Openness to feedback on personal performance/behaviors
_____General adaptation to work setting
_____General professional functioning and effectiveness

Recommended Grade: ___S (Satisfactory) ___U (Unsatisfactory)

Group Supervisor’s Signature___________________________ Date________
P12. Individual Supervisor's End-of-Term Report

Feedback from your individual supervisor is the third important source of information for determining your grade for your practicum or internship. Therefore, each individual supervisor is requested to complete and return an Individual Supervisor's End-of-Term Report. TYPE your name, your individual supervisor's name, and the name of the site on the Mid-Semester Report form in the appropriate spaces, give it to your group supervisor (along with a STAMPED, pre-addressed envelope, if necessary) and ask that it be completed and returned to the Practicum/Internship Coordinator by the stipulated deadline.
**P12. Individual Supervisor’s End-of-Term Report Form**

Student’s Name: ________________________________________

Practicum I__Practicum II__Internship (1st half)___(2nd half)___(full time)____

Semester and Year: Fall____________Spring___________Summer_________

Course Name and Number: ___________________________

Individual Supervisor’s Name: ____________________________________

Site:____________________________________

Directions: Please indicate your judgment of the above named student’s performance in her/his practicum/internship by rating her/him on the items below. Place the number, which best represents, your evaluation on the line to the left of the item on which the student is being evaluated. Elaborate on the student’s assets and strengths on the reverse side of this page, and please explain if you give Unsatisfactory or Below Expectation ratings. Use the scale below:

1. Unsatisfactory  
2. Below Expectations for training level  
3. Satisfactory; meets expectations for training level  
4. Above Expectations for training level  
5. Outstanding  
   (NA) Insufficient Contact to Judge

Please return this form to the UF Practicum/Internship Coordinator (University of Florida, 1215 Norman Hall, PO Box 117046, Gainesville, FL 32611-7046).

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of professional skills</td>
<td></td>
</tr>
<tr>
<td>Cooperation with supervisor</td>
<td></td>
</tr>
<tr>
<td>Adherence to policies and procedures</td>
<td></td>
</tr>
<tr>
<td>Timeliness in completing required paperwork</td>
<td></td>
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<tr>
<td>Fulfillment of duties outlined in Prospectus</td>
<td></td>
</tr>
<tr>
<td>Provision of work samples (i.e., audio/videotapes, etc.)</td>
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<td>Openness to feedback on professional performance</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>General adaptation to work setting</td>
<td></td>
</tr>
<tr>
<td>General professional functioning and effectiveness</td>
<td></td>
</tr>
</tbody>
</table>

Recommended Grade: ___S (Satisfactory) ___U (Unsatisfactory)

Individual Supervisor’s Signature___________________________Date_______
P13. Practicum/Internship Site Information Report

Both the department and current and future students value your opinions of your practicum or internship experiences. The information you provide will help (a) the department determine the suitability of various placement sites and (b) other students determine the potential appropriateness for them of the site at which you completed a practicum or internship. Therefore, please complete and turn in the Site Information Form to communicate your opinions.
P13. UF Practicum/Internship Site Information Report Form

Please comment on the agency in which you are about to complete a practicum or internship. Your comments may be available to other students seeking information about the site. Do NOT identify yourself on this form.

Site: __________________________________________________________

Semester and Year: Fall_________Spring_________Summer__________

Site Host: ____________________________________________

Types of clients and their presenting problems:

Numbers/frequencies of clients:

Types of activities available to students:

Nature of agency's expectations for students:

Prerequisites for placement at the site:

Taping policies and opportunities:

Physical facilities available to students:

Please comment, on the back of this page, on the overall quality of the site for a practicum or internship placement.
P14. Practicum/Internship Supervisor Rating Scale

Supervisors value feedback about their performance. Therefore you are asked to rate each of your supervisors (i.e., your Individual Supervisor, your Group Supervisor, and your Site Host) each semester using the Supervisor Rating Scale. Enter the supervisor’s name and the academic term information requested in the appropriate spaces on each form, staple the pages together, and rate the performance of the person identified on each item on the form. Please add additional comments as you deem appropriate. When you have completed each form, return them to the Practicum/Internship Coordinator's Administrative Assistant.

Individual evaluations submitted by students are not disclosed; only aggregate (i.e., group) data are used. Supervisor rating forms are NOT processed by the Practicum/Internship Coordinator. Rather, they are processed by the Practicum Internship Coordinator's Administrative Assistant. Regardless of whether personally delivered or mailed, upon receipt the Practicum/Internship Coordinator’s Administrative Assistant will note on your Control Log that you have submitted the forms and then place them in a folder containing supervisor rating forms from other students. Great care is taken to protect the anonymity of your ratings - but you must let the Practicum/Internship Coordinator’s Administrative Assistant know that you have submitted them.
P14. Practicum/Internship Supervisor Rating Scale Form

Supervisor's Name: _______________________________________

Served as: Individual Supervisor ___________Group________ Site
Host______

Semester and Year: Fall ________Spring________Summer__________

Do NOT put your name on this form

The following items are descriptions of supervisor behaviors that
contribute to effectiveness in supervising students. Please rate the supervisor
named above on each item that follows using the scale below:

1 = almost always descriptive of my supervisor's behavior
2 = frequently descriptive of my supervisor's behavior
3 = generally descriptive of my supervisor's behavior
4 = infrequently descriptive of my supervisor's behavior
5 = almost never descriptive of my supervisor’s behavior

_____Gives appropriate feedback to me about my effective personal and
   professional behaviors
_____Gives appropriate feedback to me about my less effective personal and
   professional behavior
_____Describes my behaviors in respectful, non-punitive ways
_____Gives direct behavioral suggestions when appropriate
_____Effectively, non-punitively confronts me when appropriate
_____Helps me evaluate the effectiveness of my personal and professional
   behaviors
_____Establishes clear goals with me by which progress can be assessed
_____Provides evaluative information about me as frequently as needed
_____Helps me develop self-confidence as an emerging professional
_____Shares his/her relevant professional experiences with me
_____Demonstrates openness to address professional issues
____Models effective, task-oriented behaviors in supervision
____Provides appropriate structure for supervision sessions
____Facilitates my development of new professional skills
____Helps me to conceptualize professional situations and approaches appropriately
____Helps me to conceptualize my professional development appropriately
____Encourages me to expand my repertoire of professional skills
____Identifies helpful resources for my professional activities and development

Please provide on the back of this page any summary comments you wish to make relative to your supervisor and/or experience in supervision during this term.
P15. Summary Report of EDC & ACD Practicum and Internship Client Contact Hours and Supervision Hours

Student’s Name:_______________________________SSN:________________
Program: Marriage & Family (EDC)___Mental Health Counseling (ACD)___
Degree: ______ Masters/Specialist_____ Specialist (only)______
Practicum I___Practicum II___Internship (1st half)___(2nd half)___(full time)___

Course Number: __________________________
Dates: From:_______________________To:_____________________
Site:__________________________________________
Site Host:______________________________________

Type of Clientele:________________________________

Individual Supervisor:_________________________License Number:________
Group Supervisor:_____________________________License Number:________

Total hours of client contact*___________ (total MFT hrs_________)
Total hours worked: ______________
Total supervision hours: _____________
Total group supervision hours: ____________

*As documented by the practicum/internship report

Cumulative total of supervision hours (group and individual)____________
Cumulative total of MFT client contact hours_______________
Cumulative total of all client contact hours _________________
Cumulative total of hours worked ____________

Student Signature____________________________________ Date_________
Advisor’s Signature___________________________________ Date________
A total of 13 different forms must be received by the Practicum/Internship Coordinator by the stipulated deadlines in order for you to receive an “S” (Satisfactory) grade rather than a “U” (Unsatisfactory) grade for each of your practicum and internship experiences.

PLEASE be conscientious and timely in adhering to the guidelines and instructions presented above for processing practicum and internship forms. Your timeliness is an essential part of the “hidden curriculum” in the practicum/internship experience.
SECTION Q. - RESEARCH REQUIREMENTS

Q1. COLLEGE of EDUCATION MINIMUM RESEARCH REQUIREMENTS for DOCTORAL STUDENTS

The UF College of Education and the UF Graduate School regard doctoral study as consisting of “the independent mastery of a field of knowledge and the successful pursuit of research” (the U.F. Graduate School Catalog). The faculty members of the College of Education have established the following options/tracks doctoral students can choose to gain mastery of research methodology and to engage in “the successful pursuit of research”.

PHD RESEARCH REQUIREMENTS

Prior to admission to candidacy for the PHD degree the student must complete ONE of the following research tracks:

TRACK 1:
EDF 6403 - Quantitative Foundations of Educational Research (6)
AND ONE (1) of the following courses:
EDF 6436 - Theory of Measurement (4)
EDF 6938 - Special Topics: Survey Research (3)
EDF 7405 - Advanced Quantitative Foundations of Educational Research (4)
EDF 7491 - Evaluation of Educational Products and Systems (3)

TRACK 2:
EDF 6403 - Quantitative Foundations of Educational Research (6)
EDF 6475 - Qualitative Foundations of Educational Research (4)

TRACK 3:
EDF 6475 - Qualitative Foundations of Educational Research (4)
EDF 7486 - Methods of Educational Research (3)
EDF 7639 - Research in Educational Sociology (3)

*******************************************************************************
EDD RESEARCH REQUIREMENTS

Prior to admission to candidacy for the EDD degree the student must complete ONE of the following research tracks:

**TRACK 1:**
- EDF 6401 - Educational Statistics (3)
- EDF 7486 - Methods of Educational Research (3)

**TRACK 2:**
- EDF 6475 - Qualitative Foundations of Educational Research (4)
- EDF 7486 - Methods of Educational Research (3)

**TRACK 3:**
- Either PHD track 1, 2, or 3

**Q2. MINIMUM RESEARCH REQUIREMENTS for COUNSELOR EDUCATION DOCTORAL STUDENTS**

The faculty of the Department of Counselor Education share the philosophy of both the College of Education and the Graduate School. Therefore, the following courses are required for all students enrolled in Counselor Education doctoral programs:

- MHS 7740 - Research in Counseling and Development (3)
- *SDS 6905 - Individual Work (data-based) (2-4)
- EDF 6403 - Quantitative Foundations of Educational Research (6)
- **At least one additional, advanced statistics, research methodology, or measurement theory course (3 minimum)
- MHS 7730 - Seminar in Counseling Research (3)
- MHS 7980 - Doctoral Dissertation…minimum (20 minimum)

*If an SDS 6905 project (or comparable independent research project) was completed as a part of an entry-level program, it is the student's Doctoral Supervisory Committee's decision as to whether that MED, MAE/EDS, MED/EDS, or EDS (only) SDS 6905 or equivalent research project fulfills the data-based requirement identified above.

**The advanced statistics, research methodology, or measurement theory course referred to above (**) must be taken AFTER successful completion of
the first three courses listed above, must be selected from among courses approved by the College of Education for this purpose (see 6C below), and should be pertinent to the student's intended doctoral dissertation research.

**Doctoral students cannot be admitted to candidacy for the doctoral degree until the first five courses listed above have been completed successfully. In other words, all Counselor Education and College of Education research requirements for the PHD/EDD degrees must be successfully completed before dissertation research can begin.**

**Q3. COURSE SUBSTITUTE**

**TION to FUILL MINIMUM RESE**

**ARCH REQUIREMENTS for COLLEGE OF EDUCATION**

The College of Education’s Assistant Dean for Graduate Studies (Room 146 Norman Hall, phone 392-2315, ext 234) may authorize equivalent substitutes for the required courses. Furthermore, as a substitute for EDF 7639- Research in Educational Sociology (in PHD Track 3), the Assistant Dean may authorize a course in one of the following areas: anthropological methods other than ethnography, historical methods, philosophical methods, political science methods, or sociological methods.

To request a substitute(s) for a required course(s), the doctoral student must submit to the College of Education Graduate Studies Office a fully completed Substitute Request form (available from the Graduate Studies Office). The completed request form must contain the approving signature of the chairperson of the student's Doctoral Studies Supervisory Committee. Approval of the request by the assistant dean constitutes authorization of the substitution(s).

For proposed substitute courses taken **BEFORE ADMISSION** to the UF Graduate School (i.e., before formal admission to a doctoral program in the department), the course(s) in question must have been completed within five (5) years of the date of the request for substitution.

For (a) proposed substitute course(s) to be taken **AFTER ADMISSION** to the UF Graduate School, approval to substitute must be secured **BEFORE ENROLLMENT** in the course(s) in question.
Q4. REQUEST to SUBSTITUTE COURSES FORM FOR COLLEGE OF EDUCATION’S MINIMUM RESEARCH REQUIREMENTS

NAME_________________________________________ DATE____________

SOCIAL SECURITY NUMBER:______  ____  ____ E-Mail______________

SEEKING WHICH DEGREE:_________ PHD; __________ EDD

CHECK RESEARCH TRACK:  PHD  EDD
    _____ TRACK 1  _____
    _____ TRACK 2  _____
    _____ TRACK 3  _____

REQUIRED COURSE (S)  REQUESTED SUBSTITUTE COURSE (S)
(Prefix/number/title) (Prefix/number/title/hours/institution)

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

NOTE: If the course is not a UF course, please attach information providing the author and title of the course text(s) and a course outline.

APPROVED for the Doctoral Studies Supervisory Committee:

Committee Chairperson
________________________________________________________ Date___________

APPROVED for the COE Graduate Studies Office:

Assoc. Dean________________________________________ Date____________
Q5. Notification for the College of Education’s Graduate Studies Office of Completion of the Research Requirements

The College of Education Graduate Studies Office is responsible for assuring that each PHD and EDD student meets the College of Education minimum research requirements. Therefore, a form (available from the Graduate Studies Office) showing the courses completed to meet the requirements MUST be filed concurrently with the student's Admission to Candidacy form. Please note that these minimum research requirements must be completed prior to admission to candidacy. Therefore, the Admission to Candidacy form will NOT be processed until the College of Education Graduate Studies Office has assurance that the requirements have been met.
Q6. NOTIFICATION FORM FOR GRADUATE STUDIES OFFICE

Please print or type the requested information and file with the Admission to Candidacy Form

NAME_________________________________________DATE____________

SOCIAL SECURITY NUMBER: ______  ____  ______E-Mail__________________

SEEKING WHICH DEGREE: _________PHD; __________EDD

CHECK RESEARCH TRACK: PHD EDD

_____TRACK 1 _____

_____TRACK 2 _____

_____TRACK 3 _____

COURSES COMPLETED:
Prefix/number Title Semester/Year Grade Institution

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

NOTE: If one or more of the above courses are substitutes, attach a copy of the approved substitute request form.

Verified for Graduate Students Office:

__________________________________________________Date:_________
Q7. SDS 6905: STUDENT-INITIATED INDIVIDUAL RESEARCH

As part of their professional preparation, students enrolled in all programs in the department may elect to complete individualized, student-initiated research projects under faculty supervision prior to graduation, usually under the course designation **SDS 6905**, enrollment in which is limited to no more than 4 credits in one semester and no more than 12 credits total.

Students enrolled in an EDD or PHD program are required to successfully complete at least one data based research project, for a minimum of two semester credits in SDS 6905.

Successful completion of MHS 7740, Research in Counseling and Development, or a course whose equivalence to MHS 7740 has been approved by the MHS 7740 instructor and/or the Graduate Coordinator, is a prerequisite to enrollment in the first data-based SDS 6905.

Q8. TYPES OF ACCEPTABLE INDIVIDUAL RESEARCH PROJECTS

The following types of research may be used to earn credit in SDS 6905 (and SDS 6910):

- **Data-based**: This type of research involves the collection, analysis, and interpretation of numeric data. The research project may be either descriptive or experimental in nature.

- **Field Study**: This type of research involves the design, implementation, and evaluation of a field-based counseling or student personnel/development activity. The final project report must include information and empirical evidence regarding the relative effectiveness of the activity.

- **Literature Review**: This type of research involves the collection, evaluation, and interpretation of both researches and theoretical discourses on a topic. It necessitates extensive review of published and unpublished information on the topic.

- **Theory-Based Counseling Case Study**: This type of research involves extensive review of the literature and research for a chosen theoretical counseling orientation and application of the knowledge gained to a counseling case. This type of SDS 6905 research project is required for students in the ACD and EDC programs.
Q9. SDS 6905 - PROCEDURES

After you decide to engage in (any type of) an SDS 6905 research project, secure a supervisor. NO STUDENT WILL BE PERMITTED TO REGISTER FOR SDS 6905 UNTIL S/HE HAS ARRANGED TO HAVE THE ACTIVITY SUPERVISED BY A FACULTY MEMBER. To arrange supervision, make an appointment with a prospective faculty supervisor, outline your plan for the research project, and request supervision of the project. After securing a project supervisor, present her/him with a fully developed proposal, including an introduction, nature and scope of literature to be reviewed, and complete methodology section.

Next, make a photocopy of the APPROVAL FORM FOR SDS 6905 (INDIVIDUAL WORK) PROJECT (presented at the end of this section). This form must be completed and presented to the department secretary at the time you register. Complete the form by providing the information requested on it, make three (3) clear photocopies of the completed form, and ask your supervisor to sign all four copies. Forward all four copies of the completed form to the Graduate Coordinator who will review the form to assure that the department will have an accurate and effective record of your research activity. The Graduate Coordinator does NOT approve or disapprove (i.e., evaluate) the nature and/or quality of the research proposed.

If the information is sufficient, the Graduate Coordinator will sign all four copies, retain one copy for your department file, and return the other three copies to your doctoral chairperson. You can retrieve two of the copies from her/him and give one to the faculty member who is to supervise your research. If the Graduate Coordinator does not authorize your project, the four copies of the form will be returned to your doctoral chairperson, who will in turn contact you.

All research projects involving human subjects, regardless of the nature of the project, MUST be approved by the University of Florida Institutional Research Review Board (aka Human Subjects Committee). A copy of IRB’s written approval should be attached to the Approval Form.

SDS 6905 - GENERAL COMMENTS

Be sure to adhere to the following SDS 6905 guidelines:

- Be sure to schedule regular meetings with your project supervisor during the period in which you are conducting the research to discuss problems and progress. You are entitled to, and expected to be supervised during the entire project.
Final written reports of the SDS 6905 research project must be prepared and presented in accord with the guidelines of the *Publication Manual of the American Psychological Association* (latest edition).

If you conduct research involving human subjects (either on or off campus), you are required to have the proposal approved by the University of Florida Institutional Research Review Board (aka "Human Subjects Committee") *prior* to initiating the research activities. Be sure to discuss this requirement with your project supervisor.

If copyrighted instruments or other materials are used in the research, you must obtain, in writing, appropriate approval from authors and/or publishers.

You are strongly encouraged to use research advisors who have expertise in the topic area of your investigation. In the event you cannot identify such a research supervisor/advisor, you should solicit suggestions from department faculty.

**SDS 6905 - COURSE TITLING**

Commencing Fall 1993, you are asked to provide a "course title" for your SDS 6905 registration. (This title does NOT have to be the same title that you use for your final SDS 6905 research report). The "course title" chosen for each SDS 6905 registration will appear on your academic transcript. You may want to consult with your doctoral chairperson AND the supervisor of your research project (if different from your doctoral chairperson) to determine a title. An SDS 6905 “course title”:

- May *NOT* duplicate an existing course title for any course regularly offered through the department (i.e., may not duplicate any course title listed in the UF Graduate Catalog as an offering of the department of Counselor Education).
- May *NOT* exceed twenty-one (21) letters AND spaces. If the title you provide exceeds 21 characters (including spaces), it will be "truncated" at 21 characters on your transcript.
- Must be provided at the time of registration for SDS 6905 - both on the registration list kept by the department for SDS 6905 and on the application form.
- Should be determined after very careful consideration! Be sure to work closely with your doctoral chairperson and research supervisor to determine the nature of the research activity to be conducted AND an appropriate "course title" BEFORE REGISTRATION. It is
extremely difficult to change a course title once it has been sent to the UF Registrar's Office. (The most frequent reason for request of a change of "course title" is a change in the nature of the research being conducted for SDS 6905).
SDS 6905 - REGISTRATION APPLICATION FORM

Academic Term:  Fall _____ Spring _____ Summer _____ Year _____
Name:___________________________________ SSI#____________________
Local Address:__________________________________________________________________
____________________________________________________________________________
E-Mail Address: _____________________________ FAX #________________
Phone Number(s): ______________________(H)_____________________(W)
Type of Project: _____ Data-based
   _____Field Study
   _____Literature Review
   _____Theory-based Counseling Case Study

Proposed "course title" to appear on your transcript:
   (Not to exceed 21 letters and spaces)

___________________________________________________________________________
Title of Proposed Project: ____________________________________________

___________________________________________________________________________

Please provide a brief description of the proposed project on the next page,
secure the necessary signatures, attach a copy of your complete proposal (if available) AND a copy of the letter confirming IRB approval, and submit these to the Graduate Coordinator for your departmental file.

Student____________________________________________Date__________
Project Supervisor_________________________________________Date__________
Committee Chair____________________________________________Date__________
Graduate Coordinator ________________________________________Date__________
**SDS 6905 - FINAL REPORT and EVALUATION**

You are required to submit the original (typewritten, double-spaced) and three (3) clear photocopies of the final report for your SDS 6905 project. In order to receive a final grade in the academic term in which you register for SDS 6905 credits, plan to submit your project report by no later than two weeks before the last Wednesday of classes (excluding Finals Week); late submission will delay your grade.

First submit the final report to your project supervisor so that s/he can enter a grade on all four copies and sign all four cover pages. Next, ask your doctoral chairperson sign the four cover pages and forward all four copies to the department Graduate Coordinator. If the information provided is sufficient, the department Graduate Coordinator will sign the title pages, retain **one copy for the department file**, and return the other copies to your doctoral chairperson. You can retrieve two copies her/him and give one copy to your project supervisor. If your report is not sufficient, the department Graduate Coordinator will return the original and copies to your doctoral chairperson, who will then contact you.

**The final grade for the SDS 6905 project will be determined by the project supervisor.**

**SDS 6905 - COVER PAGE for FINAL REPORT**

The **original** and **each** of the **copies** of the student's SDS 6905 Project Report should include the following information on the cover page:

- Title of Project
- Type of Project
- Student's Name
- Student's Number
- Academic term & year in which student registered SDS 6905 for this project
- Current Date
- Student's Address and E-Mail Address
- Student's Phone Number(s)
- Academic Credit Requested
- Assigned Grade
- Signatures/Date:
  - Student
  - Project Supervisor
  - Faculty Advisor
  - Graduate Coordinator
Q10. MHS 6910 (SUPERVISED RESEARCH)  
And SDS 6940 (SUPERVISED TEACHING)  

You may elect to engage in an ongoing research project being conducted by a member of the faculty or to assist a faculty member in teaching a graduate or undergraduate course. If so, you can enroll in MHS 6910 or SDS 6940. DO NOT REGISTER FOR MHS 6910 or SDS 6940 UNTIL YOU HAVE ARRANGED TO HAVE THE ACTIVITY SUPERVISED BY A FACULTY MEMBER. To arrange supervision, make an appointment with a prospective faculty supervisor prior to the semester in which you plan to do the work, agree on a plan for your involvement and its supervision, prepare a summary of the plan for submission at the time of registration and a summary of the outcome, both of which will be placed in your departmental record.

The maximum cumulative credits for courses offered through the department for which sequential enrollments are permitted are specified in the UF Graduate School Catalog. However, special rules apply to the following courses:

   **MHS 6910 - Supervised Research (1-5; MAX: 5) S/U.** This course is intended to allow students who engage in research activities directly supervised by department faculty members (e.g., as research assistants) to receive academic credits for their activities.

   **SDS 6940 - Supervised Teaching (1-5; max: 5) S/U.** This course is intended to allow students who engage in teaching activities directly supervised by department faculty members (e.g., as teaching assistants) to receive academic credits for their activities.

Graduate School policies stipulate that students may accumulate a maximum total of (only) five (5) semester credits in each of these courses during their entire enrollment(s) in programs in the UF Graduate School. **Registrations exceeding these maximums (i.e., 5 credits) are NOT counted toward credits for graduation** for the degree program in which the student is enrolled at the time the maximum is exceeded.

Example. If you received 3 credits in MHS 6910 and 2 credits in SDS 6940 during your MED/EDS program, you would be limited to 2 additional credits in MHS 6910 and 3 additional credits in SDS 6940 during your doctoral program.

If you enroll for credit hours beyond your allowable limits in either or both of these courses, your registrations will automatically be changed (by the Graduate School) so that you do not exceed the maximums. Remember that a change of your registration without your knowledge could have serious detrimental effects on your loan - assistantship - fellowship - tuition waiver status. Be alert!
Q11. Electronic Theses and Dissertations (ETD) Requirement

The Graduate Council voted at its October 19, 2000 meeting to **require all graduate students seeking thesis degrees admitted for Fall 2001 and thereafter to submit theses and dissertations in electronic form** following procedures specified by the Graduate School. Exceptions will be considered on a case-by-case basis when submitted in writing by the department to the Graduate School. Exceptions will be considered when the student is off-campus during the semester the thesis is to be considered.

UF is a national leader in the development of electronic theses and dissertations (ETD). Since the Graduate Council formally authorized the ETD option in December 1998, about 100 theses and dissertations have been submitted electronically. Among the benefits of ETDs are greater accessibility to scholarship, opportunities to include multi-media, and cost/space savings for libraries. Access issues are addressed by a three-tiered system allowing students options to post to the World Wide Web, to the university only, or totally restrict access for a certain period of time for patent and other publication purposes. The Graduate School is working with the Office of Instructional Resources and the Smathers Libraries to provide editorial, technical and archival support for the ETD program.

For additional information regarding ETDs, contact Helen Martin in the Graduate School Editorial Office at 392-1282 or hmartin@ufl.edu.

Q12. COLLEGE OF EDUCATION MASTERS THESIS SUBMISSION PROCEDURE (3/99)

(See University of Florida Semester Deadlines, yellow handout)

1. Student submits thesis to advisor (and resubmits as necessary).
2. Upon receiving advisor approval, student submits thesis to committee members for reading.
3. After receiving Committee feedback, student reviews this feedback with advisor and schedules defense, if appropriate.
4. Defense and final examination are held. Student makes any further changes required by the Committee. Advisor checks corrections and all committee members sign the bond signature page and final exam form.
5. In Foundations of Education student submits defended signed thesis to Department chair for review and signature.
6. Student submits one copy of defended, signed thesis to COE Office of Graduate Studies and Research. The student receives a memo authorizing submission to the Graduate School. A duplicate copy of defended signed thesis is submitted to Graduate School Editorial Office along with this memo. The Thesis at this point need not be on bond paper. (These submissions to College and Graduate School should be made simultaneously). This review process normally takes a week.

7. After receiving feedback from the Graduate School Editorial Office and the COE Office of Graduate Studies, the student makes any needed corrections. (Ideally, these should be minor editorial corrections only, not substantive revisions).

8. Student makes any needed corrections, and advisor checks all corrections.

9. The original signed thesis on bond paper is submitted to COE Office of Graduate Studies for Dean's signature, along with a copy of corrections requested by Graduate School, and the Final Examination form. Normally 24 hours is required for final checking. Students from out of town may wish to make an appointment for this final signing.

10. Submit the corrected original thesis and 4 extra copies of the unpaged abstract on 20#, 100% -rag bond to 168 GRINTER, along with one extra copy of the title page and the biographical sketch. The Final Exam Report must be in 168 GRI as well. Consult the Guide or the Editorial Office on where to submit the college copy on 20#, 100%-rag bond, also due this date.

REMEMBER: If a student submitted a thesis or dissertation to the Graduate School in a previous semester, but did NOT graduate, the student needs to make a new first submission of the document. Page 9 of the Graduate School "Guide for Preparing Theses and Dissertations" reads, "If the thesis or dissertation student fails to make final submission by the designated deadline, the manuscript must be resubmitted by the first submission deadline of the semester in which the student intends to graduate."

REASON: Usually, if a student doesn't graduate in the term of submission, the thesis or dissertation requires sufficient re-view to warrant a new review. Also, and more importantly, the submission along with the application for graduation, sets the machinery in motion within the Graduate School for certifying the degree.
SECTION R. - DOCTORAL QUALIFYING EXAMINATIONS and ADMISSION to CANIDACY

R1. The Purpose of the Doctoral Qualifying Examination

⇒ University of Florida Graduate School policy stipulates that all students enrolled in doctoral programs in the University must successfully complete a comprehensive written and oral doctoral qualifying examination prior to admission to candidacy for the doctoral degree. Individual academic departments within the university are responsible for the implementation of this policy.

⇒ The Counselor Education Department provides a CACREP accredited doctoral program in Counselor Education with three practice concentrations in Marriage and Family Counseling, Mental Health Counseling, and/or School Counseling. In order to graduate, doctoral students are expected to demonstrate mastery of theory, research, practice and ethics/policy in at least one of the three practice concentrations/ specializations in addition to the fundamentals of theory, research, practice and ethics/policy pertinent to Counselor Education.

⇒ The Counselor Education Department’s Doctoral Qualifying Examination is intended to be a fair and rigorous test of the student’s mastery of important areas of professional knowledge in (a) the fundamentals of Counselor Education theory, research, practice, and ethics/policy, and (b) theory, research, practice, and ethics/policy pertinent to the Counselor Education concentration or specialty in which the student is enrolled (i.e., Marriage and Family Counseling, Mental Health Counseling, and/or School Counseling). The examinations require each doctoral student to demonstrate the ability to interpret, apply, analyze, synthesize, evaluate and integrate concepts, ethical principles, policies, research, research design, strategies, techniques and values derived from the student’s graduate preparation, readings and practice.

⇒ The Doctoral Qualifying Examination in the Department of Counselor Education does not (necessarily) repeat or review specific content of completed courses; rather, it requires the student to utilize intellectual and applied resources of the relevant professional disciplines to solve problems posed in the questions asked.

⇒ The examination consists of three components:

♦ Component ONE is the Written Counselor Education Examination, which assesses a student’s comprehension of the topical material and the student’s ability to apply, analyze, synthesize and evaluate in writing Counselor Education theory, research, practice, and ethics/policy.
Component TWO is the Written Counselor Education Specialty Examination OR Written Counselor Education Specialty Paper in Marriage and Family Counseling, Mental Health Counseling, or School Counseling, which assesses a student’s comprehension of the topical material and the student’s ability to apply, analyze, synthesize and evaluate in writing theory, research, practice, and ethics/policy pertinent to the Counselor Education concentration/specialization in which the student is enrolled.

Component THREE is the Oral Qualifying Examination, which assesses each student’s ability to apply, analyze, synthesize and evaluate professional knowledge verbally by articulating informed and incisive responses to interview questions posed by the student’s Doctoral Studies Supervisory Committee.

⇒ All students are required to complete successfully both the Written Counselor Education Examination and the Written Program Specialty Examination before engaging in the Oral Qualifying Examination.

R2. Eligibility Criteria for the Doctoral Qualifying Examinations

⇒ The student MUST have on file in the Department Office at the time of initial participation in the Doctoral Qualifying Examinations both (1) a Doctoral Studies Supervisory Committee Form that has been approved by the Graduate School and (2) a Doctoral Studies Planned Program that has been approved by the student’s Doctoral Studies Supervisory Committee and the Department’s Graduate Coordinator.

⇒ After consulting with her/his Doctoral Supervisory Committee and securing their approval each time, the student is to submit an application form no later than one month prior to each scheduled administration of the Counselor Education Examination each time the student intends to participate in the examination. Complete the “Application to take the Written Counselor Education Qualifying Examination” form (attached), secure the required signatures (including the Graduate Coordinator’s), and present the application to the Chairperson of the Doctoral Qualifying Examination Committee.

To be eligible to take the Doctoral Qualifying Examination, a student must be enrolled for a minimum of three (3) graduate credit hours during the academic term in which participation in (any part of) the examination occurs.
R3. Guidelines for Writing BOTH the Counselor Education and Counselor Education Specialty Examinations

- Each student participant is bound by the University of Florida’s Graduate School Integrity Guidelines (See the Graduate Student Handbook) and by Professional Ethics (See the ACA and/or AAMFT Ethical Code in the Graduate Student Handbook). S/he is to sign the honor code statement and file it with the department when picking up the examination.

- Students may use any written and/or electronic resource (e.g., books, articles, or notes), as long as they are referenced accurately in the student’s written responses.

- The student is not to consult with anyone except the Doctoral Qualifying Examination Committee Chair, or designated committee member, who can be reached by telephone and/or e-mail during the weekend of the examination. The Doctoral Qualifying Examination Committee Chair or her/his designee can advise the student about the exam procedure only; s/he may not tell the student how to interpret the question, nor whether an answer is correct, nor help the student respond to the examination questions.

- Only the doctoral student taking the examination is to write and edit the examination.

- The responses to the examination questions must be printed and double-spaced (via printer or typewriter) in 12-point font, using Courier or Times Roman font. Grammatical and spelling accuracy is expected. Style consistent with the current edition of the APA Publication Manual is expected.

- The written response to each section of the examination may not exceed 6 printed pages.

- Each response to an examination topic must have a running head showing the student’s ID number (i.e., social security number), the examination topic (i.e., Theory, Research, Practice, or Policy), the question number the student is addressing, and the page number of the response. The pages of the response to each topic should be clipped (not stapled) together for ease of photocopying.

- All students will have the same amount of time and follow the same rules unless an exception is pre-approved and authorization has been received from the Departmental Qualifying Examination Committee.

- Each student is responsible for the choice of a place to work over the weekend. The choice must be made known to the chairperson of the Doctoral Qualifying Examination Committee before participation has been approved.
Exceptions to the rules and procedures stated above will be determined by the Doctoral Qualifying Examination Committee based on the following information:

**R4. The Written Counselor Education Examination**

**R4A. Content of the Written Counselor Education Examination**

- **THEORY:** This section allows evaluation of the student’s ability to apply, analyze, synthesize and/or evaluate basic theoretical approaches to career and human development and to individual and group counseling.

- **RESEARCH:** This section allows evaluation of the student’s ability to apply, analyze, synthesize and/or evaluate research, research design, statistical procedures, measurement and evaluation.

- **ETHICS/POLICY:** This section allows evaluation of the student’s ability to apply, analyze, synthesize and/or evaluate ethical, legal, public, and private policies regarding the organization, delivery, and evaluation of community, corporate, family, school and university mental health services.

- **PRACTICE:** This section allows evaluation of the student’s ability to apply, analyze, synthesize and/or evaluate professional knowledge while using that knowledge to solve practical problems in human service delivery.

**R4B. Procedures for the Written Counselor Education Examination**

⇒ The Written Counselor Education Qualifying Examination allows currently enrolled doctoral students THREE CONSECUTIVE TRIALS to complete successfully four content sections of the examination. The three consecutive trials constitute each doctoral student’s Written Counselor Education Qualifying Examination Cycle.

⇒ A student can elect to begin his/her examination cycle at any time a trial is scheduled, but must successfully COMPLETE ALL FOUR SECTIONS of the examination (i.e., Theory, Research, Practice and Policy) WITHIN AN EXAMINATION CYCLE (i.e., three consecutive trials). Participation in Trial One (i.e., the student’s first attempt) marks the beginning of the examination cycle of three consecutive trials for the participant.

⇒ A student is required to prepare an acceptable written response to one (1) of two essay questions in each section of the Written Counselor Education Examination. [Note that a different set of questions is used for each administration of the examination].
⇒ Students are required to prepare an ACCEPTABLE WRITTEN RESPONSE TO ALL FOUR SECTIONS of the Written Counselor Education Examination IN TRIAL ONE. IF it is apparent to the Faculty Readers that a student did not make a “good faith attempt” to answer at least one of the questions asked in each section of the examination, the Trial One examination will be judged a failure and the student will be REQUIRED to RE-TAKE ALL FOUR SECTIONS of the WRITTEN COUNSELOR EDUCATION EXAMINATION in TRIAL TWO.

⇒ Provided that students complete a reasonable attempt to answer all four sections of the examination in Trial One, each section passed will NOT have to be retaken in subsequent trials of the three-trial examination cycle.

⇒ Trial Two of each student’s examination cycle, if needed, will consist only of the sections of the Written Counselor Education Examination that must still be passed.

⇒ Trial Three of each student’s examination cycle, if needed, will consist only of the sections of the Written Counselor Education Examination that must still be passed.

⇒ The Written Counselor Education Examination is to be completed over a 72 Hour period extending from 9:00 a.m. Friday to 9:00 a.m. the following Monday. A variation in scheduling (e.g., an alternate 72 hour period) can be arranged for those demonstrating special circumstances beforehand.

⇒ The opportunity to take the Written Counselor Education Examination will be offered three (3) times per academic year:

♦ The first opportunity is early in the Fall semester, typically the third or fourth week of classes in SEPTEMBER.

♦ The second opportunity is early in the Spring semester, typically the third or fourth week of classes in JANUARY.

♦ The third opportunity is late in the Spring semester, typically the first, second or third week of classes in APRIL.

♦ The departmental examination will NOT be offered during the Summer semester.

⇒ Information about specific dates when the examination is scheduled in any given academic term is available in the department office.

⇒ Each section of the completed examination will be evaluated, independently (and in a timely manner), by three faculty evaluators who have prepared the
questions asked and have discussed in advance what will constitute acceptable responses. They will award each response a Pass or Fail evaluation.

⇒ Faculty evaluators will base their evaluations on the following criteria:

♦ **Understanding of Materials and Concepts.** The student indicates familiarity with basic concepts and materials in areas tested; is precise in use of concepts and ideas; avoids use of educational jargon and cliches.

♦ **Clarity of Expression.** The student keeps discussion relevant to question asked; is clear and concise; presents a logical flow of ideas.

♦ **Evidence of Scholarship.** The student knows basic sources and major research in area tested; uses references appropriately; reports facts accurately and cites generalizations correctly.

♦ **Critical Mindedness.** The student supports beliefs with evidence; evaluates sources cited; presents evidence of reflection on reading.

♦ **Creativity.** The student is sensitive to ramifications of problems; synthesizes own solutions for problems; shows insights in diagnosis; proposes own solutions.

⇒ In order for a student to “pass” a section, two (2) of the three faculty members must assign a pass to the student’s response for that section.

⇒ A blind review process is used. That is, students are to put only their student numbers (not any other personally identifying information) on their response sheets so that the faculty members making the evaluations do not know whose responses are being evaluated.

⇒ After all written responses have been evaluated by the faculty assigned to do so (which takes 3 to 4 weeks to complete), each examinee will receive a letter informing her/him of the results of the evaluation, that is, each will receive an indication of either “Pass” or “Fail” for each section completed in that particular trial.

⇒ All examination responses and accompanying faculty evaluations are kept permanently in the student’s master file in the department office.

⇒ After receiving the results, each student is entitled to review the individual evaluations made by each of the three faculty members to each written response by making an appointment with the chairperson of his/her doctoral program committee for this purpose. After reading the evaluations in the presence of
his/her doctoral chairperson, the student may elect to consult with the original evaluator.

⇒ An appeal for a re-reading of a completed examination will only be considered by the Doctoral Qualifying Examination Committee after all three trials have been attempted by the student filing the appeal; if the request is granted, it will apply only to the answers completed in Trial Three.

⇒ If a student fails to pass all four sections of the Written Counselor Education Examination within three consecutive trials, the student is to meet with his/her doctoral studies committee to determine the student’s status in the program. Unless there are extenuating circumstances that merit an exception, this failure will result in the disbanding of the student’s doctoral committee and the dismissal of the student from the doctoral program.

⇒ The student may participate in his/her Oral Doctoral Qualifying Examination only after successful completion of both the Written Counselor Education and Program Specialty Examinations.

⇒ The Departmental Qualifying Examination Committee will administer the Written Counselor Education Examination and will mediate/ arbitrate any disputes regarding the examination as the first line of appeal.

⇒ Doctoral students who have a planned program on file before Fall semester, 1997, may choose to follow either the procedure outlined herein or the procedure described in the August, 1996, edition of the Departmental Handbook. All doctoral students admitted beginning Fall, 1997, and thereafter shall follow the procedure outlined herein.
R5. Application for the Written Counselor Education Doctoral Qualifying Examination

NAME: _______________________________________ SS#: ________________
ADDRESS: ________________________________________________________

Student’s E-mail Address: _____________________________ FAX____________
Telephone(s): (Home)___________________(Work)_______________________

Doctoral Program Speciality: _____MHC _____SCG _____MFC

DATE of TRIAL ONE of the Counselor Education Examination
(if completed):_______________________________________

DATE of TRIAL TWO (if completed):__________________________________

DATES CURRENT TRIAL of the EXAMINATION IS
SCHEDULED: ___________

CHECK BELOW to INDICATE the EXAM SECTION (S) and TRIAL to be TAKEN THIS TIME:

___THEORY; circle Trial:  1    2    3    ___RESEARCH; circle Trial:  1    2    3

___PRACTICE; circle Trial:  1    2    3    ___ETHICS/POLICY; circle Trial: 1  2   3

The Examination will be written by ME, at the following location:

_________________________________________________________________
_________________________________________________________________

Phone: ____________________

ON MY HONOR, I WILL NEITHER GIVE NOR ACCEPT UNAUTHORIZED AID IN COMPOSING MY ANSWERS TO THE QUESTIONS ASKED ON THIS EXAMINATION.

Student Signature_________________________________ Date: ______________

Doctoral Chair Signature____________________________ Date______________

Grad. Coord.Signature______________________________ Date______________
R6. Written Counselor Education Specialty Examination and the Written Counselor Education Specialty Critical Review Paper

- The content, time, and place of each student’s Program Specialty Examination or Paper is to be negotiated with the student’s Doctoral Supervisory Committee. Usually this requirement can be fulfilled by successfully completing either of two options: (1) a Written Program Specialty Examination (i.e., a take-home examination) or (2) a Written Program Specialty Paper (i.e., a critical review paper).

- Option ONE: The Written Specialty Examination allows evaluation of the students’ ability to apply, analyze, synthesize and/or evaluate Theory, Research, Practices, and Ethics/Policies relevant to the Counselor Education Program Concentration/Specialty in which they are enrolled.

- Option TWO: The Written Specialty Critical Review Paper allows evaluation of the student’s ability to apply, analyze, synthesize and/or evaluate theory, research, practice and ethics/policy pertinent to a specific, specialty-related issue or topic.

- After consulting with her/his Doctoral Committee Chairperson to determine readiness, the student will be asked to provide documentation of her/his program involvements to her/his Doctoral Studies Supervisory Committee; this documentation (i.e., typically three single-spaced, typed pages) usually includes (1) a relatively specific re-statement of the student’s goals and special interest areas, (2) a summary of the preparatory activities (e.g., courses and/or workshops) the student has completed in the program, (3) a listing of the primary references (e.g., books, journal articles, and/or web sites) the student has used to prepare for the examination, and (4) a brief explanation addressing the student’s preference for either the Written Specialty Examination (i.e., a take-home examination) or a Written Specialty Paper (i.e., a critical review paper) that utilizes theory, research, practice and ethics/policy insights and principles relevant to the student’s specialty area of concentration to examine a specified topic. After receiving the support of the Committee, the student can proceed to take the Examination or write the Critical Paper.
R7. The Procedures for the Written Counselor Education Specialty Examination

⇒ The content and format of the Written Program Specialty Examination shall be specified by each student’s Doctoral Studies Supervisory Committee in consultation, as needed, with the faculty of the program in which the student is enrolled.

⇒ The Written Program Specialty Examination questions for each student’s examination, shall be constructed by the student’s Doctoral Studies Supervisory Committee, within the parameters of the program specialty in which the student is enrolled, and the scholarly activity in which the student has engaged.

⇒ The Written Program Specialty Examination can be scheduled at any time, provided that the student’s Doctoral Studies Supervisory Committee affirms their belief that the student is prepared for the examination and the department’s Graduate Coordinator approves the request.

⇒ The Written Program Specialty Qualifying Examination will offer to doctoral students three consecutive opportunities (i.e., three consecutive trials) within a twelve-month period to complete the examination successfully. The three consecutive trials constitute each doctoral student’s Written Program Specialty Qualifying Examination Cycle.

⇒ Each Written Program Specialty Qualifying Examination trial will consist of a take-home examination to be completed within a specified time period, not to exceed 72 hours.

⇒ The student’s responses at each trial will be evaluated independently by the members of the student’s doctoral committee who have prepared the questions asked and discussed what will constitute an acceptable answer. They will award each response a Pass or Fail evaluation.

⇒ Students are advised to meet with members of their Doctoral Studies Supervisory Committee prior to each trial of the program examination to review study content, strategies and techniques.

⇒ If a student fails to pass the Written Program Specialty Qualifying Examination within three consecutive trials, he/she is to meet with his/her doctoral studies committee to determine the student’s status in the program.

⇒ The Department Qualifying Examination Committee will mediate/arbitrate any disputes regarding the Program Specialty Examination as the first line of appeal.
Students must follow the same Guidelines for Writing as those established for the Written Counselor Education Qualifying Examination.

R8. Procedures for the Written Counselor Education Specialty Critical Review Paper

- Expectations: Before selecting this option, students must confer with their Doctoral Studies Supervisory Committee members to develop a mutual understanding as to what will constitute a successful Critical Review Paper and to identify a program relevant issue or topic that merits attention.

- Consultation Encouraged: Students are encouraged to consult with her/his Doctoral Supervisory Committee Chairperson and Committee members as needed while writing the paper.

- Structure of Paper: The student’s Critical Review Paper shall include the following major subsections (unless directed otherwise by her/his Doctoral Supervisory Committee):

  - Delineation of the Program-related topic area. In this section the student will define the program-related topic and identify all pertinent parameters, delimitations, etc. In other words, this portion serves as the introduction and overview of the chosen topic.

  - Personal Preparation. In this section the student will describe her/his preparatory activities and experiences relative to her/his program-related topic. Both academic and non-academic preparatory experiences will be identified and described.

  - “State of the Art” In this section the student will provide a comprehensive, in-depth presentation concerning the “state of the art” of the program topic. Among the topics for possible inclusion are an historical overview, relevant theoretical perspectives, current practices and issues, significant research, ethical concerns, and relevant legislation. It is anticipated that this section will incorporate numerous pertinent references from the professional literature.

  - Implications for the profession. In this section the student will identify and describe the major implications for the present and future of Counselor Education and the professions of Marriage & Family Therapy, Mental Health Counseling, and/or School Counseling given the current “state of the art.” Among possible topics for inclusion in this section are emerging trends, potential professional issues, potential future practices, needed research, and potential directions in professional preparation in the area.
♦ Personal Integration. This section will contain a comprehensive explanation of how the student either integrates or plans to integrate knowledge from the program area into her/his professional functioning. The student is to be as specific as possible in this section. Two types of personal integration shall be covered: (a) how the knowledge gained will be integrated with the student’s “personal theory” about the program topic, and (b) how the knowledge gained will be integrated into the student’s future professional behaviors.

Format of Paper: The student’s Critical Review Paper must follow the guidelines in the current edition of the Publication Manual of the American Psychological Association and must be printed and double-spaced (via printer or typewriter) in 12 point (Courier or Times Roman) font. Grammatical and spelling accuracy is expected, as is a complete and accurate reference list.

Evaluation of Paper: The student’s Doctoral Studies Supervisory Committee will evaluate the paper to determine whether the paper meets the standard expected. They will award the paper a Pass or Fail evaluation.

Eligibility for Oral Doctoral Qualifying Examination: Students who elect the Critical Review Paper option must successfully complete the paper (i.e., receive a pass) before they are eligible to participate in their Oral Doctoral Qualifying Examination.

After the Critical Review Paper has been approved by the student’s Doctoral Studies Supervisory Committee, one copy must be submitted to the student’s Doctoral Studies Supervisory Committee Chairperson and one copy must be submitted to the Department Graduate Coordinator for signatures before the student will be allowed to take the Doctoral Oral Qualifying Examination.
R9. Application Form for the Counselor Education Written Specialty Critical Review Paper or Written Specialty Examination

NAME:________________________________________SS#:________________

Student’s E-mail Address:__________________________FAX_______________

Telephone(s): (Home)____________________(Work)_______________________

Doctoral Program: _____MHC _____SCG _____MFC

Have you completed successfully the Written COUNSELOR EDUCATION Qualifying Examination Requirement? Circle: YES NO

SELECT ONE: _____(1) SPECIALTY CRITICAL REVIEW PAPER, or _____(2) Counselor Education SPECIALTY EXAMINATION

IF (1), TOPIC of CRITICAL REVIEW PAPER: ___________________________

__________________________________________________________________

IF (2), DATE of the Specialty Examination: _________________

CHECK BELOW to INDICATE the EXAM SECTION(S) and TRIAL to be TAKEN THIS TIME:

___THEORY; circle Trial: 1  2  3 ___RESEARCH; circle Trial: 1  2  3

___PRACTICE; Circle Trial: 1  2  3  ___ETHICS/POLICY; circle Trial: 1  2  3

The Examination/Paper will be written by ME, at the following location:

__________________________________________________________________

Phone:________________________

ON MY HONOR, I WILL NEITHER GIVE NOR ACCEPT UNAUTHORIZED AID IN COMPOSING MY ANSWERS TO THE QUESTIONS ASKED ON THIS EXAMINATION.

Student Signature__________________________________ Date:_____________

Doctoral Chair Signature_____________________________ Date_____________

Grad. Coord.Signature_______________________________ Date_____________
R10. The Procedures for the Doctoral Oral Qualifying Examination

⇒ The Doctoral Oral Comprehensive Qualifying Examination can be conducted only after the student has successfully completed both the Written Counselor Education Qualifying Examination and either the Written Program Specialty Qualifying Examination or the Written Program Specialty Critical Review Paper.

⇒ The Doctoral Oral Qualifying Examination may cover all academic and other professional preparation pertinent to the student’s professional goals and plans. Although the questions presented during Doctoral Oral Qualifying Examination tend to focus on the responses the student made in the written qualifying examinations, any topic pertinent to the student’s professional preparation and professional goals and plans is legitimate for questioning and discussion.

⇒ UF Graduate School policy stipulates that (at least) four graduate faculty members holding regular university appointments must participate in the Doctoral Oral Qualifying Examination. That is, the Doctoral Oral Qualifying Examination “examining committee” must consist of at least the four members of a student’s Doctoral Studies Supervisory Committee.

⇒ A student should schedule at least one and one-half (1 1/2) hours for his/her Doctoral Oral Qualifying Examination. Typically, the first hour of this time period is used for the actual oral qualifying examination. Then, after evaluating the student’s performance, the faculty members present who are not members of the student’s Doctoral Studies Supervisory Committee will leave. The student’s Doctoral Studies Supervisory Committee will spend the remainder of the time discussing the student’s plans for his/her dissertation research. Note, however, that examination committees may use whatever procedures are appropriate to their needs.

⇒ It is the doctoral student’s responsibility to arrange the meeting date, time and place for his/her Doctoral Oral Qualifying Examination and to keep the five faculty participants informed about the arrangements.

⇒ The Admission to Candidacy form will be filed at the conclusion of a successful oral qualifying examination.
R11. ADMISSION TO CANDIDACY

- Admission to Candidacy constitutes official acknowledgment by the UF Graduate School and the Department of Counselor Education that the student is ready to commence doctoral dissertation research. Students may be admitted to candidacy (only) after they have completed successfully all parts of their respective Doctoral Comprehensive Qualifying Examinations (i.e., all parts of their written and oral qualifying examinations).

An Admission to Candidacy form AND a form (attached) indicating the courses taken by the student to fulfill the UF College of Education research requirements must be filed with the Graduate School in order for a doctoral student to be officially admitted to candidacy. This form is to be filed at the conclusion of the student's successful completion of the doctoral oral comprehensive qualifying examination.

- Complete the Admission to Candidacy form and the form to indicate courses taken for fulfillment of the College of Education research requirements in the department office prior to the time you participate in your doctoral oral qualifying examination and take the forms with you to your doctoral oral qualifying examination. When you have completed your oral qualifying examination successfully, ask that each member of your examining committee (i.e., all five faculty members participating in your oral qualifying examination) sign the Admission to Candidacy form in the appropriate places and put both forms in the department Graduate Coordinator's office mailbox for her/his signature and transmittal to the Graduate School.

- You will be required to indicate the TITLE of your (proposed) dissertation on your Admission to Candidacy form. Discuss this matter with your Doctoral Supervisory Committee Chairperson prior to completing the form. If you subsequently change the title of your dissertation, the UF Graduate School must be informed of the change. To effect a (subsequent) change in the title of your dissertation, your Doctoral Supervisory Committee Chairperson must write a letter to the Dean of the U.F. Graduate School indicating both the old title (i.e., the one stated on your Admission to Candidacy form) and the new title. If a title change is necessary, wait until you have completed your dissertation proposal seminar before submitting a request for change of title of your dissertation.

- A doctoral student must be registered for a minimum of three (3) semester (program applicable) credit hours during the academic term in which she/he is admitted to candidacy (i.e., the Admission to Candidacy form is submitted).
A doctoral student should NOT register for MHS 7980, Research for Doctoral Dissertation, until she/he has been admitted to candidacy. If the Admission to Candidacy form is filed with the Graduate School at least eight weeks prior to the last week of regularly scheduled classes in an academic term, the student’s MHS 7979 Advanced Research (sometimes referred to as pre-dissertation research) registration will automatically be changed to MHS 7980.

Registration in MHS 7979 will count toward fulfillment of the minimum number of credit hours required for the doctoral degree but MHS 7979 credits do NOT count toward fulfillment of the twenty (20) semester credit hours of MHS 7980 registration required (i.e., dissertation research).
SECTION S. - DOCTORAL DISSERTATION REQUIREMENTS

S1. EDD/PHD Dissertation Differentiation Guidelines

THE QUESTION: Is the Proposed Dissertation Study more appropriate for the EDD or the PHD? The UF College of Education Office for Graduate Studies has provided the following statements as Guidelines to assist differentiation between EDD and PHD qualitative and quantitative dissertation research. The Guidelines were constructed after a review of 100 doctoral dissertations approved by the faculty of the College of Education in 1988-1989.

S2. Suggested Differentiating Guidelines For Qualitative Studies

1. THEORY:

   PHD Guiding questions for the study are formulated in association with theoretical constructs. For example, the main purpose of the study may be testing application of a particular theory or competing theories. Failure to be able to apply meaningfully the chosen theory to the data collected would result in abortion of the study. If new theory is developed, its need is justified by pointing out inadequacies in previous theories.

   EDD The main purpose of the study is to describe (and analyze) a particular situation or a chronicle of events for a particular sample. A theory, or components of a theory, may be used to generate descriptive categories, but advancement or testing of the theory is less important than documenting the event for this specific sample.

2. LITERATURE REVIEW:

   PHD The literature review is focused on the theory and empirical studies in which researchers have tested that theory, perhaps in different settings with different samples.

   EDD The literature review may be focused more on studies of similar events, similar settings and/or similar samples to those in this particular study.

3. QUESTIONS or HYPOTHESES:

   PHD Questions or hypotheses that guide the data analyses must be generated around variables that play prominent roles in the "guiding theory."

   EDD Questions or hypotheses that guide the data analyses may be generated from either a theoretical perspective or a practical perspective to yield information useful to decision-makers in this or similar settings.
4. TARGET AUDIENCE:
PHD Primary target audience for the study is the community of scholars who do research on the theory chosen to guide the study.
EDD The primary target audience for the study is primarily educational decision-makers, who work with the type of group studied.

5. DATA ORIENTATION:
PHD Data will be analyzed and reported around themes that have direct bearing on the theoretical focus of the study.
EDD Any interesting themes that arise from the data are likely to be reported if they have implications for educational practice.

6. DATA ANALYSES:
PHD Data are analyzed using methods learned in the Ph.D. qualitative track. (For example, ethnography, historiography, or educational criticism methods are more common; case study methods that do not permit in-depth analysis are unusual).
EDD Data may be analyzed using methods learned in the Ed.D. qualitative track. (For example, case studies and content analyses of interview protocols are common).

7. RESULTS:
PHD Organization and presentation of results are primarily related to underlying theoretical constructs, rather than the surface structure of documents reviewed or data collection instruments.
EDD Organization and presentation of results may be based on themes corresponding directly to content and structure of documents or interview protocols.

8. DISCUSSION:
PHD Discussion or results must include a section on how the present findings extend the body of knowledge, supporting or failing to support the guiding theory.
EDD Discussion of results must include a section dealing with implications for practice.
S3. Suggested Differentiating Guidelines For Quantitative Studies

1. THEORY
PHD A conflict between two existing theories or a conflict between a well-known theory and a body of empirical research is identified. There is a direct logical link between specific questions addressed and the theory. The study is expressly designed to provide some evidence for resolving conflict between theories or for testing the theory in a new situation. The hypotheses are derived directly from this theoretical position.

EDD A question of practical importance is addressed; e.g., a locally developed program may be evaluated; local consequences of state or national policies may be studied.

2. QUESTIONS or HYPOTHESES
PHD Questions or hypotheses that guide the data analysis must be generated around variables that play prominent roles in the "guiding theory."

EDD Questions or hypotheses that guide the data analysis may be generated from either a theoretical perspective or a practical perspective to yield information useful to decision-makers in this or similar settings.

3. SAMPLE
PHD Sample is selected from multiple sites when the phenomenon studied is likely to be affected by the institutional context in which it occurs (i.e., campus, school or class atmosphere.)

EDD Sample may be drawn from a single site (i.e. one county or school) to maximize usefulness of results for decision-making.

4. INTERVENTION
PHD If a treatment or intervention is studied, it is well documented in literature, and if modified, the modifications are such that they can be replicated by others.

EDD Treatment may be locally developed, even though based on principles from literature.

5. OUTCOME MEASURES
PHD One, or more outcome variables are measured by standardized instruments, or procedures well documented in research literature. (This enhances the significance of the study and its appeal to national audience).

EDD Outcome measures are often developed by the researcher.
6. EXPERIMENTAL DESIGN and PROCEDURES
PHD In studies of educational interventions, strong quasi-experimental or experimental designs are employed to permit strong causal inferences. If this is not possible in a particular field setting the researcher chooses another setting.

EDD In studies of intervention existing intact groups are often studied in field settings because the primary goal is to evaluate a treatment in a particular setting or institution.

7. DATA ANALYSES
PHD Methods of analysis are commensurate with those currently used in leading scholarly research journals in education. Analyses of the types taught in the statistics courses required for the PHD track are typically employed. (e.g., factorial ANOVA; multiple regression; factor analysis; etc.)

EDD Data analytic methods consonant with instruction in the EDD core may be employed (e.g., t-tests, Chi-squares, correlations, one-way ANOVA, etc.).

8. TARGET AUDIENCE
PHD The target audience is a national community of researchers/scholars who study this same topic and who tend to publish their works in scientific journals. (The language and format are conducive to preparation of an article for such a journal).

EDD The target audience is likely to be educational decision-makers who would find the results useful to shape their practices.

9. DISCUSSION
PHD Discussion of the findings emphasizes the theory or theories that provided the impetus for the study.

EDD Discussion must contain implications for practice that are logically derived from the study findings.

Any given study may contain elements common to both EDD and PHD "type" research. However, when the dissertation study proposed by a PHD candidate seems to meet more criteria for the EDD than for the PHD (or vice versa), reconsideration of the proposed research or of the degree-goal may be warranted.
S4. Suggested Reference Materials for Doctoral Students

The following resources are essential for doctoral students in Counselor Education; those so noted (*) are available in the College of Education’s Graduate Studies Office, 146 Norman Hall:

University of Florida Graduate Catalog;

University of Florida Graduate Student Handbook


Deadlines: The University of Florida Calendar and Critical Dates brochure, published every semester, states important deadlines for defending and submitting the final copies dissertation and meeting graduation requirements in time to graduate that particular semester.


Guide for Preparing Theses and Dissertations, University of Florida Graduate School (available in 284 Grinter Hall).

Producing a Thesis or Dissertation at UF (How to obtain software from CIRCA).

Responsibilities of a Doctoral Committee Chairperson* (a checklist).

College of Education Minimum Research Requirements for Ph.D. and Ed.D. Students.*

The role and nature of the doctoral dissertation at UF by G. A. Shelley*

The Dissertation Decathlon*

Suggestions for Preparing a Dissertation/Thesis Proposal.*

Is the Proposed Study More Appropriate for the Ed.D. or Ph.D.? Guidelines for Qualitative Studies.*


Criteria for Evaluating Research Proposals for Doctoral Dissertations*

Form and Style Handout (Chapter I: Introduction)*

Sample abstracts of theses and dissertations*

Graduate Student Basic Access Accounts*
Dissertation/Thesis Form and Style Checklist.*
General Guidelines for Your Last Semester*
College of Education Dissertation Submission Procedure.*
The following volumes may be helpful in planning and writing your proposal:


S5. Your Dissertation Proposal

The College of Education emphasizes research competency in the doctoral degree and the development and implementation of a student's doctoral dissertation research constitutes a substantial and significant portion of a student's professional preparation in research. Therefore, the department faculty members place great emphasis on a student’s efficacy in designing and completing doctoral dissertation research.

The first step in the development of your doctoral dissertation is to obtain a free copy of the UF Graduate School Guide for Theses and Dissertations from the UF Graduate School Editorial Office (located in Room 109 Grinter Hall). Read the Guide carefully and completely. All work developed for your dissertation (including both your dissertation proposal and the final copy of your dissertation manuscript) should adhere to the guidelines presented in the Guide.

Next, review the current editions of the text by CONE and FOSTER (1993) *Dissertations and Theses from Start to Finish* (Washington, D.C.: American Psychological Association), and the latest edition of the *Publication Manual of the American Psychological Association*. The Cone and Foster text thoroughly describes the processes involved in writing a dissertation and the APA Manual articulates the set of stylistic standards to be used for preparing your dissertation proposal and your final dissertation manuscript. [Note, however, that in those rare cases where there is inconsistency between the APA Manual and the Graduate School Guide, the instructions in the Graduate School Guide take precedence]

You are encouraged to begin development of your dissertation research idea as soon as possible in your program, but definitely before you participate in your Doctoral Oral Qualifying Examination, which will include a discussion of your idea for your dissertation research. Remember, you must submit a title for your dissertation on the Admission to Candidacy form, which is submitted after successful completion of your oral qualifying examination.

You are encouraged to frequently discuss your ideas and plans for developing your dissertation proposal with your Doctoral Supervisory Committee Chairperson. Different supervisory committee chairpersons have different methods for their respective doctoral supervisees to follow in the development of dissertation proposals. Therefore, it is important that you be clear about the expectations and procedures recommended or required by your supervisory committee chairperson. In addition, you should also discuss these matters and plans with the other members of your Doctoral Studies Supervisory Committee so that you are all in agreement about how you are to proceed.
Your conversations with the members of your Doctoral Supervisory Committee and your study of Cone & Foster, the APA Publication Manual, and the Graduate School Guide will help you develop a dissertation proposal which includes:

- A title/cover page.
- The Introduction chapter.
- The Review of the Related Literature chapter
- The Methodology chapter.
- A References section.
- An Appendices section.

Note that your dissertation proposal must be written in the future tense because at the time of presentation it is indeed a proposal for future activity. Please also note that the cover page for your dissertation proposal is distinctly different from the cover page for the final version of your dissertation. A sample cover page for dissertation proposals is presented at the end of this section.

When you have completed your dissertation proposal, it must be approved by each member of your Doctoral Supervisory Committee. That is, each member of your Doctoral Supervisory Committee must read your dissertation proposal and certify that, in their respective individual opinions, it is ready for presentation at a formal meeting of your doctoral supervisory committee. "Ready for presentation" means that the proposal is correct in terms of style, grammar, format, and content. Each member of your Doctoral Supervisory Committee must be afforded sufficient time to make this determination.

When each member of your Doctoral Supervisory Committee is ready to certify that your proposal is developed sufficiently and is appropriate for presentation at a dissertation proposal seminar (i.e., a meeting of your Doctoral Supervisory Committee), each must sign a photocopy of the Approval for Dissertation Proposal Seminar form (provided later in this section) so indicating. Submit the signed form to the department Chairperson together with the cover page of your dissertation proposal and a written announcement of the anticipated date, time, and location of the proposal seminar at least ten (10) work days prior to its scheduled occurrence.

Your Dissertation Proposal Seminar is to be conducted by (at least) your Doctoral Studies Supervisory Committee, all of whom must attend. In addition, all members of the department faculty and the university community shall be invited to attend by the department Chairperson. You are expected to prepare copies of the dissertation proposal for each member of your Doctoral Studies Supervisory Committee and at least three additional copies for others who may attend.
S6. Guidelines For Preparation Of Dissertation Proposals

The doctoral dissertation provides an opportunity for both a learning experience for the student (and the student's committee) and a contribution to knowledge in the profession. Specifically, a dissertation study proposed by a student in the Department of Counselor Education should (a) investigate an area not previously studied or represent a new approach to an area already under investigation, and (b) show high probability of generating research findings which could be published in a professional journal in the counseling profession or a related area. The following procedures for the development and approval of dissertation proposals have been adopted by the faculty of the Department of Counselor Education:

⇒ A dissertation topic, approved by the student's doctoral committee, is a prerequisite to doctoral candidacy. This approval should be obtained on or before the date of the doctoral oral qualifying examination and before necessary admission to candidacy papers are filed. A preliminary prospectus, emphasizing the problems, research questions and/or hypotheses, and procedures is a recommended first step in the development of the dissertation proposal.

⇒ While there may be some variations in the organization of the proposal, the following would constitute minimum elements of an acceptable proposal:

♦ Statement of the problem;
♦ Review of related literature;
♦ Research questions and/or hypotheses under investigation;
♦ Methodological procedures; and
♦ Methods of data analyses.

⇒ The collection of data to be included in the dissertation will not be approved until the dissertation proposal has been presented to a Counselor Education Department Dissertation Proposal Seminar and approved by the Doctoral Supervisory Committee. Because actual data collection cannot begin prior to the final approval of the proposal, the early development of the dissertation proposal is strongly encouraged. Students are urged to consult with faculty members in the areas of statistics and research early in the development of dissertation proposals.

⇒ Each dissertation proposal will be presented to a Counselor Education Department Dissertation Proposal Seminar. The seminar consists of the student, the student’s Doctoral Supervisory Committee, and any members of the faculty who choose to attend. All department faculty members are invited to attend and other doctoral students are urged to attend.
S7. Guidelines For The Doctoral Dissertation Proposal Seminar
With Your Committee

The Doctoral Dissertation Proposal Seminar is a professional forum wherein the
doctoral student and the Doctoral Supervisory Committee (as well as other students
and faculty who may attend) discuss the student's doctoral dissertation research
proposal. The seminar is intended to enable the doctoral student to conduct the
best possible dissertation research.

OPENING REMARKS:
The doctoral student should be prepared to begin the seminar by first attending to
the introductions of the members of her/his Doctoral Studies Supervisory
Committee, and any other faculty and guests who are present.

After introductions, the doctoral student should present, in approximately 5-10
minutes, an overview of the proposed dissertation research. The student should
highlight the major aspects of the proposed research, including the nature and
scope of the problem, need for the study, population and sampling procedures,
general research design and procedures, and primary data analyses.

DISCUSSION FOLLOWING THE OPENING PRESENTATION:
Approximately forty minutes are allotted for discussion following the student's
opening presentation. During the discussion period the student should be able to
elaborate on the major points made during the overview presentation. In addition,
the student should also be prepared to discuss the following:

♦ Contextual information about the nature of the problem.
♦ The statement of the problem.
♦ The significance/need for the study.
♦ The statement of purpose for the study.
♦ The research questions to be answered and/or the hypotheses to be evaluated.
♦ The population and the procedures to be used to obtain a sample.
♦ The research design to be employed, if applicable.
♦ Identification of the independent and dependent variables, if applicable.
♦ A description of the treatment procedures, if applicable.
♦ A complete description of the assessment instruments or techniques to be
  employed.
♦ A complete description of the research procedures.
♦ The primary data analyses to be conducted.
♦ The theoretical framework underlying the study.
♦ Definitions of important terms in the study.
♦ Literature support for any topic relevant to the study.
♦ The rationale for the methodological approach to the study.
♦ The validity, reliability, and appropriateness of assessment instruments or techniques to be used.
♦ A description of research participant training, if applicable.
♦ The potential methodological limitations.
♦ The potential significance of the study's results.
S8.*** SAMPLE COVER PAGE FOR DISSERTATION PROPOSAL ***

******************************************************************************
*************** Exact Title ****************
******************************************************************************

by

[Student's Name]

Supervisory Committee Members:

(list chairperson first)

aaaaaaaaaaaaaaaaaaaaaaaaaaaa

bbbbbbbbbbbbbbbbbbbbbbbb

cccccccccccccccccccccccc

The seminar for this dissertation proposal will be held
at xx:15 AM on Monday, yyyyyyyyyyyyyy yy, 19zz in Room zzzzz,
Norman Hall, University of Florida, Gainesville, Florida
S9. Approvals for Dissertation Proposal Seminar

Date submitted: ____________________

To:   Chairperson, Department of Counselor Education
From: Members of the Doctoral Studies Supervisory Committee for:

__________________________________________________________________

Re:   The scheduling of a Doctoral Studies Supervisory Committee meeting to
review a dissertation proposal

See:  Attached Cover Page of the Dissertation Proposal

#######################################################

We have read the dissertation proposal for the student identified above and find it
to be sufficiently developed in regard to content, style, format, and methodology
for presentation at a Dissertation Proposal Seminar.

SIGNATURES:

Supervisory Committee Chair: _________________________________________

Committee Member: _________________________________________________

Committee Member: _________________________________________________

Committee Member: _________________________________________________

Outside Committee Member: __________________________________________
**S10. Coping Strategies While Writing the Dissertation**

♦ Plan to work in chunks of time. Some choose to work in weekend chunks; some take a week or a month off and write intensively every day; others work two hours a day over a long period of time.

♦ Keep back-up files in several locations as you complete work.

♦ Establish some external incentives as you work.

♦ Celebrate successes and acknowledge disappointments along the way.

♦ Attend to the needs of body and mind, the desire for solitude and community, and the necessity for work and re-creation throughout the dissertation process.

♦ Spend time with encouraging people, not "nay-sayers"…and don't be a "nay-sayer" yourself.

♦ Join a support group with others who are writing dissertations (e.g., the Counseling Center sponsors one every semester).

♦ Be prepared for grieving, separation, and loss as you move through various stages of work on the dissertation.

♦ Realize that your personal life may suffer because of your commitment to such a compelling task; be sure to spend quality time with those close to you so that you do not lose contact with them.

♦ Take advantage of the variety of outside resources available as you work. For example, you can have transcripts typed and solicit professional editing and formatting services; you can also utilize statistical consultants (but be sure you understand and can explain all statistical analysis of your research).

♦ Apply for grants (e.g., ACA, AAMFT, the Spencer Foundation, and/or the Graduate School) to finance your research.

♦ Utilize the CIRCA computer resources that are available on campus.
A WORD TO THE WISE IS SUFFICIENT

A good dissertation is done dissertation.

A "good enough" dissertation is one you care about enough to finish—but not one that you love too much to let go of.

A Ph.D. is an exercise in persistence—and diplomacy.

When you have a disagreement with committee members—
What is more important, to be right, or to graduate?

From one doctoral chairperson—
Poor management on your part is not going to become a crisis for me.

Finish your dissertation while you are at your university.

Remember, it's not your dissertation—it's a committee project!

Dissertations cost money!

Don't start paying for dissertation hours until you absolutely have to!

Good news for dissertation blues!

You will graduate if you endure the race!

There's no magic to it... You've just got to do it!
S11. Working With Your Chairperson and Committee

- Work Closely with Your Chairperson and Committee
  - Find out how s/he likes to work with you; for example, s/he may want you to come in for an appointment only after you have written material to discuss (e.g., a chapter or at least several pages of a chapter).
  - Make a plan with your Chair as to how to involve the members of your Doctoral Committee in the review of your methodology and manuscript.
  - When submitting pages, be sure they are clean copies that are edited and technically correct according to the required dissertation format.
  - You may want to arrange to tape record all your meetings so that you can review all suggestions and so that you do not have to take careful notes while having your discussion.
  - Keep your chair and committee members informed about all your related activities (e.g., conferences you plan to attend, articles you are writing, etc. Remember, your chair or other professors may be able to help you network at those conferences if they know you are attending.

- Remember that your Dissertation is a Committee Project; the entire Doctoral Studies Supervisory Committee will be signing it, and will therefore have ownership of it so keep in touch with them.
  - Respect their time limitations and solicit their input as often as is reasonable; use it wisely.
  - The chairperson is the gatekeeper; go to your chair first, then your committee.

S12. Submission of the Dissertation

The doctoral dissertation manuscript is prepared for its “First Submission” to the University of Florida Graduate School upon completion of the data gathering and analyses for the dissertation research project and “Final” presentation to the student’s Doctoral Studies Supervisory Committee. Typically, this completion involves revision of the texts of the first, second, and third chapters, references, and appendices (from the versions presented for the dissertation proposal seminar), as well as completion of the fourth and fifth chapters and the dissertation abstracts (after the student’s Doctoral Studies Supervisory Committee has extensively reviewed and evaluated various drafts of the manuscript and given suggestions to the student regarding its revision).

The department has implemented a procedure to help to insure that dissertation manuscripts have been properly completed prior to “First Submission” to the UF Graduate School. The “Final Committee” dissertation manuscript must be
submitted to each member of the doctoral student's doctoral supervisory committee for review and evaluation prior to submission to the department. The word Final in this context is intended to mean that the dissertation manuscript presented to each member of the supervisory committee is fully and completely correct and accurate in regard to its format, style, and content. It is essential that this form of the dissertation manuscript conform to the standards and criteria in the most recent editions of the UF Graduate School Guide for Preparing Theses and Dissertations and the Publication Manual of the American Psychological Association. The “Final Committee” dissertation manuscript will be the one presented as the “First Submission” to the Graduate School.

Historically, there has been some confusion in the interpretation of the term “First Submission”. Technically, the term “First Submission” refers to a date in each academic term schedule (established by the UF Graduate School) by which the fully completed dissertation manuscript (including the abstract and biographical sketch) must be submitted in order for the doctoral student to graduate in that academic term.

The term “First Submission” specifically does NOT mean that the dissertation manuscript submitted is the first draft of the final version, or any other interpretation that implies that the dissertation manuscript submitted is less than fully and completely correct and accurate in regard to form, style, and content. The following quotations from the UF Graduate School Guide for Preparing Theses and Dissertations are pertinent in this regard:

- It is the responsibility of the [doctoral degree] candidate to proof the copy and to make certain that the finished work is correct in every particular before submission to the supervisory committee and the Graduate School.

- It is the responsibility of the [supervisory committee] chairman and the committee to ascertain that the candidate's thesis or dissertation is written in acceptable English, in an appropriate scholarly style, and that it is carefully proofread prior to submission to the Graduate School.

- To meet (first) submission standards, the dissertation must be fully typed on 100 percent rag bond, completely paged, proofread, and free of whiteout. Dissertations that do not meet [first] submission standards will be returned without review.
The “First Submission” deadline precedes the “Final Submission” deadline (also established for each academic term by the UF Graduate School). The time between the “First Submission” and “Final Submission” deadlines is NOT intended to be used for final editing, polishing, or other refining of the format and/or style of the dissertation manuscript. Rather, any changes in the dissertation manuscript made during this period should be based on suggestions, recommendations, or requirements stipulated by the dissertation examining committee as a result of the student's final oral examination/defense of the dissertation OR based on editorial changes required by the Graduate School.

S13. Examples of Common Dissertation Manuscript Deficiencies

The following list contains some "common" dissertation manuscript deficiencies, which would preclude approval of the dissertation manuscript for “First Submission”. The list is not all inclusive, but rather contains examples of common errors in format, style, or content.

♦ Failure to conform to format and/or reference citation guidelines as stipulated in the Publication Manual of the American Psychological Association.
♦ Inappropriate and/or incorrect grammar.
♦ Vague use of terms (e.g., inadequate definition, explanation, or clarification).
♦ Inappropriate source citation (e.g., plagiarism).
♦ Incorrect syntax in sentence structures.
♦ Incorrect research questions and/or hypotheses.
♦ Incorrect data analyses.
♦ Incorrect interpretations of data analyses.
♦ Incorrect and/or inappropriate conclusions (e.g., conclusions not warranted from the data and/or data analyses).
♦ Inappropriate and/or incorrect implications and/or recommendations (e.g., implications and/or recommendations not warranted from the data and/or data analyses).

In order to facilitate communications about research conducted at the University of Florida to audiences outside the university community, the UF Graduate School initiated a policy requiring a "general audience abstract" for all dissertations submitted after Spring, 1996. The "general audience abstract" is required in addition to the regular dissertation abstract as described in the UF Guide for Theses and Dissertations.

The general audience abstract should be a brief summary of the nature of the dissertation research. The general audience abstract is to be a maximum of 150 words, should be written such that lay persons can comprehend the nature and findings of the research, and should be written in non-specialized (i.e., non-technical) language.

The preliminary information for the general audience abstract should contain the following information:

♦ Exact title of the dissertation
♦ The student's full name
♦ The student's telephone number
♦ The name of the (student's) department
♦ The name of the student's Doctoral Studies Supervisory Committee Chairperson.

The general audience abstract itself should follow immediately on the same page and be a maximum of 150 words. Note that a copy of the general audience abstract and the corresponding preliminary information MUST also be submitted on a diskette.

The general audience abstract (hard copy version) must be distributed to the (1) department chairperson, (2) department graduate coordinator, and the Dean of the College of Education. A hardcopy version and the diskette must be submitted to the Graduate School Editorial Office at the time the dissertation is submitted to the Graduate School.

S15. Final Oral Examination (Dissertation Defense)

Upon completion of the research and manuscript for the doctoral dissertation, doctoral students are required to participate in a Final Oral Examination. This examination must be completed no earlier than six (6) calendar months preceding the intended date of graduation and no later than three (3) calendar weeks preceding the intended date of graduation. An Announcement of Examination
form (available in the department administrative office) must be filed in the UF Graduate School at least ten (10) business days preceding this examination.

The student's Final Oral Examination Examining Committee must consist of no less than the four members of the doctoral student's Supervisory Committee. (NOTE: one member of the Doctoral Committee may be “present” via conference telephone; ALSO: the members of the Final Oral Examination examining committee who are not members of the student's Doctoral Studies Supervisory Committee do not have to be the same as those who participated in the student's doctoral oral qualifying examination). The Assistant Dean of the College of Education may also attend the student's Final Oral Examination to guarantee that the conduct of the examination is rigorous and fair in every respect.

The procedures for constituting the Final Oral Examination Examining Committee and for scheduling the examination are the same as those for the Oral Comprehensive Qualifying Examination. (Note that members of the Final Oral Examination Examining Committee who are not members of the student's Doctoral Supervisory Committee do not have to be the same as those who participated in the student's doctoral oral qualifying examination).

Typically, the questions presented in the Final Oral Examination will relate to the student's dissertation research. However, questions relating to other aspects of the student's professional preparation are permissible and appropriate.

Upon successful completion of the Final Oral Examination, the student is required to make corrections and/or changes in the dissertation as specified by the UF Graduate School editorial office (i.e., based on the review of the “First Submission” manuscript and/or the review by the student's Final Oral Examination Examining Committee. These changes must be made prior to “Final Submission” of the student's dissertation to the UF Graduate School. The requirements and procedures for “Final Submission” of the dissertation are presented in the UF Graduate School Guide for Theses and Dissertations.

It is the student's responsibility to insure that all appropriate signatures required on the dissertation are obtained before the dissertation is submitted after the Final Oral Examination.

Following are some of the specific rules that apply to Final Oral Examinations for doctoral students:

- Final Oral Examinations must be scheduled during regular business hours, i.e., between 8:00 am and 5:00 pm, Monday through Friday.
- Doctoral degree candidates must deliver a fully prepared copy of the dissertation to each member of the Examining Committee well in advance of
the scheduled Final Oral Examination. A minimum of two (2) calendar weeks is considered appropriate.

☐ Major alterations in the dissertation suggested by Supervisory Committee members should be communicated to the student before the Final Oral Examination is scheduled. The student should make the changes such that the members of the student's Final Oral Examination Committee have time to read the revised version prior to the Final Oral Examination. Note that this policy is consistent with the requirement that doctoral students' Supervisory Committee members "sign off" on the dissertation before it is submitted to the Graduate School.

☐ The schedule for the Final Oral Examination must be such that all members of the Examining Committee must be present for the ENTIRE Final Oral Examination. If necessary one member may be "present" through the medium of a telephone conference call.

☐ The Dean of the Graduate School should be notified immediately if the schedule for the doctoral student's Final Oral Examination is changed from that which was submitted on the Letter of Transmittal. Failure to notify the Dean of the Graduate School of any such change will automatically result in nullification of the Final Oral Examination as scheduled.

☐ Only the members of the Final Oral Examination Examining Committee vote on the student's performance at/during the student's Final Oral Examination. The function of others present (if any) is to ensure that the Final Oral Examination procedures are conducted properly.

**S16. Submission of the Final Examination Form**

All students in all programs in Counselor Education must have a Final Examination Form filed with the UF Graduate School prior to graduation.

A student's Final Examination Form typically is submitted when the Final Oral Examination (known colloquially as the "Final Defense" of the student's dissertation) has been successfully completed IF the student has provided the departmental secretaries with the necessary information.

Prior to your final oral examination, request a copy of the (yellow, multi-copy) Final Examination Form from one of the department secretaries and ask the secretary to type in the requisite information on the top half of the form. Be sure to provide complete and accurate information regarding the program in which you are enrolled and the degree(s) you expect to receive. Next, take the form to your "Final Oral Examination" meeting and have the members of your examining
committee sign the form during the meeting. (This form must be submitted regardless of whether your performance in the oral examination is judged satisfactory or unsatisfactory).

At the conclusion of your final oral examination, ask the Examining Committee Chairperson (i.e., your Doctoral Studies Supervisory Committee Chairperson) to indicate on the Final Examination Form whether your performance on the examination was satisfactory or unsatisfactory, and deliver the signed Final Examination Form to the department Graduate Coordinator's mailbox. The Graduate Coordinator will review the form and forward the information to the College of Education and the Graduate School. Two copies will be returned to your Doctoral Committee Chairperson, and you can retrieve one copy from her/him.

Please check with the Graduate School Records Office (288 Grinter Hall) sometime prior to your anticipated date of graduation to insure that they have received your Final Examination Form, that all requirements for graduation have been met, and that you are on the official graduation list.

NOTE: If a student submitted a dissertation to the Graduate School in a previous semester, but did NOT graduate, the student needs to make a new first submission of the document. Page 9 of the Graduate School "Guide for Preparing Theses and Dissertations" reads, "If the thesis or dissertation student fails to make final submission by the designated deadline, the manuscript must be resubmitted by the first submission deadline of the semester in which the student intends to graduate."

REASON: Usually, if a student doesn't graduate in the term of submission, the dissertation requires sufficient re-view to warrant a new review. Also, and more importantly, the submission along with the application for graduation, sets the machinery in motion within the Graduate School for certifying the degree.
S17. THE GRADUATE SCHOOL - UNIVERSITY OF FLORIDA
REPORT ON THESIS OR DISSERTATION FINAL EXAMINATION

To the Dean of the Graduate School:

(Mr.) (Ms.)

has submitted, in partial fulfillment of the requirements for the degree of
____________[ED.D. or Ph.D.] in the College of Education, a dissertation entitled:

__________________________________________________________________

Date: ____________Social Security No.: _________________________________

This dissertation (or thesis) has been examined by all members of the candidate's
supervisory committee and has been:

_________APPROVED _______REJECTED _______NOT APPLICABLE

The committee has examined the candidate on______________ (date) in
accordance with the regulations governing the Final Examination and has adjudged
his/her performance _______SATISFACTORY _______UNSATISFACTORY

Exceptions or qualifications are noted as follows:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Signatures of members of Supervisory Committee (Names of faculty
representatives attending final examination):

<table>
<thead>
<tr>
<th>Name</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson</td>
<td></td>
</tr>
<tr>
<td>Committee Member</td>
<td></td>
</tr>
<tr>
<td>Committee Member</td>
<td></td>
</tr>
<tr>
<td>External Member</td>
<td></td>
</tr>
</tbody>
</table>
Recommended by:

Department Chairperson_______________________________________________

Approved by:

Dean of the College__________________________________________________

DIRECTIONS: Three copies of this form are signed by all members of the supervisory committee and by the Dean of the College. Send ONLY the original copy to the Dean of the Graduate School.

☐ No fewer than four faculty members shall be present for the final doctoral examination.

☐ All members of the Supervisory Committee, including the external member, must be members of the Graduate Faculty, must be present at the examination, and must sign this form.
SECTION T. – DOCTORAL GRADUATION REQUIREMENTS

T1. Doctoral (EDD or PHD) Residence Requirement

UF Graduate School policy stipulates that all doctoral students must complete a “period of concentrated study” during their respective doctoral programs. This period of concentrated study is commonly referred to as the doctoral residency requirement.

Doctoral students must fulfill the residence requirement while enrolled in a University of Florida doctoral program by completing a minimum of thirty (30) semester credit hours on the Gainesville campus of the University of Florida.

The doctoral residency requirement must be completed AFTER the Master's degree is awarded (i.e., after formal admission to a doctoral program at UF).

Because the University of Florida requires a minimum of 36 semester credit hours for UF Masters degrees, students who have earned the MAE/EDS or MED/EDS degree in the UF Department of Counselor Education (each of which requires a minimum of 72 semester credit hours) may PETITION the UF Graduate School to apply the coursework completed in the second half of their program (i.e., coursework taken after completing the first thirty-six (36) semester credit hours) toward fulfillment of the doctoral residency requirement.

T2. Pre-Graduation Review of Completed Requirements

STUDENTS ARE ENCOURAGED TO CONFIRM THAT THEY ARE ELIGIBLE TO GRADUATE BY REVIEWING ALL DEPARTMENT, COLLEGE OF EDUCATION, and UF GRADUATE SCHOOL REQUIREMENTS and COMPLETING ALL of THEM BY THE STATED DEADLINE. Students can use the "Graduation Checklist" to review requirements/tasks that must be accomplished before they can graduate.

IF you want the Graduate Coordinator to assist you, please submit your "Graduation Checklist" to the Graduate Coordinator by no later than three (3) calendar weeks prior to the end of the academic term preceding the one in which you intend to graduate. Photocopy the Graduation Checklist (presented below ), provide all the requested information as appropriate to you, and submit the completed "Graduation Checklist" to the Graduate Coordinator.

The Graduate Coordinator will review your "Graduation Checklist" at the earliest convenience. If there are concerns about requirements applicable to you, the Graduate Coordinator will contact you through your Faculty Advisor as soon as possible.
Upon receipt of notification from the registrar of a student’s application for graduation, the Graduate School also begins a check of the records of that student. The Graduate School notifies the department Graduate Coordinator of a student's unfulfilled requirements for graduation during (approximately) the tenth week of the Fall and Spring semesters and the seventh week of the Summer semester. Upon receipt of notifications from the Graduate School of unfulfilled requirements, the Graduate Coordinator forwards the notifications to the respective faculty advisors of the students for whom the notifications were received. The respective faculty advisors are asked to contact the students involved and to request that the students rectify the situation. Note that only the student can complete and/or correct the unfulfilled requirements noted by the U.F. Graduate School.

It is strongly recommended that students anticipating graduation maintain close contact with their respective faculty advisor during the last three weeks, and especially during "Dead Week" and "Final's Week," of the academic term in which graduation is anticipated.

**T3. Notify Graduate School of Intent to Graduate**

Graduation upon completion of the requirements of your program is **NOT** automatic: you MUST notify the UF Registrar's Office BEFORE the second week of the semester in which you wish to graduate (so they can “certify your degree and prepare your diploma) AND the Counselor education department (so we can confirm that all requirements have been met) of your intent to graduate. When you have determined the academic term in which you intend to graduate from your program, notify the Registrar's Office through the course registration process, and notify the department by completing a "Graduation Checklist" (see next Section).

There are application-for-graduation deadlines for each academic term. These application deadline dates are specified in current versions of the UF Graduate Catalog. They also are specified in bulletins distributed by the UF Graduate School (on yellow paper) to each department in the University during the last four weeks of the academic term preceding the one to which the bulletin applies. Note that failure to inform the Registrar's Office and the department by the stipulated deadline may necessitate that you register for at least another three (3) semester credit hours during a subsequent academic term.

When informing the Registrar's Office of your intention to graduate, it is **absolutely essential** that you specify correctly both the program in which you are enrolled and the degree(s) you expect to receive. Note particularly that students enrolled in MED/EDS programs must specify BOTH degrees.
T4. Steps Required for the College of Education’s Certification of Your Doctoral Degree to the Graduate School

1. Students MUST APPLY at the Office of the University Registrar for the degree(s) they have earned by the published deadline. Deadlines are published in the Graduate School Catalog, Deadline Dates Sheet (yellow), Schedule of Courses, and other Office of the University Registrar publications and web sites.

2. Office of the University Registrar (O.U.R.) sends an initial degree list with a cover memo to each college. The cover memo is also available at the http://www.reg.ufl.edu/ourweb/memos/grades-deq/**, where ** is the term and four digit year. The time frame for this activity is usually within a week of the published degree application deadline. Dee Dugger may be contacted at 392-1374 extension 7202 for more specific information.

3. In general, the colleges return their preliminary degree list to the Graduate Student Records office within a day or two of the “Midpoint” deadlines published in the Graduate School Catalog.

4. After the Graduate School forwards the preliminary degree list corrections to the Office of the University Registrar, the Office of the University Registrar sends final degree lists to the colleges.

5. The Graduate School sends a cover letter with the "Commencement Escort List" for the current term. Name and address of the degree candidate's escort is returned to the Graduate School by the deadline specified in the memo. In addition, the phonetic information for doctoral candidates and their escorts is returned (by the colleges) to Nancy Bibbo (235 Tigert Hall, 392-2404) at the Provost’s office by the same deadline.

6. Degree candidates must satisfy their respective thesis and dissertation submission deadlines. If a candidate fails to meet this deadline, the Graduate School will automatically delete the candidate from the degree list. The Graduate School attempts to contact the departments to confirm these deletions.

7. Non-thesis degree candidates must satisfy their final examination form submission deadline. If a candidate fails to meet this deadline, the Graduate School will automatically delete the candidate from the degree list. The Graduate School attempts to contact the departments to confirm these deletions.

8. Degree candidate grades are due to the Office of the University Registrar by the published deadline in the Graduate School Catalog.
9. Final degree certification occurs on-line and must be completed by 10:00 a.m. on the Friday before Commencement. College coordinators will be provided with the details (as they become available) later in the fall 2000 term.

10. There is no corrective window for resolving graduate degree requirements after the Graduate School certifies the candidate's degree. Degrees will be rescinded in the event that final grades adversely effect the satisfaction of degree requirements.
T5. DOCTORAL GRADUATION CHECKLIST

This form is designed to remind you of tasks to be accomplished in order for you to graduate. Please notify UF’s Registrar’s Office of your intent to graduate and submit a copy of this form to the department Graduate Coordinator prior to the last three weeks of the academic term preceding the one in which you intend to graduate. TYPE or PRINT all the information requested.

Complete ALL of the following:

Month/year of anticipated Graduation: ________________________________

Full legal name: ___________________________________________________
(As it will appear on the diploma)

Student SS Number: _______________ Year entered doctoral program_____

Current mailing address: _____________________________________________

_________________________________________________________________

“Permanent” mailing address___________________________________________

_________________________________________________________________

E-mail Address: ___________________________ FAX _______________________

Home phone: (____)_________ Work phone: (____)_____________________

CHECK ONE of the following to indicate the academic degree(s) you anticipate receiving:

_______ EDD (only) __________ PHD (only)

CHECK ONE of the following to indicate the program in which you are enrolled and from which you expect to graduate:

_______ Marriage and Family Counseling (EDC)

_______ Mental Health Counseling (ACD)

_______ School Counseling and Guidance (SCG)

Do you have an up-to-date doctoral supervisory committee form containing accurate information on file with the department and the Graduate School?

Yes __________ No __________
Current Doctoral committee members:

Chair: _____________________________________________________________

Committee member: _________________________________________________

Committee member: _________________________________________________

External Member: ___________________________________________________

Date of Doctoral Oral Qualifying Examination: _____________________

Date of Final Oral Dissertation Defense: ____________________________

**EXACT TITLE of your dissertation:**

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Has the FINAL COPY of your dissertation been submitted to the Graduate School?
Yes ________No _______________ If no, when: ____________________________

Do you plan to attend the Commencement ceremony?  Yes _____No______

Have you asked one of the members of your doctoral studies supervisory committee to escort you at the ceremony?  Yes _______No__________

If yes, name of faculty escort: _________________________________________

If no, who are you going to ask? _______________________________________

You need to enroll in at least 3 credits during your anticipated last academic term; list the course(s) you will take:

Course: _____________________________________________ Credits: ________

Course: _____________________________________________ Credits: ________

Do you have an approved planned program on file?  Yes _____No______

Do you have a change of planned program (if applicable) on file? Yes____No____
Have you officially transferred credits toward the degree(s) you are seeking?  
Yes _____No _____ If yes, number of credits transferred: ____________

From what University?  ________________________________________________

What is the TOTAL number of credits, which will be program applicable at the time of your graduation? _______________

Have you completed the 30 credit hour minimum (BEYOND the first 30 hours counted toward the doctoral degree) on the Gainesville campus of the University of Florida to fulfill the Campus Residency Requirement:  Yes_____ No _____

What is your current grade point average? _______________

Indicate any and all courses for which you currently have grades of Incomplete; remember, you must complete this work and receive a passing grade before you are granted the degree:

Course: ___________________________ Instructor: _______________________  
Course: ___________________________ Instructor: _______________________

Have you paid the required fees (e.g., tuition, library, parking, or other) for your anticipated last academic term?  
Yes _____No _____ If no, to be paid when? ______________

Do you plan to seek (or already possess) State of Florida certification in School Counseling?  Yes _______No____________

Do you plan to seek (or already possess) State of Florida licensure as an LMFT or LMHC?  Yes _______No___________

If Yes, check which apply:  LMFT____________LMHC___________

I recognize that I alone can insure that I have fulfilled all the requirements stated above for the degree I am seeking, and I will do so.

Signature:  __________________________________________Date:___________
**T6. A Minimum 3.0 GPA is Required to Graduate**

In order to graduate, a graduate student must have earned at least a 3.0 GPA overall and a 3.0 GPA in both academic major and (if applicable) academic minor.

**T7. Registering for Your Final Academic Term**

UF Graduate School policy stipulates that degree candidates (i.e., students) must 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.

STUDENTS ENROLLED IN DOCTORAL PROGRAMS IN THE DEPARTMENT MUST BE REGISTERED FOR A MINIMUM OF THREE (3) SEMESTER CREDIT HOURS OF MHS 7980, Research for Doctoral Dissertation, DURING THE ACADEMIC TERM IN WHICH THEY EXPECT TO GRADUATE. Other, additional registration is permitted, but a doctoral student anticipating graduation MUST be registered for at least three hours of MHS 7980.

In RARE cases, and only because of highly unusual circumstances, a student may petition the Dean of the Graduate School, in writing, for permission to graduate without registration during the term in which the degree(s) is (are) to be awarded. In order for such permission to be granted, the petitioning student must have been registered for at least 3 credits, cleared all “incomplete” grades, completed ALL degree requirements (e.g., final examination, required papers, and final submission of the dissertation) submitted ALL requisite materials (e.g., final examination form), and applied for graduation prior to the last day of regularly scheduled classes in the academic term PRECEDING the one in which the degree(s) is (are) to be awarded.

**T8. Doctoral Student Graduation Escort Policy**

In the Spring of 1996, the UF Provost issued the following policy covering determination of escorts for doctoral students attending graduation ceremonies to all university faculty:

The conferring of a doctoral degree traditionally includes the doctoral committee chair escorting each candidate to the stage. The University of Florida is proud of this tradition and we are highly desirous of continuing it....

Students are neither responsible for the selection of their escorts nor should they be involved in any phase of the process. The supervisory committee has not completed its job until the student is graduated. Consequently, the policy for selecting the doctoral escort will be as follows:
The doctoral escort is the chair of that student’s doctoral committee. If the chair is unable to meet this responsibility, the next most senior member of the committee will escort the candidate. The reasons for missing the ceremony must be communicated to and approved in writing by the Department Chair. Should other committee members not be able to attend, the same protocol listed in item #2 will continue until each succeeding member of the committee is approved for release from this important academic obligation. If no member of the committee is able to attend, the department chair will designate a faculty member to escort the student. When there is no available departmental escort, the department chair will escort the student unless he or she is unable to attend for reasons approved in writing by the Dean of the college. If the department chair is unable to escort the student, the Dean of the college will designate a member of the college faculty. If the Dean is unable to designate a faculty escort, the Dean will escort the student, unless he or she is unable to attend for reasons approved in writing by the Provost. If the Dean of the college is unable to attend, the Provost will designate a faculty member to escort the student. Doctoral candidate escorts will be finalized no later than three weeks prior to commencement. Doctoral candidates will receive written notification from the committee or department chair designating the name of their escort. This notification will be mailed no later than two weeks prior to commencement.

The conferring of a doctoral degree is the highest academic honor bestowed upon a student. Escorting doctoral candidates should be viewed as a privilege, not an obligation. Please help to ensure that the decorum demonstrated in the ceremony adequately communicates the dignity and respect this academic achievement deserves. I appreciate your support in this matter.
III. ENTRY INTO COUNSELING PROFESSION

SECTION U - FLORIDA CERTIFICATION and LICENSURE

U1. LICENSURES in the State of FLORIDA

Licensed Psychotherapists, according to Florida law, include the following mental health service providers: Licensed Clinical Social Workers (LCSW), Licensed Marriage and Family Therapists (LMFT), and Licensed Mental Health Counselors (LMHC), as authorized by Florida Statute, chapter 491; Clinical and Counseling Psychologists, as authorized by chapter 490, F.S.; and Advanced Registered Nurse Practitioners who have been determined by the Board of Nursing to be specialists in psychiatric mental health, as authorized by chapter 464.012, F.S.

Graduates of the Department of Counselor Education’s program in Marriage and Family Counseling (EDC) are eligible to apply for both an LMFT and an LMHC license; graduates of the Mental Health Counseling (ACD) program are eligible to apply for licensure only as an LMHC (unless the MFT courses and an MFT internship were completed as electives). If you plan to seek Florida licensure as a Mental Health Counselor or as a Marriage and Family Therapist upon graduation, inform your faculty advisor when developing your planned program and complete the coursework specified below as meeting the Florida standards.

Students who expect to engage in clinical practice (as MHC’s or MFT’s) are required by law to file an Application for REGISTERED INTERN status with the Board immediately upon graduation so that their coursework can be certified as having met licensure requirements and their supervision plan can be approved BEFORE the initiation of the required two years of post-degree supervised clinical experience. Credit for hours of post-degree supervised clinical experience will not count until after your supervision plan has been approved.
Remember that eligibility for Florida licensure is NOT automatic upon your graduation. Therefore, if you are seeking Florida licensure(s), you must **APPLY DIRECTLY for REGISTERED INTERN status** (which authorizes you to engage in clinical practice under appropriate clinical supervision) to the:

**Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling**
Florida Department of Health,
Medical Quality Assurance Division,
4052 Bald Cypress Way, BIN # C08,
Tallahassee, FL 32399-3258
Telephone: 850/245-4474 or 850/245-4444, x3465 or x3446
FAX: 850/921-5389

OR check the Internet at:
[http://www.doh.state.fl.us/mqa/491/491home.htm](http://www.doh.state.fl.us/mqa/491/491home.htm)

**Request Florida Statute 491, Rule Chapter 64B4, F.A.C., and relevant application materials.** You may also want to purchase a copy of the “Laws and Rules Study Book” which contains copies of all the laws covered in the post-graduate Laws & Rules Workshop. [Note that all these materials are available free when downloaded at the 491 WEB SITE that you can access through the Florida Department of Health web page].

REMEMBER: There are licensure criteria beyond those covered in your program in the department; notably, registration as an intern, post-degree supervised clinical experience, and successful completion of the appropriate examination(s).

**U2. COURSEWORK REQUIRED for LICENSURE in FLORIDA as a MARRIAGE AND FAMILY THERAPIST before 2001**

Florida Statutes 455 and 491 and Rule Chapter 64B4, F.A.C., specify the academic coursework, supervised clinical experience, and examination requirements necessary for licensure as Marriage and Family Therapists in Florida and regulate the practice of Marriage and Family Therapy in Florida. **The requirements stated below apply to those graduating BEFORE January 1, 2001:**
<table>
<thead>
<tr>
<th>Chapter 491 Course Titles</th>
<th>UF Course Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dynamics of Marriage and Family Systems</strong></td>
<td>MHS 6430</td>
</tr>
<tr>
<td>An introduction to systemic knowledge and thought, focusing on the development of marriage and family therapy/counseling (MFT/C) as a profession and the interactive dynamics of the living social systems of marriage and family as explained by a number of the tenets of General Systems Theory.</td>
<td></td>
</tr>
<tr>
<td><strong>Marriage Therapy and Counseling Theory and Techniques</strong></td>
<td>MHS 6440</td>
</tr>
<tr>
<td><strong>Family Therapy and Counseling Theory and Techniques</strong></td>
<td>MHS 7431</td>
</tr>
<tr>
<td>These two courses maybe taught separately or as a course in MFT/C theories and MFT/C techniques. The theories component involves comparing and contrasting major theoretical models in systemic family therapy which seek to explain normal, abnormal, or dysfunctional family functioning. The techniques course involves using different theoretical understandings to develop intervention skills useful in the diagnosis and treatment of symptomatic families, couples, and individuals.</td>
<td></td>
</tr>
<tr>
<td><strong>Individual Human Development Theories throughout the Life Cycle</strong></td>
<td>MHS 6480</td>
</tr>
<tr>
<td>An overview of theories of human development in all stages of life both for individuals and for the systems in which the individual lives.</td>
<td></td>
</tr>
<tr>
<td><strong>Personality Theory</strong></td>
<td>MHS 6400 or MHS 6401(2)</td>
</tr>
<tr>
<td>An overview of historical and current theories of human behavior from an individual, non-systemic perspective.</td>
<td></td>
</tr>
</tbody>
</table>
**Psychopathology**  
MHS 6071

Evaluation and classification of abnormal human behavior and psychiatric disorders in individuals according to current diagnostic standards (e.g., DSM-IV and ICD-9) are covered in this course.

**Human Sexuality Theory and Counseling Techniques**  
MHS 6481

An overview of human sexual development, covering both normal and abnormal sexual functioning; appropriate counseling techniques for sexual dysfunction are included.

**General Counseling Theory and Counseling Techniques**  
MHS 6401(2)

Included are theories and fundamentals of counseling applicable to all counseling processes, whether they are individually or systemically oriented.

**Psychosocial Theories**  
MHS 6428 & MHS 6020

 Included is the interrelationship of psychology and sociology in understanding the growth and development of living human systems within the context of their larger social systems.

**Legal, Ethical, and Professional Standards**  
MHS 6705

Standards of law and ethics as they relate to practice of the counseling professions are covered in this course. Particular issues of law and practice which uniquely which impact the practice of MFT/C also are addressed.
Diagnosis, Appraisal, Assessment and Testing MHS 6200

Intended to promote a working knowledge of inferential statistics and the use and application of tests and measurements in the diagnosis and appraisal of intra- and inter-personal disorders and dysfunctions.

Behavioral Research MHS 7740

Includes development of knowledge and skills for the MFT/C practitioner to be an informed consumer of professional research. Interpretation of research data and application to professional practice are covered. Inferential statistics also are covered.

One Supervised Internship MHS 7830 [with MHS 7807]

Must be in a marriage and family counseling/therapy setting and include a minimum of 180 hours of face-to-face contact with marriage & family clients using a systemic approach to conceptualization and intervention.

[On January 1, 2001, and following, new course requirements took effect, as stated in section Q3].

REMEMBER

Save ALL course syllabi for courses taken as part of your graduate program for the duration of your professional career. You may need them in the future to verify that you have completed requirements for national certification, licensure, and/or advanced specialty certification. Also save all materials verifying your participation in supervised clinical experiences.
U3. COURSEWORK REQUIRED for MFT LICENSURE in FLORIDA in 2001 and BEYOND

Design your planned program to meet the requirements stated below IF you will graduate after January 1, 2001:

491 Course Requirements: UF Course equivalents:
-----------------------------------------------
Dynamics of Marriage and Family Systems MHS 6430
Marriage Therapy MHS 6440
Family Therapy MHS 7431
Individual Human Development Theories throughout the Life Cycle MHS 6480
Psychopathology MHS 6071 or CLP 6159
Human Sexuality Therapy and Counseling Techniques MHS 6481 or CLP 6468
Counseling Theory and Techniques MHS 6401
OR
Personality Theory MHS 6400
Psychosocial Theories MHS 6428 & MHS 6020
Substance Abuse Theory and Counseling Techniques MHS 6450
Legal, Ethical, and Professional Standards MHS 6705
Diagnosis, Appraisal, Assessment & Testing MHS 6200
Behavioral Research MHS 7740
One supervised Clinical Practicum MHS 7830 & MHS 7808
(Minimum of 180 MFT contact hours)

Although the courses listed in Q2 and Q3 are considered to be equivalent to the Chapter 491 course titles, The Board of Clinical Social Work, Marriage and Family Therapy, and Mental health Counseling has not officially endorsed this equivalence. The Board evaluates and decides upon each case individually.
U4. SUPERVISED CLINICAL EXPERIENCE REQUIRED for MFT LICENSURE in FLORIDA

Each applicant for Florida MFT licensure must have completed at least 1500 hours of post-degree supervised clinical experience in Marriage & Family Therapy in no less than 100 weeks (i.e., constituting an average of 15 hours/week for at least 100 weeks). The supervisor must be an LMFT or the equivalent who meets the qualifications specified in 64B4-21.007. A supervised period of time will be credited if it consists of the following (see 64B4-2.002):

♦ a **minimum of 1 hour** of face-to-face supervision every two weeks;

♦ **one hour of face-to-face supervision per 15 hours of the intern’s contact with clients;** an additional hour is needed if the intern provides more than 15 hours of clinical service in a week;

♦ focus on the “raw data” from the intern’s clinical work;

♦ at least 50% of the hours of supervision required is in individual supervision (defined as 2 persons or less).

♦ no more than 50% of the hours of supervision required can be group supervision (defined as 6 persons or less).

Doctoral Internships can be applied to meet this requirement.

**NOTE 1:** At least 50% of the clients seen must have been receiving marriage and family therapy services (i.e., services conceptualized from a systemic point of view) and must have included representatives of the following categories of cases: unmarried dyads, married couples, separating and divorcing couples, and family groups including children.

**NOTE 2:** Even if a Registered Intern provides more than 15 hours of face-to-face clinical service (i.e., client contact) each week (all of which must be supervised), no more than 15 hours/week can be applied to meet the required minimum total of 1500 hours of supervised clinical experience over a minimum of 100 weeks. You may take longer than 100 weeks to meet the 1500 hour requirement, but you cannot do it in less than 100 weeks.

Registered Interns must perform all clinical work under the supervision of a qualified LMFT supervisor (as specified in 64B4-21.007) **UNTIL RECEIVING AN OFFICIAL COPY OF THE MFT LICENSE.**
U5. STATE-by-STATE MFT LICENSURE INFORMATION

The Association of Marital and Family Therapy Regulatory Boards (AMFTRB) and the American Association of Marriage & Family Therapists (AAMFT) maintain up-to-date lists of persons who can supply relevant information regarding MARRIAGE & FAMILY THERAPY licensure laws and application procedures in each state. Contact either AMFTRB or AAMFT for names and addresses of those persons located in state(s) in which you are interested.

**Association of Marital and Family Therapy Regulatory Boards**
University Office Park, 1843 Austin Bluffs Parkway,  
Colorado Springs, CO 80918  PHONE: 719-532-1701

**American Association of Marriage & Family Therapists**

U6. Coursework Required for Licensure in Florida as a MENTAL HEALTH COUNSELOR before 2001

Florida Statutes 455 and 491 and Rule Chapter 64B4, F.A.C., specify the academic coursework, supervised clinical experience, and examination requirements necessary for licensure as Mental Health Counselors in Florida and regulate the practice of Mental Health Counseling in Florida. The requirements stated below apply to those graduating before January 1, 2001:

**Chapter 491: Course Titles**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>UF Course Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Theories and Practice</td>
<td>MHS 6401 (2 of 4 credits apply)</td>
</tr>
<tr>
<td>Human Development Theories</td>
<td>MHS 6480</td>
</tr>
<tr>
<td>Personality Theory</td>
<td>MHS 6400 (3) or MHS 6401(2 of 4 credits)</td>
</tr>
<tr>
<td>Psychopathology</td>
<td>MHS 6071 or CLP 6169</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>Human Sexuality Theories</td>
<td>MHS 6481 or CLP 6498</td>
</tr>
<tr>
<td>Group Theories and Practice</td>
<td>MHS 6500 or PCO 7247</td>
</tr>
<tr>
<td>Individual Evaluation and Assessment</td>
<td>MHS 6200</td>
</tr>
</tbody>
</table>
Research MHS 7740
OR
Career/Vocational Counseling MHS 6340
Ethical, Legal and Professional Standards MHS 6720 (2 credits)
Supervised Practicum in a mental health counseling setting MHS 7800 [with MHS 7804]

[On January 1, 2001, and following, new course requirements took effect, as stated in section Q7.]

U7. CACREP COURSEWORK REQUIRED for LICENSURE as a MENTAL HEALTH COUNSELOR in 2001 and beyond

The new law, which took effect January 1, 2001, requires a CACREP-ACCREDITED MASTER’S DEGREE in MENTAL HEALTH COUNSELING [or a Master’s degree from a related field which includes a minimum of 60 graduate credits and 1000 hours of supervised clinical practica and internship experience earned prior to beginning the post-degree supervised clinical experience].

Design your planned program to meet the requirements stated below IF you anticipate graduating after January 1, 2001:

491 Course Requirements: UF Course equivalents:

Counseling Theories and Practice MHS 6401
Human Growth and Development MHS 6480
Diagnosis & Treatment of Psychopathology MHS 6071
Human Sexuality MHS 6481
Group Theories and Practice MHS 6500
Individual Evaluation & Assessment MHS 6200
Career & Lifestyle Assessment MHS 6340
Research & Program Evaluation MHS 7740
Social & Cultural Foundations MHS 6428
Counseling in Community Settings MHS 6020
REMEmBER: Save ALL course syllabi for courses taken as part of your graduate program for the duration of your professional career. You may need them in the future to verify that you have completed requirements for national certification, licensure, and/or advanced specialty certification. Also save all materials verifying your participation in a supervised clinical experience.

Although the courses listed in Q6 and Q7 are considered to be equivalent to the Chapter 491 course titles, The Board of Clinical Social Work, Marriage and Family Therapy, and Mental health Counseling has not officially endorsed this equivalence. The Board evaluates and decides upon each case individually.

U8. SUPERVISED CLINICAL EXPERIENCE REQUIRED for MHC LICENSURE in FLORIDA

Each applicant for Florida MHC licensure must have completed at least 1500 hours of post-degree clinical experience in Mental Health Counseling in no less than 100 weeks (i.e., constituting an average of 15 hours/week for at least 100 weeks). The supervisor must be an LMHC or the equivalent, who meets the qualifications specified in 64B4-31.007. A supervised period of time will be credited if it consists of the following (see 64B4-2.002):

♦ a minimum of 1 hour of face-to-face supervision every two weeks;

♦ one hour of face-to-face supervision per 15 hours of the intern’s contact with clients; an additional hour is needed if the intern provides more than 15 hours of clinical service in a week;

♦ focus on the “raw data” from the intern’s clinical work;

♦ at least 50% of the hours of supervision required is in individual supervision (defined as 2 persons or less).

♦ no more than 50% of the hours of supervision required can be group supervision (defined as 6 persons or less).

Doctoral Internships can be applied to meet this requirement.
NOTE: Even if a Registered Intern provides more than 15 hours of face-to-face clinical service (i.e., client contact) each week (all of which must be supervised), no more than 15 hours/week can be applied to meet the required minimum total of 1500 hours of supervised clinical experience over a minimum of 100 weeks. **You may take longer than 100 weeks to meet the 1500 hour requirement, but you cannot do it in less than 100 weeks.**

Registered Interns must perform all clinical work under the supervision of a qualified LMFT supervisor (as specified in 64B4-21.007) UNTIL RECEIVING AN OFFICIAL COPY OF YOUR MHC LICENSE.

Applicants who successfully completed NBCC's National Counselor Examination (NCE) before January 1, 2001, may petition the 491 Board to have their NCE results used to meet the Florida Mental Health Counselor licensure examination requirement IF they submit (i.e., an NCE passing score is acceptable for 5 years from the date the NCE was taken).

**Effective January 1, 2001, applicants for Florida Mental Health Counselor licensure will be required to take NBCC’s Clinical Mental Health Counselor Examination after they have completed their post-degree supervised clinical experience.**

**U9. STATE-by-STATE COUNSELOR LICENSURE INFORMATION**

The American Association of State Counseling Boards (AASCB) and the National Board of Certified Counselors (NBCC) maintain up-to-date lists of persons who can supply relevant information regarding COUNSELOR licensure laws and application procedures in each state. Contact either AASCB or NBCC for names and addresses of those persons located in state(s) in which you are interested.

**American Association of State Counseling Boards [AASCB]**
3 A Terrace Way, Greensboro, NC  27403-3660  
PHONE:  336.547.0914;  
FACSIMILE:  336.547.0017  
E-MAIL:  aascb@cce-global.org  
WEBSITE:  www.aascb.org

**National Board for Certified Counselors, Inc. [NBCC]**
3-D Terrace Way, Suite D  
Greensboro, NC 27403-3660  
PHONE:  (336) 547-0607  
FAX:  (336) 547-0017  
E-MAIL:  nbcc@nbcc.org  
WEBSITE:  http://www.nbcc.org
U10. FLORIDA SCHOOL COUNSELOR CERTIFICATION

In order to be a practicing school counselor in Florida, you must become certified by Florida’s Department of Education (DOE) Division of Certification, which is the agency charged with establishing and reviewing the academic and experiential requirements for DOE certification in school counseling. Currently, Florida is one of the few states that permits certification in school counseling for persons who have NOT been previously certified as teachers.

You can achieve eligibility for certification in school counseling through the CACREP and NCATE-accredited MAE/EDS, MED/EDS, EDS (only), PHD, or EDD programs in School Counseling and Guidance (SCG). You can also achieve eligibility for certification in School Counseling while simultaneously completing the MFT and/or MHC program requirements by including in your MFT or MHC Planned Program the SPECIFIC COURSES REQUIRED by the DOE.

If you plan to achieve Florida DOE certification in school counseling, (a) obtain the appropriate information materials as soon as possible, (b) inform your faculty advisor of this intention at the earliest possible convenience, and (c) consider enrolling in the SCG program. Be sure to plan your graduate program carefully so that you take all the courses/credits required for the certifications you want.

Remember that neither the department nor the College of Education can act on behalf of the Florida DOE Division of Certification; that is, they cannot dictate that the DOE accept what courses you have taken. Therefore, if you have any concerns about your whether the courses you plan to take or the experiences you plan to participate in are acceptable for certification as a School Counselor, please contact the Florida DOE Division of Certification directly and ask for clarification.

Also remember that DOE certification is NOT automatic upon graduation. You must make direct application to the Florida DOE Division of Certification and request the certification you are seeking.

U11. FLORIDA SCHOOL COUNSELOR CERTIFICATION REQUIREMENTS

Applications for state certification can be obtained from:
College of Education Student Services Office,
Room 134 Norman Hall,
University of Florida, Gainesville, FL 32611.
ELEMENTARY AND SECONDARY (PK-12) SCHOOL CERTIFICATION

Requirements Include:

⇒ A minimum of six (6) semester credit hours in Social and Psychological Foundations of Education. One course must be chosen from each area. Course selections must be approved by your faculty advisor and by the College of Education Student Services Office from among the offerings below:

- Psychological Foundations (all courses are 3 credit hours).
  - EDF 6113 Educational Psychology: Human Development
  - EDF 6355 Educational Psychology: Personality Dynamics

- Sociological Foundations (all courses are 3 credit hours).
  - EDF 4542 Philosophy of Education
  - EDF 6520 History of Education
  - EDF 6544 Philosophy in Foundations of Education
  - EDF 6606 Socioeconomic Foundations of Education

⇒ A minimum of six (6) semester credit hours in General Methods of Teaching, Administration, Supervision and/or Curriculum, from among:

  - EDE 6205 Elementary Curriculum
  - EDG 6250 School Curriculum
  - EDG 4203 Elementary and Secondary Curriculum
  - EDA 6061 Educational Organization and Administration
  - EDA 6193 Educational Leadership: Instruction
  - EDA 6192 Educational Leadership: The Individual

⇒ At least two practica or one internship in School Counseling must be completed in a public or private elementary or secondary school setting. Credit for these experiences must total at least 6 semester credit hours.

⇒ Students seeking School Counseling certification are required to demonstrate that they have completed satisfactorily the self-instruction module entitled, "The School Counselor and Reading Instruction."

This module is intended to enable students to become familiar with basic knowledge and skills in reading instruction and evaluation and to be able to make informed decisions about administration, implementation, and support of reading programs at all school levels. The module is presented once each year as part of the course SDS 6620, Organization and Administration of Guidance and Personnel Programs.
⇒ Students in the School Counseling program who, at the time of graduation, are not certified as a teacher in the State of Florida must pass the State Teacher’s Examination, State School Counselor Examination, and successfully complete their first year as a school counselor under Florida's Beginning Teacher Program before they can be fully certified as a School Counselor in Florida.
SECTION V – STATEMENTS on COMPETENCIES and SKILLS

V1. COMPETENCIES and SKILLS REQUIRED for TEACHER CERTIFICATION in FLORIDA

On August 12, 1999, the State Board of Education amended State Board of Education Rule 6A4.0021, FAC, to include revisions to the competencies and skills in Professional Education and Guidance and Counseling PK-12. This was printed as Competencies and Skills Required for Teacher Certification in Florida, Sixth Edition and is available from the:

Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400.
PHONE: (850) 488-5011 • FAX (850) 921-8523
www.firn.edu/doe

These competencies and skills are the basis for the Florida Teacher Certification Examination. [Copyright 1999, State of Florida Department of State; permission is granted by the Florida Department of Education (Tom Gallagher, Commissioner) to Florida state universities and district school offices to make copies of this document and distribute it to interested persons].

V1A. Professional Education: Section 00.1-30

1. Knowledge of physical, social, and academic developmental patterns and of individual differences in order to meet the instructional needs of all students in the classroom and to advise students about those needs.

- Recognize patterns of physical, social, and academic development of students in the classroom, including those with exceptionalities.
- Obtain knowledge of students through tests, observations, and student records and interpret the information to students, parents, and other appropriate personnel.
- Demonstrate knowledge of motivational factors or conditions that encourage students to be achievement oriented and goal directed.
- Demonstrate knowledge of school and community resources for students who have special needs.
- Match learner needs with instructional elements.
2. Ability to enhance students' feelings of dignity and self-worth and the worth of other people, including those from other ethnic, cultural, linguistic, and economic groups

- Demonstrate instructional interpersonal skills that assist students in developing a positive self-concept.
- Demonstrate instructional and interpersonal skills that assist students in interacting constructively with their peers.
- Demonstrate teaching skills that assist students in developing their own values, attitudes, and beliefs.
- Demonstrate knowledge of similarities and differences among various ethnic, cultural, linguistic, and economic groups.
- Demonstrate teaching behaviors that assist students in developing appreciation and respect for persons from various ethnic, cultural, linguistic, and economic groups.
- Assist students in development of short-term and long-range personal and academic goals.

3. Ability to arrange and manage the physical environment to facilitate instruction and ensure student safety

- Identify physical elements and arrangements in the classroom that directly affect learning and/or safety.
- Arrange classroom furniture, equipment, and instructional aids to facilitate teaching, learning, and safety.
- Organize an effective system for placement and distribution of materials in the classroom.
- Identify appropriate procedures for movement of students in emergencies that can be anticipated.

4. Ability to recognize overt signs of severe emotional distress in students and to demonstrate awareness of appropriate intervention and referral procedures

- Know and distinguish between typical behavior and severe emotional distress in students.
- Recognize overt indicators of severe emotional stress, including behaviors typical of those who attempt or commit suicide.
- Recognize intervention techniques that are appropriate for students whose overt behavior indicates severe emotional distress.
- Know and utilize resources and procedures for referral of students.
5. Ability to recognize signs of alcohol and drug abuse in students and to demonstrate awareness of appropriate intervention and referral procedures
   - Recognize overt behaviors that may indicate a tendency toward the use of drugs and/or alcohol by students.
   - Recognize physical and behavioral characteristics of students who are under the influence of drugs and/or alcohol.
   - Use immediate referrals when any student is suspected of using drugs or alcohol to secure appropriate assistance for the suspected offender and to protect other students.
   - Present accurate information to students concerning alcohol/drug abuse.

6. Ability to recognize the overt physical and behavioral indicators of child abuse and neglect and knowledge of the rights and responsibilities regarding reporting and how to interact appropriately with a child after a report has been made
   - Recognize physical, mental, emotional, and social behavioral indicators of child abuse and neglect.
   - Know the rights and responsibilities of all parties involved and the procedure for reporting abuse/neglect incidents.
   - Know how to interact appropriately based on the child's needs after a child abuse/neglect report has been made.

7. Ability to formulate a standard for student behavior in the classroom
   - Identify approved safety procedures, student characteristics, and socially accepted norms (such as mutual respect, consideration of others, courtesy) and incorporate them into a standard for student behavior in the classroom.
   - State expectations about student conduct, giving rules or developing them with students, and illustrating rules for clarification.
   - Identify and incorporate local and state policies into a standard for student behavior in the classroom.
   - Implement rules and maintain a standard of conduct.
   - Monitor compliance and non-compliance with classroom rules and provide consequences to increase appropriate and decrease inappropriate behaviors.
8. Ability to deal with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum
   - Recognize factors, in and out of school, that contribute to student misconduct.
   - Correctly identify the students who misbehave, and give clear statements concerning the violation and the expectation without over-dwelling, expressing roughness, and creating undue emotional tension.
   - Attend to two tasks at the same time without affecting ongoing instruction
   - Use appropriate verbal and/or nonverbal techniques for reinforcing and modifying student behavior.
   - Identify and use parental assistance and/or school and community resources to modify student behavior.

9. Ability to determine the entry-level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records.
   - Select an appropriate method for assessing prerequisite knowledge, understanding, and/or skills.
   - Select or construct an appropriate evaluation instrument to assist in assessment of student learning needs.
   - Make effective use of classroom observation techniques to assist in assessment of student learning needs.
   - Make appropriate use of information from student records to assist in assessment of student learning needs.
   - Interpret results obtained from diagnostic tests, teacher observation, and information from student records to assist in diagnosis of student learning needs and to guide instruction.

10. Ability to identify long-range goals for a given subject area
    - Formulate subject area goals consistent with state and district goals.
    - Identify long-range goals appropriate to student needs.
11. Ability to construct and sequence related short-range objectives for a given subject area

- Identify knowledge, skills, and attitudes to be attained for a subject area.
- Construct or adapt short-range objectives for identified knowledge, skills, and attitudes.
- Organize and sequence short-range objectives consistent with commonly accepted principles of learning.
- Organize content into sequential steps consistent with identified short-range objectives.
- Consider individual differences in determining short-range objectives.

12. Ability to select, adapt, and/or develop instructional materials for a given set of instructional objectives and student learning needs

- Select materials based on instructional objectives and student learning needs and readiness levels.
- Adapt materials to assist students in mastering objectives.
- Determine materials to be developed based upon existing resources and student needs.
- Design and/or select materials based on instructional objectives, individual student needs, and available resources.
- Know and observe current copyright laws.
- Use a variety of materials and media based upon objectives, student needs, and available resources.
- Ability to select develop and sequence learning activities that are appropriate to instructional objectives and student needs
- Identify and implement learning activities that are consistent with basic principles of human growth and development, giving consideration to various individual learning styles.
- Select or develop activities that recognize conditions that affect learning.
- Select or develop appropriate learning activities to achieve objective(s).
- Combine appropriate learning activities into an instructional sequence.
14 Ability to use class time efficiently

- Begin class-work promptly.
- Focus teacher and student talk on academic subject matter.
- Manage transitions from one activity to another in a systematic, academically-oriented way.
- Establish and enforce rules to be followed by students who are tardy, are without supplies, or who must enter or leave the room during instruction.
- Plan activities for students who complete class-work early.
- Establish routines for preparation, distribution, and collection of materials, and movement of students in the classroom.

15. Ability to communicate effectively using verbal and nonverbal skills

- Organize, sequence, and present ideas/materials using the basic principles of English at a level appropriate to students.
- Listen effectively to messages, identify relevant/irrelevant information, draw inferences, and summarize the message(s).
- In oral presentations, modulate voice quality and level to add interest and to stress important information.
- In written presentations, (e.g., board-work letters to parents, etc.) apply basic mechanics of writing, spelling, capitalization, and punctuation.
- Use nonverbal communications to enhance student action and student performance.
- Utilize effective techniques for emphasizing important points.

16. Ability to create and maintain academic focus by using verbal, nonverbal, and/or visual motivational devices

- Relate instructional objectives and activities to interests, feelings, capabilities, and experiences of students.
- Inform about objectives, subsequent learning tasks, and performance expectations.
- Modify instructional strategies during learning activities, based on student responses and needs.
- Use reinforcement techniques to maintain on-task behavior and promote student motivation.
- Use media to secure interest and maintain academic focus.
- Use student ideas, talents, and products to secure interest and maintain attention.
Direct student attention by use of verbal and nonverbal signals and cues.

17. Ability to present forms of knowledge such as concepts, laws and law-like principles, academic rules, and value knowledge
   - Teach concepts by providing or inducing definitions, examples, non-examples, and attributes, and by distinguishing related concepts.
   - Teach laws or law-like principles by analyzing cause and effect, stating the causal principle/law, using linking words to connect effect(s) to cause(s), and by providing for application of law or principle.
   - State academic rules, describe/analyze the situation in which the rule applies, and provide for practice in applying the rule.
   - Teach value knowledge by stating and exploring the value question, developing criteria of judgment, assembling facts, and testing the value judgment.

18. Ability to present directions appropriate for carrying out an instructional activity
   - Inform students of objectives, assessments, and performance standards.
   - Inform students of the sequence and nature of learning activities to achieve the objectives.
   - Inform students of materials needed for a learning activity and explain their use.
   - Determine if students understand directions.

19. Ability to stimulate and direct student thinking and check student comprehension through appropriate questioning techniques
   - Orient students to class-work and provide appropriate transition statements.
   - Ask low order and high order questions effectively to stimulate and detect student thinking and learning.

20. Ability to provide appropriate practice to promote learning and retention
   - Vary the structure, duration, and nature of practice activities, based upon complexity of material and ability of the learner.
   - Reinforce retention of specific information or skill by directing students to respond individually and/or together.
Provide a variety of activities for repetitive practice to promote learning and retention.
Circulate and assist students during seatwork to check comprehension and provide assistance.
Provide massed and distributed practice activities to promote long-term retention.

21. Ability to relate to students' verbal communications in ways that encourage participation and maintain academic focus
- Show acceptance and value of student responses by seeking clarification or elaboration, or use a student's comment to foster or redirect further discussion.
- Ignore or redirect digressions without devaluing student response.

22. Ability to use feedback procedures that give information to students about the appropriateness of their response(s)
- Provide clear, unequivocal feedback to students, indicating that a response is correct or incorrect.
- Make specific statements that indicate what was praiseworthy about, or the implications of, a student's response.
- Correct students' errors by giving a correction, or assist students in correcting their own errors by providing an explanation, additional information, or asking additional questions.

23. Ability to conduct reviews of subject matter
- Involve students in a summary or rehearsal of previous lessons at the beginning of a new lesson.
- Recap significant points of a discussion before moving to a new topic, aspect or problem, or engage students in doing so.
- Engage students in an end-of-lesson recap, summary, or review of subject matter.
- Engage students in weekly and monthly reviews to ensure long-term retention.

24. Ability to construct or assemble classroom tests and tasks to measure student achievement of objectives
- Identify, select, and construct test items and tasks that appropriately assess mastery of an objective.
- Construct items and tests according to recognized criteria.
- Identify criteria for standards of performance.
Evaluate and revise tests on the basis of content validity, reliability, and student responses.

25. Ability to establish a testing environment in which students can validly demonstrate their knowledge and skills and receive adequate information about the quality of their test performance

- Demonstrate effective procedures for orienting students to tests, specifying test content, and instructing students in test-taking prior to administration of a test.
- Administer tests in ways to reduce debilitating anxiety, discourage cheating, and control potential distractions.
- Provide feedback on test results in a manner that expresses approval and gives information for correcting errors in understanding.

26. Ability to utilize an effective system for maintaining records of student and class progress

- Construct a system for recording the progress of individual students and the total class.
- Identify effective methods for reporting individual student and class progress.
- Demonstrate knowledge of the contents and procedures for maintaining student permanent records.
- Demonstrate knowledge of the laws and policies governing the content and use of student records.

27. Proficiency in the use of computers in education

- Recognize proper operational procedures for computers.
- Identify major components and their functions of a computer system commonly used in an educational setting.
- Recognize criteria for selecting software for use in an instructional setting.
- Recognize the ethical and legal impacts and consequences of a computerized society.
- Identify appropriate school and classroom management applications of computers.
- Select methods of integrating computers in instruction.
28. Knowledge of developmental disorders in students and appropriate interventions
   - Identify characteristics (e.g., social/emotional, cognitive, academic, and physical) of developmental disorders.
   - Identify elements of the mandated referral process used in identifying and assisting students who exhibit characteristics of developmental disorders.
   - Identify intervention strategies in the areas of behavior management, curriculum, instruction, and assessment.

29. Knowledge of professional and ethical obligations to the student, the public, and the profession, including the statutory grounds and procedures for disciplinary action against the certificate holder
   - Identify the Code of Ethics and Principles of Professional Conduct and apply the principles to realistic professional and personal situations.
   - Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.

30. Knowledge of specific educational needs, language development, and approaches, methods, and strategies appropriate for students with limited English proficiency
   - Determine differences and similarities of first and second language acquisition.
   - Demonstrate knowledge of ESOL approaches, methods, and strategies (e.g., material adaptation, alternative assessment, and strategy documentation) appropriate for content area instruction and language arts instruction.
   - Identify and apply cognitive approaches, multi-sensory ESOL strategies, and instructional practices (including parent involvement) that build upon the students' abilities and promote self-worth.
V1B. Guidance and Counseling (PK-12) Section 18.1-10

1. Knowledge of counseling
   - Identify the basic concepts of major counseling theories.
   - Recognize the relationship of personality, learning, and human development theories to counseling theories.
   - Apply counseling theories and techniques appropriate to specific situations and populations.
   - Recognize the criteria for selection of individual and/or group counseling as an intervention.
   - Demonstrate knowledge of small and large group dynamics.
   - Demonstrate knowledge of small and large group counseling and leadership skills.
   - Demonstrate knowledge of appropriate listening and responding skills.
   - Identify major counseling approaches appropriate for specific developmental levels.
   - Demonstrate knowledge of behavior change strategies.

2. Knowledge of activities and programs for addressing current concerns
   - Demonstrate knowledge of activities that teach communication skills, decision-making skills, social skills, and study skills.
   - Demonstrate knowledge of a crisis intervention plan.
   - Demonstrate knowledge of conflict resolution and mediation training programs.
   - Identify, evaluate, and select materials and resources for implementing counseling techniques and programs.
   - Identify self-destructive and addictive behaviors and develop appropriate intervention strategies.
   - Demonstrate knowledge of group guidance programs.
   - Demonstrate knowledge of peer-helper programs.

3. Knowledge of student assessment
   - Demonstrate knowledge of basic measurement concepts (validity, norming, reliability, error of measurement, standardization).
   - Identify conditions that may affect test results.
   - Demonstrate knowledge of the major functions, strengths, and limitations of standardized and non-standardized assessment procedures.
Interpret and apply the results of formal and informal assessment procedures.

Demonstrate knowledge of synthesizing data from a variety of sources to develop a comprehensive assessment of an individual.

4. Knowledge of career development and post-secondary opportunities

- Demonstrate knowledge of major career development theories.
- Identify guidance activities related to career development.
- Apply decision-making models with students in various stages of career development.
- Identify and evaluate materials to be used in career development.
- Interpret student appraisal data relevant to career development.
- Identify appropriate procedures to assist students in developing employability skills.
- Demonstrate knowledge of resources available to provide specific information about educational and technical training opportunities.
- Identify ways to assist students in selecting post-secondary opportunities.
- Demonstrate knowledge of financial assistance sources for further educational opportunities.

5. Knowledge of consultation, collaboration, and coordination

- Identify components essential to a consultation model.
- Demonstrate knowledge of collaborating with school personnel and families to identify needs and develop strategies to facilitate student success.
- Demonstrate knowledge of using appropriate data and resources to assist individuals and groups in collaborative decision-making.
- Identify appropriate procedures for student transition and follow-up.
- Select appropriate procedures to communicate information to students, staff, families, and the community.
- Specify appropriate referrals and referral procedures for in-school and out-of-school individuals and/or agencies.
- Identify effective communication techniques that inform the community about services rendered through the guidance program.
- Identify components and procedures necessary for the organization and administration of a student services program.
6. Knowledge of professional, ethical, and legal considerations
   - Demonstrate knowledge of legal mandates and ethical standards concerning student advisement and assessment data.
   - Demonstrate knowledge of American Counseling Association and American School Counselor Association professional and ethical standards.
   - Demonstrate knowledge of legal rights of students and parents with regard to student records.
   - Demonstrate knowledge of legislation concerning students with special needs.

7. Knowledge of academic advisement
   - Identify approaches for enhancing student awareness of academic and other requirements for graduation and scholarships.
   - Interpret student academic assessment data for appropriate educational placement and student progression.
   - Identify approaches for assisting students with course selection to prepare for post-secondary educational or employment opportunities.

8. Knowledge of research, program evaluation, and follow-up
   - Demonstrate knowledge of accepted accountability and research methodology.
   - Analyze, interpret, and apply the results of research, evaluation, and follow-up.
   - Demonstrate knowledge of needs assessment and program evaluation techniques.
   - Identify program objectives and determine appropriate outcomes based on assessment data.
   - Demonstrate knowledge of the purposes, types, and basic steps in program evaluation and follow-up.

9. Knowledge of appropriate technology
   - Demonstrate knowledge of the use of technology in student record management.
   - Demonstrate knowledge of the appropriate use of technology in student services.
10. Knowledge of social and cultural diversity
   - Demonstrate knowledge of societal changes and trends.
   - Demonstrate knowledge of characteristics and needs of diverse populations.
   - Demonstrate knowledge of issues relevant to diverse family constellations and individual lifestyles.
   - Demonstrate knowledge of counselor responsibility to address biases in self and in others relative to diversity within the school and surrounding community.

V2. IPEP Standards for University of Florida’s Department of Counselor Education Programs

Introduction

In accordance with 240.529, Florida Statutes, the University of Florida has developed a plan for seeking continued program approval of its teacher education programs. The process for demonstrating continuous improvement of program processes and graduates' performances will be documented in three stages:

I. Development of an Institutional Program Evaluation Plan (IPEP);
II. Data Collection to provide a report regarding the evidence accumulated through the annual review process; and
III. Documented Improvement: a report of improvements implemented annually and plans for improving elements that are identified as not meeting the standards.

This report focuses on the IPEP and addresses the six required standards for continuing program approval and describes the types of assessment to be used for measuring student performance on each of the 12 Accomplished Practices.

For each of the six standards below, a measure is identified, a criterion is stated, sources of data to be collected are described, and stakeholder groups who will participate in the evaluation process are identified.

- **Standard 1: Demonstration of the knowledge and skills of the Accomplished Practices at point of program completion**

  **Measure:** Demonstration rate for each Accomplished Practice.

  **Criterion:** 100% of the program graduates will demonstrate successful attainment of each Accomplished Practice.
Data Sources: Each accomplished practice has a list of specific assessments that will be made for each student. Multiple assessments will be employed for each Practice. Appendix A contains a complete list of the method(s) of assessment to be used for assessing attainment of each Accomplished Practice.

Stakeholders: Stakeholders to be involved in the evaluation process for this standard include:

- graduates;
- University faculty;
- classroom teachers (for selected assessments);
- school principals (for selected assessments);
- Community/agency personnel (for selected assessments).

- Standard 2: Performance on the Florida Teacher Certification Examination

Measure: Pass rates on the Florida Teacher Certification Examination (FTCE) and the College Level Academic Skills Test (CLAST).

Criterion: Of all program graduates who take the FTCE, at least 80% of the graduates of each program will pass the examination, and at least 80% of all students admitted to the upper division teacher education programs will have passed the CLAST.

Data Source: DOE report of FTCE pass rates for each program. (Appendix B shows data for the last five years.) DOE and University reports on student pass-rate on CLAST.

Stakeholders: Stakeholders to be involved in the evaluation process for this standard include:

- graduates
- University faculty
- DOE personnel

- Standard 4: Inclusion of program components mandated by State Statute or Rule.

Measure: Compliance with State Mandates, e.g., with respect to admissions, academic program requirements; field experience requirements, and evaluation and continuous improvement.

Criterion: Indicators targeted to specific mandates (updates annually by the DOE as mandates change.)
Data Source:

♦ University Graduate and Undergraduate Catalogs listing program contents and admissions requirements;
♦ Admissions brochures and informational handouts describing requirements for admission to teacher education programs;
♦ Standard departmental advisement sheets and/or handbooks for students listing academic and field experience program requirements;
♦ List of courses, including catalog descriptions and/or syllabi as needed to demonstrate presence of required curricular components.
♦ Departmental reports including, but not limited to list of criteria for selecting persons assigned to clinical education supervision, list of university and school personnel with qualifications, and school sites.
♦ Attendance records at Clinical Education Training Workshops.
♦ Copies of standard correspondence demonstrating compliance.
♦ Minutes of meetings of University Council on Teacher Education, Council of Community College Faculty/administrators and SUS College Deans, COE Curriculum Committee, and of bodies showing stakeholder participation.

Stakeholders: Stakeholders for this standard would include:

♦ Students and graduates of the program;
♦ University and community college faculty/administrators;
♦ Public school personnel
  ➢ Standard 5: Diversity of Student Population

Measure: The number (and percentage when program enrollment is greater than 30) of students in each race, ethnicity, and other category of underrepresented groups in each program.

Criterion: Minority and underrepresented group enrollment should increase by a total of 5% each year.

Data Source:

♦ University of Florida Semester Reports on Distribution by College/Major/Gender/Race (ethnicity);
♦ Graduate School College Profile Reports;
♦ Reports from the Minority Teacher Scholars Program;
♦ Special reports from the Office for Services to Students with Disabilities.
Stakeholders: Stakeholders involved in evaluation of this standard would include:

♦ Current students;
♦ Graduates of the program;
♦ University faculty;
♦ Community college faculty/advisors;
♦ Alumni Board (which includes business, community representatives and school personnel);
♦ Board of Directors for Minority Teacher Scholars Program.

Standard 6: Satisfaction of employing school districts.

Measure: Eligibility for re-hire; district interest in hiring other graduates of the program; and graduate expressed satisfaction.

Criterion:

♦ 90% of the program graduates who are employed in a Florida public school district will be eligible for rehire (given availability of an appropriate position);
♦ 90% of responding principals would be willing to hire future graduates of the program.
♦ 80% of graduates will express satisfaction with overall level of preparation they received in the program.

Data Source: Follow-up survey of graduates in first year of teaching and their principals.

Stakeholders: Stakeholders to be involved in the evaluation process for this standard would include: Graduates, Principals, and/or District personnel.

V3. ACCOMPLISHED PRACTICES and METHODS of ASSESSMENT

ACCOMPLISHED PRACTICE #1 - ASSESSMENT:

Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

The pre-professional counselor collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.
Types of assessments used in counseling programs:

♦ Instructional plans for individual and/or groups of pre K-12 students that include descriptions of assessment procedures to be used.
♦ Cooperating counselor assessment of use of traditional and alternative assessment strategies.
♦ Student products, papers or course assignments requiring analyses of pre-K12 standardized and/or group assessments to determine cognitive, social, linguistic, cultural, emotional, and physical needs prior to starting practicum.
♦ University supervisor assessment of use of traditional and alternative assessment strategies.
♦ Examination or in-class assignment performance on measurement terms/concepts.
♦ Case studies/exercises that require consideration of quality of assessment data in identifying pre K-12 student needs and evaluating counseling progress.
♦ Case studies/exercises that require review and selection of appropriate assessment measures or strategies given diverse student cognitive, linguistic, physical, and developmental needs.
♦ Peer evaluation of student presentations on case studies or problems in assessment uses and interpretation.
♦ Student developed assessment devices submitted for portfolio inclusion or course grade. Sample student-developed assessments collected by cooperating counselor or university supervisor.
♦ Video-tape document of student performance in mock or actual situations giving assessment feedback to pre K-12 students.

ACCOMPLISHED PRACTICE #2 - COMMUNICATION

Uses effective communication techniques with students and other stakeholders.

The pre-professional counselor recognizes the need for effective communication in counseling sessions and the classroom and the processes of acquiring techniques which she/he will use in counseling.

Types of assessments used in counseling programs:

♦ Evaluation reports of student communication and interaction with students, parents, and other school personnel by cooperating counselor(s).
♦ Evaluation reports of student communication/interaction skills by university practicum or internship supervisor.
♦ Student-prepared counseling plans that provide K-12 students with opportunities for varied types of interactions (e.g., large group, small group, individual work.)
♦ Traditional tests of knowledge of a variety of communication and listening behaviors that counselors employ to create a positive counseling environment.
♦ Instructor ratings of student use of appropriate communication and interactive skills in counseling situations with peers.
♦ Peer/instructor evaluations of student performance in role-play or simulations of parent-counselor or teacher-counselor conferences.
♦ Videotape of student interaction with pre K-12 students in a counseling situation.
♦ Student-prepared portfolio submissions that include counseling goals that communicate high expectations for counseling, adapted to student individual differences.
♦ Student's written short and long term professional goals for growth in professional communications skills.

ACCOMPLISHED PRACTICE #3 - CONTINUOUS IMPROVEMENT

Engages in continuous professional quality improvement for self and school.

The pre-professional counselor realizes that she/he is in the initial stages of a life-long learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The counselor's continued professional improvement is characterized by self reflection, work with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

❖ Types of assessment used in counseling programs:
❖ Student's written case-analysis of a personally difficult counseling case encountered in practicum or internship demonstrating self-evaluation of outcomes and self-reflection on areas of improvement.
❖ Cooperating counselor's report on student's attitude and actions regarding self-improvement.
❖ University supervisor's report on student's engagement in activity related to self-improvement.
❖ Student self-assessment reports from practicum or internship experience in individual or group supervision and during exit interview.
❖ Student's written personal professional development plan, including short-term and long-term goals with strategies for accomplishing them.
♦ Written responses to structured class assignments requiring recognizing a counseling problem and identifying options for addressing it based on knowledge of research literature.
♦ Student-developed proposal for a counseling/guidance -inquiry project designed to investigate the effectiveness of a particular teaching strategy or curricular innovation.

➢ **ACCOMPLISHED PRACTICE #4 - CRITICAL THINKING**

Uses appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students.

The pre-professional counselor is acquiring performance assessment techniques and strategies that measure higher order thinking (including problem solving and decision making) skills in students and is building a repertoire of realistic projects and activities designed to assist all students in demonstrating their ability to think creatively.

☐ Types of assessment used in counseling programs:

♦ Student-developed counseling objectives that focus on a variety of levels of cognitive behavior in a K-12 subject area.
♦ Student-developed counseling plan(s) designed to promote critical thinking by K-12 students in specific content areas.
♦ Evaluative reports of cooperating counselor on use of appropriate techniques and strategies that promote higher order problem solving and decision making skills.
♦ Evaluative reports of university supervisor on use of questions, counseling methods, and assessment techniques that enhance critical thinking.
♦ Traditional in class examinations covering fundamental concepts of levels of cognitive thinking, problem-solving, and creativity.
♦ Student-developed performance assessment exercise(s), produced as class assignment for assessment of higher order learning among K-12 students.
♦ Written responses to case-studies or essay problems that require identification and application of strategies, materials, and technologies that enhance problem-solving capabilities of K-12 students.
♦ Video-tape segments of student providing feedback to K-12 students that encourage and guide creative approaches to problem-solving in individual or small or large group counseling situations.
ACCOMPLISHED PRACTICE #5 - DIVERSITY

Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

The pre-professional counselor establishes a comfortable environment which accepts and fosters diversity. The counselor must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The counselor creates a climate of openness, inquiry, and support by practicing strategies as acceptance, tolerance, resolution, and mediation.

- Types of assessment used in counseling programs:
  - University supervisor's assessment of students' demonstrated ability to recognize diverse student needs, backgrounds, and linguistic differences in individual counseling and large and/or small group activities and treat K-12 students equitably and respectfully.
  - Student-developed counseling plans using varied community and/or family resources in counseling.
  - Cooperating counselor's evaluation of student intern's ability to create and maintain a group climate in individual and group counseling that accepts and fosters diversity while promoting learning for all students.
  - University faculty observation of student interactions with peers, staff, faculty, and school personnel who represent diverse cultures.
  - Student-generated reports, projects, or poster session presentations involving analysis of influences of gender, cultural, socio-economic, learning style, special needs, or linguistic variables on teacher/counselor and student interactions or on learning environments.
  - Logs or records of student participation in structured activities designed to promote interaction with individuals of diverse cultures or backgrounds.
  - Responses to case study (ies) or assignments requiring adaptation of materials and counseling activities to meet needs of students from diverse backgrounds, different learning styles, and special needs.
  - Responses to assignments requiring review and recommendations of counseling materials appropriate for and sensitive to needs of students from varied cultures and linguistic backgrounds.
  - Peer/instructor/supervisor evaluations of student participation and contribution to group assignments with regard to openness, tolerance for views of others, and mediation skills.
  - Proposals for classroom inquiry projects that investigate effectiveness of counseling strategies or materials for students with differing demographic characteristics, cultural or linguistic backgrounds, or special needs.
♦ Student's self-evaluation and professional goals relating to diversity of pupil, and multicultural counseling.

> ACCOMPLISHED PRACTICE #6 - ETHICS


- Types of assessment used in counseling programs:
  - Report of university supervisor regarding behavior in relation to protection of students, personal and professional honesty, support of colleague rights, and compliance with legal statute and school and university policies.
  - Reports of cooperating counselor(s) regarding behavior in relation to protection of students, personal and professional honesty, support of colleague rights, and compliance with legal statute and school/district policy.
  - Responses to case studies or role-play assignments that demonstrate ability to apply various aspects of both Codes in hypothetical situations.
  - Recommendation of academic advisor after a check of student's university record for notations of any academic or personal conduct violations.

> ACCOMPLISHED PRACTICE #7 - HUMAN DEVELOPMENT and LEARNING

Uses an understanding of learning and human development to provide a positive learning environment, which supports the intellectual, personal, and social development of all students.

Drawing upon well-established human development/learning theories and concepts and variety of information about students, the pre-professional counselor plans counseling activities.

- Types of assessment used in counseling programs:
  - Student uses counseling plans that use multiple counseling activities in developmentally appropriate ways.
  - University supervisor's assessment of student's effective use of learning and human development theory in planning, delivery of counseling, and evaluation of counseling outcomes.
Cooperating counselor assessment of student command of subject matter pertaining to a specific problems or issues and ability to instruct parents/students/teachers in it.

- **ACCOMPLISHED PRACTICE #8 - KNOWLEDGE of SUBJECT MATTER**

Demonstrates knowledge and understanding of the subject matter.

- **ACCOMPLISHED PRACTICE #9 - LEARNING ENVIRONMENTS**

Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

The pre-professional counselor understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The counselor understands that she/he will need a variety of techniques and are working to increase their knowledge and skills.

Types of assessment used in counseling programs:

- Cooperating counselor assessment of student's ability to implement techniques that promote positive learning environments and adapt them to needs of particular students or situation.
- University supervisor's assessment of student's ability to develop and implement strategies and processes that promote positive learning environments and to implement suggested improvements.
- Peer/instructor evaluation of demonstrations of directions for various types of counseling activities, physical environmental arrangement, motivational techniques, obtaining student input and appropriate feedback in varied situations.
- Case studies requiring application of principles of environmental management and modification of practices to fit individual needs.
- Student self-evaluation and stated goals for professional development in techniques and processes for creating and maintaining a positive climate for the group as a learning community.
- Anecdotal records of student and/or cooperating teacher(s) on management of student behavior and maintenance of positive group environment.
ACCOMPLISHED PRACTICE #10 - PLANNING

Plans, implements, and evaluates effective instruction in a variety of learning environments.

Recognizes the importance of setting high expectations for all students, the pre-professional counselor works with other professions to design learning expectation that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the counselor continuously refines outcome assessment and learning experiences.

Types of assessment used in counseling programs:

♦ Cooperating counselor assessment of provision of planned counseling program that is comprehensible to all students.
♦ University supervisor assessment of development of counseling plans and delivery of counseling program that is comprehensible to all students.
♦ Case studies or exercises that require adaptation and supplementation of standard counseling materials using diagnostic information to meet specified case-study conditions about unique student needs or interest.
♦ Case studies or exercises that require identification of appropriate academic and community resources for delivery of counseling program.
♦ Peer/university faculty assessment of collaborative development of a counseling program or activity.
♦ Instructor/peer evaluation of conferencing skills with interdisciplinary team for planning instruction for an individual student, through videotaping or role-playing.
♦ Portfolio entry of written counseling objectives, in terms of performance outcomes, for group counseling program that include high expectations for all students.
♦ Portfolio entry of set of lesson plans for group counseling program, indicating information resources, curricular materials, motivational strategies, group activities, assignments, review activities, assessment, and enrichment activities that take into account the diversity of the class.
♦ Portfolio entry of peer, faculty, or cooperating teacher critique of group counseling program lesson plans and appropriate revisions.
♦ Portfolio entry of written self-evaluation of assessment results and description of follow-up counseling strategies and/or assessment revision following group counseling program delivery and assessment.

ppo ACCOMPLISHED PRACTICE #11 - ROLE OF THE TEACHER

Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

The pre-professional counselor communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

☐ Types of assessment used in counseling programs:

♦ Cooperating counselors' report of students' ability to work cooperatively with families and colleagues.
♦ University Supervisor's report of students' ability to work cooperatively with families and colleagues.
♦ Logs of attendance/participation in planning, advisory meeting with professional colleagues in schools during placement/internship.
♦ Written exercises or case studies requiring the application of the role of the counselor as a student advocate.
♦ Cooperating counselor report or videotape of student providing meaningful feedback on the progress of students to student and/or family.
♦ Logs, archival materials, or records of written communication to student families.
♦ Traditional classroom tests demonstrating or knowledge of overt signs of child abuse, severe emotional distress, alcohol and drug abuse and reporting requirements.
♦ Professional development form which identifies long, and short term goals for professional development focused on continuous quality improvement.
♦ Record of extra-curricular professional development activities.
♦ Evidence of planning for field trips or guest speakers to contribute a variety of community resources to the group.
♦ Evidence of plans for the inclusion of peer counselors.

ppo ACCOMPLISHED PRACTICE #12 - TECHNOLOGY

Uses appropriate technology in teaching and learning processes.

The pre-professional counselor uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources.
The counselor also uses technology to manage, evaluate, and improve instruction.

- Types of assessment used in counseling programs:
  - Student project requiring use of technology in subject area to gather, organize, or present information.
  - Cooperating counselor's report of students' use of available computers and other forms of technology.
  - University supervisor's report of students' use of available computers and other forms of technology.
  - Unit plans which incorporate the use of electronic network to gather information.
  - Professional development plan, which includes goals and objectives focused on technology integration strategies.
  - Cooperating counselor's record of a demonstration of the use of technology, to prepare and utilize counseling materials.