



Student Handbook
Counselor Education Program
University of Florida
Gainesville, Florida

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INTRODUCTION

Welcome to the University of Florida and to the Counselor Education Program. The purpose of this student handbook is to provide a central point of reference containing policies and procedures that will (a) guide students successfully through their academic programs and (b) assist faculty in effectively advising students. This handbook contains information related to the Counselor Education Program, the College of Education, the University of Florida, and professional resources in the counseling field. Students and faculty will be notified of any policy and procedure updates, which will be integrated into future editions of this handbook. In general, students are required to follow the version of this student handbook that was current at the time of their first term of enrollment unless otherwise indicated by the counselor education program or track coordinator or doctoral chairperson. Faculty should require students to follow a newer version of this handbook, or updated set of program procedures if doing so will benefit the student's professional preparation.

This handbook is available on Counselor Education Program web page. Refer to the UF Counselor Education web page for other critical resource pages and links.

The Counselor Education Program is one of three program areas that were consolidated into the School of Human Development and Organizational Studies in Education (HDOSE) in 2008. Students and faculty are responsible for knowing and following policies, procedures, and guidelines at the program, school (i.e. HDOSE), college, and university levels found in this handbook and in the following key resources:

- [University of Florida Graduate Catalog](#)

Each student is strongly encouraged to maintain hard copies of this student handbook, the edition of the graduate catalog current at the time of admissions, and all course syllabi for the duration of the student's professional career. The Counselor Education Program and the university do not provide copies of these materials.

This handbook is organized into seven major sections. Section One serves as a broad introduction to the Counselor Education Program. Section Two provides general program information. Section Three identifies and describes relevant guidelines, policies, and procedures for successful movement from admissions through enrollment to graduation. Section Four provides doctoral degree information. Section Five outlines master's and specialist degree program information.

Section Six details the guidelines, policies and procedures relevant to the clinical practicum and internship requirements. Section Seven provides resources relevant to entry into the counseling profession, including ethical and professional standards and licensure and certification resources. Program related forms are located on the [Counselor Education Web Page](#). All clinical forms are on the [Practicum and Internship](#) link on the web page.

Questions and feedback about this handbook should be directed to the current Counselor Education Program Coordinator.

SECTION ONE—INTRODUCTION TO THE COUNSELOR EDUCATION PROGRAM

Mission, Goals, and Objectives

The mission of the Counselor Education Program is to prepare exemplary counselor educators, marriage and family counselors, 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 are expected to behave in accord with the highest ethical and professional standards while engaged in accomplishing this mission.

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

An Ethically Informed Professional Identity

Students and faculty are encouraged to embrace their chosen professional identity and to prepare themselves to competently perform the scope of practice promoted by their respective program area specialization: Marriage and Family Counseling, 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 accordance 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 American School Counseling 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 advisor(s), clinical supervisor(s), and/or professional colleagues regarding the choices confronting them in their various professional activities.

A Disciplined Professional Curiosity

Students and faculty are challenged to ask far-reaching questions.

Students and faculty are expected to master the tools of professional research to aid them in their search for trustworthy answers to their questions.

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

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

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

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

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

An Efficacious Commitment to Professional Service

Students and faculty are expected to respect and enhance the worth, dignity, equality, and positive development of all people of diverse cultures 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 they 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.

Diversity Statement

The University of Florida Counselor Education program is committed to creating an atmosphere of integrity, trust, and safety. We are a multicultural community that includes individuals of various ancestral, racial, ethnic, and socioeconomic backgrounds; immigration statuses; ages; gender identities; affectional orientations; physical and mental abilities; national origins; as well as individuals with varying trauma histories and life experiences. Unconditional regard for diversity is consistent with the counselor profession (American Counseling Association [ACA] Code of Ethics, 2014). As counseling professionals, we are called to “respect the diversity of clients, trainees, and research participants” (ACA, 2014, A.4.b., p.5), develop multicultural social justice counseling competencies (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2016), and advocate for our clients as well as the counseling profession.

Our program is committed to advocating for social justice, challenging stereotypes, thoroughly processing power and privilege, and promoting self-reflection and critical thinking skills. Additionally, we expect students, faculty, supervisors, and other stakeholders, to demonstrate a genuine desire to examine their preexisting prejudices, assumptions, and biases, meeting the standards of the counseling profession and enabling each individual to work effectively and ethically with all clientele. Faculty, students, site supervisors, and other stakeholders affiliated with the UF Counselor Education Program are also committed to educating each other on the existence and effect of racism, sexism, classism, ableism, heterosexism, religious intolerance, ageism, sizeism, or any other form of discrimination.

We believe our program and its core values of equity, diversity, and inclusion are fortified when all voices are heard. Therefore, we provide space for every voice within our educational environment.

Accreditation

The doctoral program in Counseling and Counselor Education and the three entry-level programs in Mental Health Counseling, Marriage and Family Counseling, and School Counseling and Guidance are fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The school counseling and guidance program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly the National Council for Accreditation of Teacher Education (NCATE), and the Florida Department of Education (FL-DOE).

Degrees Awarded

The doctoral program in Counseling and Counselor Education leads toward a Doctor of Philosophy (Ph.D.). The Master of Education (M.Ed.) and Educational Specialist (Ed.S.) degrees are entry-level degrees, which are earned concurrently and are awarded simultaneously. Students who have previously earned a master’s degree in counseling at another institution may elect to pursue only a Specialist in Education (Ed.S.) degree. Students completing an optional master’s thesis earn the Master of Arts in Education (M.A.E) rather than the M.Ed. See the Graduate Catalog for a thorough description of the degrees awarded. See SECTION FOUR for more information describing the doctoral degrees and SECTION 5 for information about the entry-level degrees.

Academic Programs of Concentrations and Program Identifier Codes

The Counselor Education Program is comprised of four academic programs commonly referred to as tracks. Each program has a three-letter “program identifier code” designated by the State University System. Master’s and Specialist Programs and their identifier codes are Mental Health Counseling (ACD), Marriage and Family Counseling (EDC), and School Counseling and Guidance (SCG). The doctoral program is Counseling and Counselor Education (CCE). Students should be familiar with the program names and identifier codes. See SECTIONS FOUR and FIVE for specific descriptions of each these degree programs.

Counselor Education Graduate Course List

For current coursework requirements, refer to the Planned Program documents for each program area on the Counselor Education webpage. For current coursework offerings, refer to the schedule of courses provided by the Registrar (select Education-Human Development & Organizational Studies as your department.) Refer to your Planned Program for frequency of courses offered (once per year, every other year, etc.) Your chair or program faculty will assist you in developing a planned program based on course availability.

SECTION TWO—GENERAL DEPARTMENT INFORMATION

Department Offices, Facilities, and Guidelines

Physical Location, Phone Numbers, Hours of Operation, and Home Page

Norman Hall Room 2-114 352-273-4334 – Phone
352-846-2697 – Fax
Monday through Friday, 8:00am to 5:00pm

Mailing Address

Counselor Education
POB 117046
Gainesville, FL 32611-7046

Facilities Guidelines

The administrative office and the offices of the HDOSE Director, the graduate coordinator, and administrative staff are located in Norman Hall Room **2-114**. The offices of regular, full-time program faculty members are located in the corridors adjacent to the administrative office. All faculty members in the Counselor Education Program receive mail through the administrative office. The faculty copy machine is located in the administrative office. Leave with the administrative staff any messages for faculty or any requests for copies. Only faculty and staff are permitted in the mailbox and copy room.

We have multiple conference, class, and laboratory rooms to be used for academic meetings and other official functions of the program. See administrative staff to reserve conference and meeting space. See administrative staff for technical instruction and assistance with all laboratory equipment.

Program Faculty and Staff

There are four possible academic ranks for full-time, tenure-accruing teaching faculty at the University of Florida. In order of progression, they are: Assistant Professor, Associate Professor, Professor, and Distinguished Service Professor. Additionally, there are non-tenure career lines at the University, including but not limited to, Lecturer, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Finally, Assistant Instructor and Instructor ranks may be assigned, usually to teaching faculty not holding a doctoral degree. All core faculty members in Counselor Education hold the academic rank of assistant professor or assistant scholar or above. Faculty assignments are based on each faculty member's professional experiences, expertise, interests, and/or academic preparation, not their academic rank. Emeritus faculty members are retired from the program.

Promotion within the academic ranks, both tenure- and non-tenure accruing, is based on peer and administrative evaluations of the faculty member's performance in the program,

school, college, and university in the areas of teaching, research, and service. The University of Florida Board of Trustees awards the Distinguished Service Professor rank 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.”

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. Additional information is provided in the currently published Graduate Council Policy Manual. Ranks relevant to positions in the Counselor Education Program, Persons in the following positions are eligible for graduate faculty appointment without special petitions: Clinical Assistant Professor, Assistant Scholar, Associate Scholar, Scholar, Eminent Scholar, Assistant Professor, Associate Professor, Professor, Distinguished Professor, Distinguished Service Professor, and Graduate Research Professor.

Only those Counselor Education faculty members who hold [Graduate Faculty](#) status may 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 of the faculty in Counselor Education, including eligibility to chair doctoral supervisory committees, is available from the administrative staff in the program's office.

In addition to full-time teaching faculty, individuals from within the university and surrounding professional communities serve as Affiliate and Adjunct faculty. Affiliate 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 of Florida community. 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. Adjunct faculty members provide a limited direct contribution to the department, while their primary position is outside the University of Florida community.

See the Counselor Education Program’s web page for links to faculty members’ personal web pages and to the College of Education research profiles.

Student Advisory Council

The Student Advisory Council (SAC) serves as a liaison and voice between students in the counselor education program and the counselor education faculty and staff. The Council will consist of one Masters/Ed.S. student elected per track (School; Marriage, Couple, and Family; Mental Health), and one elected doctoral student representative, for a total of four. The elected members will generally serve for one year.

Nominations will be solicited, followed by an anonymous election. Once elected, the Student Advisory Council will set up two meetings per semester. The Advisory Council will organize ways to elicit feedback (both positive and constructive) and solutions from the student body to discuss in their two semester meetings. The faculty will designate one faculty meeting per

semester (Fall and Spring semesters) to invite a representative of the council to discuss student concerns. Should a pressing concern come up before the designated faculty meeting attended by the council, concerns can be forwarded to a designated faculty member who brings the concerns to the faculty

Student Organizations

Beta Chapter, Chi Sigma Iota

Established in 1985, Chi Sigma Iota (CSI) is the international honor society for counselors working in professional and academic settings. The mission of CSI International is to promote scholarship, research, professionalism, and excellence in counseling and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. The University of Florida's Beta Chapter was the second chapter established and serves as a link within our community to promote networking and service among students, alumni, faculty, and local professionals. Students who have completed 9 credit hours with a grade point average of 3.5 or higher are eligible for membership and initiation and are expected to contribute to activities of the chapter. Students are invited to consult the Beta Chapter website and the Chi Sigma Iota International website, and to talk with current members, for any additional information. Students' insights, interests, and unique perspectives are welcome additions to the chapter.

SECTION THREE – POLICIES, PROCEDURES, AND GUIDELINES

Admission, New Student Enrollment, and General Orientation Essential

Functions Required of Matriculated Students

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 Counselor Education Program at the University of Florida is committed to enabling its students to use any reasonable means or accommodations to complete the course of study leading to a degree.

Observation

Learning to be a professional Marriage & Family Counselor, 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.

Communication

Learning to be a professional Marriage & Family Counselor, 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.

Motor control

Learning to be a professional Marriage & Family Counselor, 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.

Intellectual, conceptual, integrative and quantitative abilities

Learning to be a professional Marriage & Family Counselor, 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.

Social efficacy

Learning to be a professional Marriage & Family Counselor, 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 social and 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.

Statement on Professionalism

Our academic programs are established to prepare graduates of the programs to enter the counseling profession. Courses include a variety of instructional methods including didactic instruction, group discussions, experiential activities, and service learning opportunities. The term profession in this context means an occupation or career for which there is a known body of knowledge, both theoretical and research, an identified set of appropriate skills, and a set of behavioral standards adhered to by members of the profession.

When admitted to the Counselor Education Program, students are engaged in a professional preparation curriculum. Therefore, upon admission, the program faculty accepts students as professionals and expects them to act in accordance with the highest professional standards.

The most common manifestation of professionalism is adherence to professional ethical standards. Links to these standards are provided in SECTION SEVEN. The program faculty members expect you to know these standards and to act accordingly. However, professionalism encompasses much more than just adhering to ethical and/or other written standards. It includes appropriate and effective manners of interacting with people, personal conduct and self- presentation, and respect for people, property, and processes.

Some of the subtle aspects of professionalism, both in and out of the program, are addressed in this handbook. However, it is not possible to convey in this handbook all the aspects of professionalism pertinent to the various professions reflected in this program. As a basic guideline, if a student has any concern about appropriate professional behavior for oneself or for others, the student should immediately contact the lead faculty in their program area. If the student is unable to contact his/her faculty representative, or if this faculty member is not the appropriate contact person for the situation, the student should contact the program coordinator or another faculty member, or the school director or associate director. The student should not rely on the opinions of peers, hesitate to contact a faculty member or the school director, or evaluate the situation on his/her own.

Protocol and Communication

The Counselor Education Program is extremely large and complex along a number of dimensions, including numbers of students and faculty, programs offered, and student matriculation requirements. Both formal and informal procedures are in operation in an organizational structure this large and complex. For the program to operate efficiently and effectively, both the formal and informal procedures must function smoothly. The formal procedures are outlined throughout this handbook. The purpose of this section is to provide some guidelines about activities or subjects not addressed in other sections as a mentoring tool for students' professional development.

The student is primarily responsible for effective progression through the program. Students should read and review this handbook often throughout their program when they have questions or concerns about a policy, requirement, or procedure.

If a student, after reviewing the handbook, is unable to determine an effective response to a question or concern, he/she should contact a faculty member or chairperson of his/her doctoral studies supervisory committee. If the faculty member/ chair is not able to provide an effective response to the question or concern, the faculty member should contact the Program Coordinator. This line of communication is essential to the effective operation of the program for several reasons. First, the program coordinator is neither able nor willing to be an advisor to all the students in the program. Second, it is essential that the faculty know what the student is doing. Bypassing faculty is likely to cause future difficulties for the student. Third, when the faculty member determines the appropriate response to the question or concern, the faculty member can use the information for other advisees; thus, this is an effective method of conveying information to students in the program.

It is important for students to understand that faculty members have many professional responsibilities other than teaching. These responsibilities consume large amounts of time and, therefore, it is sometimes difficult to contact faculty members. However, all faculty members are required to establish and advertise office hours per week. Faculty members may be contacted during their office hours; however, most faculty members prefer scheduled individual appointments. Students are encouraged to ask faculty members what means of communication are most effective and preferred (i.e., email, phone, personal visit, scheduled appointment).

Each faculty member in the program holds a doctoral degree and therefore merits being addressed as Dr. (name). However, individual faculty members have individual preferences for the use, or non-use, of the title "Dr." It is appropriate for students to ask individual faculty members how they prefer to be addressed. However, as a matter of professional courtesy, non-use of the title "Dr." is appropriate only in individual, one-on-one situations. When other faculty members, staff, or students are present during your interaction with a faculty member, it is appropriate to use the title "Dr."

The program telephones and materials (e.g., letterhead, envelopes, and other office supplies) are not available for use by students. Students must have the direct authorization from a faculty member to use these materials. Students are permitted to use office telephones only in cases of medical emergency.

Program administrative staff members are prohibited from dispensing certain types of information. In order to protect students' rights, privacy, and safety, administrative staff members are prohibited from disclosing information about students. Additionally, staff members will not disseminate

faculty personal contact information. Being called at home or on a personal cell phone is a matter of individual choice among faculty members. Students should inquire of individual faculty members about their preferences for calls to their mobile phones.

If students call or visit the program office to request information presented in this handbook or information that is prohibited from dissemination by the policies in this handbook, the staff, including administration and faculty, will advise them respectfully to consult this handbook.

Students should not take this as an affront to their integrity as a person or as a professional; program staff members have been instructed to respond this way.

In the past, a few students have brought refreshments to academic functions such as masters and doctoral oral or final examinations. Clearly they have done so to make the activity as pleasant as possible for all involved, and the faculty attending have appreciated the thought and preparation. However, provision of refreshments by students at formal, academic activities is inappropriate. It is essential that effective distinctions be made between formal and informal interactions among students and faculty.

Counselor Education Home Page

In order to best utilize technology as a means for informing members, the Counselor Education Program maintains a web page. Contained within this page are resources relevant for admissions, enrollment, graduation, and professional development. This page is designed to be a community for students, staff, faculty, and alumni. Students are encouraged to not only consult this page for information, but also to contribute so that it remains current and dynamic. You may email the Program Webmaster with current news, announcements of contributions to the profession such as publications and presentations, photographs from Counselor Education program events, and alumni news following graduation. Contact the Webmaster if you notice dead links or have suggestions for improvements. The Webmaster's contact information can be found at the bottom of the home page.

GatorLink Accounts

Each applicant, student, faculty, and staff member must have a GatorLink username and password. A GatorLink account is required to access the University's network and services. Establishing a GatorLink account will provide an individual with a University of Florida email account, which is the individual's GatorLink username@ufl.edu.

UF Email Policy

All official program/department and university correspondence sent via email will be sent directly to a student's University of Florida email account. GatorLink email addresses will not forward email to non-UF third-party email providers. Students are responsible for checking their UF email account.

UFID

A University of Florida identification number (UFID) is generated when candidates apply to the University. That UFID number remains with students as their principal identification. Students are responsible for knowing their UFID number; students will be asked for when registering for classes, using registrar and financial services, and conducting all business with UF.

UF Gator1 Card

The UF Gator1 card is a standardized and convenient form of identification with the ability to function as a key to access a variety of University systems and services. The University of Florida official ID Card is required for all students, faculty and staff. The student's Gator1 Card lists their UFID number.

New Student Orientation

The Graduate School hosts a new student orientation to welcome students to the University of Florida Graduate School. Whether new or a previous UF student, all newly enrolling students are strongly urged to attend the Graduate School New Student Orientation.

The Counselor Education Program holds a new student orientation meeting at the beginning of each academic term in which students are admitted to the program. Typically, this meeting is scheduled at least one to two days in advance of the first day of classes for the academic term. The primary purposes of this meeting are to assist new students with (a) becoming acquainted with the Counselor Education faculty and staff, their program faculty or their "acting" doctoral chairperson, current students (particularly the leadership from student organizations), and with each other; (b) obtaining essential information about the overall program and their specific program tracks; (c) registering for courses appropriate for their first terms of enrollment in their respective program tracks; (d) answering questions about the program/school and its operations; and (e) reporting necessary information (i.e., contact information) to the program.

The faculty strongly encourages attendance by all new students. New students who are unable to attend this meeting are asked to contact the program office as soon as possible after the meeting to determine their program area faculty advisors or acting doctoral chairperson, to obtain any information they need, and to provide the information requested during the meeting.

Student Data Files, GIMS, and Change of Name or Contact Information

Student data files are maintained at the University, Graduate School, and Counselor Education Program levels.

The University maintains a directory listing for each individual student and employee. Go to the Address and Directory Changes for instructions on updating your UF profile.

The Graduate School maintains student records on the online Graduate Information Management System (GIMS). All graduate students have access to GIMS through MyUFL. They can only view their individual records, showing what degree segments they have on record.

In the Counselor Education Program, large numbers of masters/specialist and doctoral students are enrolled in various degree programs. Maintaining effective lines of communication with each student is a very difficult task. To manage student data, three distinct files are created for each student. First, a file is created for each student containing copies of all application, enrollment, and graduation information. Second, administrative staff members create and maintain an electronic data file, including relevant contact, program enrollment, relevant assistantship, and graduation information. Third, a distinct clinical file is maintained housing all documentation pertaining to clinical practicum and internship. Information from this file is used to comprise all licensure and certification correspondence. Note that access to student data files is restricted to program faculty members and staff, and can be used only for official program/school or university business.

Each student's initial file is created from information obtained during the application and orientation processes. From that point through graduation, it is the student's responsibility to ensure that his/her data file contains up-to-date information. It is essential for students to notify program administrative staff immediately, in writing, of any changes of name, contact information, or other relevant data.

It is the student's responsibility to notify both the Counselor Education Program and the University of Florida with name or contact information changes. At the program level, email the graduate secretary and provide all contact information: name, UFID, mailing address, phones, and email changes.

Students' failure to maintain accurate information in their data files: (a) may result in the program being unable to provide important information to them, (b) absolves the program from ensuring that students have received important information, and (c) may have a significant negative impact on a student's standing in the program and/or their effective progression through the program.

Live Text (by Watermark) Accounts

All students are required to obtain Livetext accounts for evaluation procedures throughout the program. Purchase of Livetext accounts is required for all yearly, practicum and internship, and summative evaluations in the counselor education program. Livetext accounts are required for all students enrolled in the UF College of Education.

Student Liability Insurance

Litigation involving practitioners in the counseling profession has increased dramatically in recent years for many reasons; the result is that every counseling 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 counseling professionals to avoid involvement in litigation. Nevertheless, since there is no "foolproof" way to avoid litigation, most counseling professionals now consider liability insurance to be a necessity.

Just as for all professional counselors, students are asked to maintain current liability insurance whenever they are in clinical experiences, including courses with clinical components. For

practicum and internship courses, proof of liability insurance is required for all clinical placements and strongly encouraged for school settings, in accordance with 1012.39(3), Florida Statutes. Proof of liability insurance should be submitted to the Clinical Coordinator in the form of a letter from the insurance provider and/or a copy of the insurance policy or insurance card. Attorneys for the university or agencies will represent the interests of the institution first. The student's own insurance plan provides protection for him/her. Students can obtain professional liability insurance at a discounted rate as a benefit of membership through national professional organizations. You can visit the following agencies to learn more:

- [ACA](#)
- [AMHCA](#)
- [ASCA](#)
- [IAMFC](#)
- [AAMFT](#)

Professional Counseling Conference or Workshop Attendance

Students are required to attend at least one professional counseling conference or professional counseling workshop or webinar. This may include a local, state, national, or international counseling conference or workshop, such as a CSI Beta chapter professional development workshop, Florida Counseling Association (FCA) conference, American Counseling Association (ACA) conference, or ACA division conferences to name a few.

Membership in a Professional Counseling Organization

Students are required to join a professional counseling organization in the second year of the program (no later than the beginning of practicum). This may include a local, state, national, or international counseling organization, such as CSI, FCA, ACA, or ACA divisions.

Academic Advising, Program Planning, Registration

Advisement, Career Guidance, and Counseling

Although the underlying processes are sometimes integrally related, distinctions among the terms advisement, career guidance, and personal counseling can be made. Advisement may be defined as a process wherein the student and the faculty discuss the student's academic plans and requirements, as well as the related program/school and/or university policies, regulations, and procedures. This Handbook has been developed to serve as a major resource for advisement procedures. However, it is not intended to supplant advisement in terms of effective communication between the student and the faculty. The student has the right to effective advisement while in the program; however, the student also has the responsibility to seek advisement from their assigned faculty advisor following program/school procedures. If students obtain advisement from others outside of the faculty in the program area (e.g., from other students, department administrative staff, or faculty outside of their program), students will bear the consequences of behaviors resulting from such advisement. The Counselor Education Program does not assume responsibility for problems resulting when a student obtains incorrect advisement. If a student is misadvised, the student, the program will do whatever it is able,

and to the student's advantage, to correct resultant problems.

Career guidance may be defined as a process wherein the student and a faculty member or other professional work together to help the student to determine professional career-related goals.

Career guidance thus encompasses consideration of a student's professional development in a context much broader, and much more general, than that for advisement. All faculty in the Counselor Education Program are willing to assist students with career guidance within the context of this definition. Note, however, that the outcome of such career guidance may have significant implications for subsequent advisement processes.

Counseling may be defined as a process wherein an individual works with a professional counselor to help alleviate personal (i.e., other than professional development) concerns or problems.

Although all faculty members in the program are competent to provide such counseling services, it is inappropriate for them to do so for students because of students' enrollment in the Program. If a faculty member were to provide personal counseling services for a student in the Program, it would place them in a dual relationships (i.e., the faculty member would be both the student's counselor and his/her evaluator). Dual relationships of this nature are unethical, for both the student and faculty. If a student needs personal counseling services, he/she may obtain them from a variety of counseling service resources, including those on and off campus.

For campus career guidance and counseling services, students may consult the [Career Resource Center](#), the [Counseling & Wellness Center](#), and the [Dean of Students You Matter, We Care Support Services](#). Each of these may have community-based referral sources should a student wish to seek services outside the university.

Faculty Advising

Upon admission to the Counselor Education Program, students are provided with information about advising procedures in the program. It is the student's responsibility to know who is serving as advisors within their program track.

A student's assigned advisor and other track program faculty is a primary source of contact and communication with the program. Therefore, faculty encourage students to form effective, professional relationships with their faculty members. In view of the number of students in the Counselor Education Program, a major portion falls upon the student to be responsible for the formation of advising relationships with program faculty. Frequent advising and informational meetings are offered by program track faculty and students are required to attend. Faculty encourage students to show initiative in getting to know their program faculty and reaching out for advisement.

Student meetings are strongly encouraged no later than mid-term of their first semester of enrollment to develop a Planned Program of graduate study and to continue to consult with their program faculty throughout their period of graduate study. Planned program meetings will be held for each track in the first semester of the program, and informational meetings will be held at least once in the fall and spring semesters.

Supervisory Committee

UF Graduate School policies stipulate that each degree-seeking student enrolled in a graduate program in the university must have a “Supervisory Committee Form” on file in the Graduate School records office. This form is an electronic document submitted only by the program graduate secretary based on information provided by the student.

Doctoral students must have a Supervisory Committee Form on file with the Graduate School no later than the end of the second academic term following formal admission into the doctoral program. This deadline is in effect regardless of whether the doctoral student enrolled in classes during either of the first two academic terms following formal enrollment. The program graduate secretary enters a student’s Supervisory Committee information online through the GIMS system.

Failure to have this form on file with the Graduate School is sufficient justification for the Graduate School to cancel a student’s enrollment in a graduate program in the university.

The online Supervisory Committee Form in the GIMS system provides information on a student’s program, degree(s) sought, and anticipated date of graduation. For entry- level M.Ed./Ed.S. and Ed.S. only students, this form is completed and submitted electronically by the program graduate administrative assistant within the first weeks of initial first-term enrollment. In the case of M.Ed./Ed.S. or Ed.S. only students, a committee chair is identified on the final exam form. In the case of doctoral students, doctoral students identify a minimum of four doctoral supervisory committee members including a chairperson of the doctoral committee. See Section Four for information on selecting doctoral supervisory committee members.

A new Supervisory Committee Form must be submitted on GIMS by the program graduate administrative assistant each time a student changes supervisory committee members, or academic programs or degrees sought. Students must provide the graduate secretary in writing with appropriate information and documentation of changes.

Doctoral students should submit a Change of Advisor form to indicate changes in supervisory committee members. See policies within this Handbook for procedures and guidelines for Change of Advisor and Change of Academic Program.

The Graduate School staff reviews the accuracy of the information on a student's Supervisory Committee Form as part of the evaluation of a student's eligibility for graduation. A student will not be permitted to graduate if the Supervisor Committee information is incorrect at the time the student applies for graduation. It is to the student’s advantage to ensure that the Graduate School has a current and accurate Supervisory Committee Form on file.

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 undergraduate students with permission of the program coordinator; 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 program coordinator.
7000 – 7999	Graduate courses. Intended primarily for Advanced Graduate Students.

Course Registration

Registration in graduate-level courses offered through the Counselor Education Program is “controlled” so that students officially enrolled in the Counselor Education degree programs get priority enrollment. The Counselor Education graduate courses 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 through the program administrative staff.

To select courses, students should consult the Counselor Education Program’s up-to-date list of courses offered which is available just prior to the University's regular registration period.

Students may obtain a copy of this list from one of the administrative staff members in the School office. Copies may be available online on the Counselor Education webpage. Then, consult with your program area faculty advisors about your proposed selections. Refer to the [Registrar’s Schedule of Courses](#) for a listing of class times and periods.

Students enrolling for the first term will be registered for courses by the Program staff prior to the New Student Orientation. Beginning in the second semester, however, currently enrolled students will register for classes with the program graduate secretary during the course registration appointment time established by the UF Registrar's Office and reported to students through One.UF.

There are two course registration periods for each academic term: (1) Regular, or 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 two to three days of each semester.

Students may only register on or after their designated registration appointment time. Students must contact the department administrative office during the regular or late registration period and request admission to (i.e., registration for) the course(s) they want to take. If there is space available in the specified course, the student's name will be recorded on a class roster through the online registration procedure. Students will be registered in order, according to dates and time on emails, and when students who call leave a voicemail message. Email registration messages are preferred.

Historically, administrative staff members have attempted to accommodate student requests to register for courses that were closed due to full enrollment and have maintained wait lists.

However, the process was disrupted when students attempted to persuade teaching faculty directly to be admitted into a full course. This resulted in confusion between faculty, staff, and students and vulnerability to inequitable preferential treatment. Practices of students circumventing wait lists to contact faculty directly are no longer in use. Students are responsible for maintaining contact only with administrative staff for course registration. If a course is full, students may place their name on a wait list with the administrative staff and check back regularly with administrative staff members to inquire about an opening in the course.

Class meeting times and locations are available on the course schedule and on the course syllabus. It is the student's responsibility to determine where and when their classes meet.

Problems in registration, and subsequently in fulfillment of graduation requirements, occur typically because of failure to research in advance the available information regarding [Graduate School](#) registration requirements, as outlined in the Graduate School Catalog. Consider this applied example for registering for variable credit courses (e.g., SDS 6938). Use of this SDS 6938 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 (1-4) semester credit hours per academic term, the Program typically assigns SDS 6938 courses for three (3) semester credit hours. The UF Graduate Catalog lists the following course as earning variable credit: SDS 6938-Special Topics (1-4; max 12). Students can earn no more than four (4) semester credit hours of SDS 6938 per academic term, regardless of the number of SDS 6938 courses taken that term, and may apply a maximum of twelve (12) credits of SDS 6938 toward graduation requirements. Should a student elect to take two, three (3) credit 6938 courses in the same semester, only 4 of the 6 total credits for which the student registered in the two SDS 6938 courses will be counted toward their total for graduation. Similar limitations apply to other courses (e.g., SDS 6905).

Students should check in advance registration policies in the Counselor Education section of the Graduate School Catalog when they register for any course, particularly variable credit courses.

Students should not make assumptions about registration policies. If students have registration policy questions, they should check with their program area faculty advisors. If a faculty member needs help, he/she should check with the Graduate Coordinator or the Program Chairperson.

Minimum Full-time Registration Requirements for Graduate Students

Refer to the [Registration Requirements](#) section of the [Graduate Catalog](#) to determine the credit hours requirements for full-time registration. Course load requirements vary depending on whether a student is receiving a fellowship or has a graduate appointment, as well as vary depending on the semester in the academic year. Students should also attend to minimum registration requirements during the final academic term.

Academic Program Planning, Timeline, and Planned Programs

Students are expected to develop a plan of study that is tailored to their career goals as a graduate student and enables them to meet degree requirements. Although the program faculty is a resource to the student, and gives final approval to the student's plan, students are expected to take the initiative in reviewing the [Planned Program](#) document prescribed for those in the specified degree program (e.g., mental health counseling, marriage and family counseling, school counseling and guidance, counseling and counselor education), identify any additional graduate courses they may want to take, and submit their proposed plan for review and approval by their lead program faculty, by the school's graduate coordinator, and by the UF graduate school. There are several important requirements that students must keep in mind as they formulate their program of studies: (a) the university minimum credit hour requirements for the degree(s) they are pursuing, (b) the university's residence requirement, (c) the specific curricular requirements of the degree program, and (d) the academic requirements for any certification or licensure the students want to attain. Students should consult the UF Graduate Catalog and relevant licensure and certification resources for information that may impact their individual planned program. Students are responsible for insuring their planned program is consistent with completing requirements to meet their career goals.

Entry-level students must file the approved planned program form with the track program coordinator by no later than the last day of regularly scheduled classes of the second semester in which they have enrolled for classes in the university. Doctoral students must complete their planned program and secure approval from the doctoral chair and supervisory committee by no later than the last day of regularly scheduled classes of the second semester in which they have enrolled for classes in the university. Doctoral students should consult SECTION 4 of this handbook for the doctoral [planned program](#) form and further details. M.Ed./Ed.S. students should consult SECTION 5 for further information about their planned program forms. You must complete the planned program form relevant to your program area and degree sought, which specifies the curricular experiences you must complete to receive the degree(s) for the program in which you are enrolled. Students should select the planned program appropriate to their degree sought. See SECTION FIVE for links to planned program forms for each M.Ed./Ed.S. or M.A.E./Ed.S. degree program.

Once approved, a student's planned program may only be changed under the following circumstances: (a) request a change of planned program, and the lead program faculty and the

graduate coordinator approve the request, (b) the Counselor Education faculty institute new or revised curricular requirements for a program, or (c) the UF Graduate School or College of Education mandates a change in requirements for all graduate students. If a student makes a change in his/her planned program, such as adding or deleting a course, students must submit to the program graduate secretary an updated planned program form.

If a student has an approved planned program on file with the graduate secretary at the time a new requirement affecting program curricula is instituted by the UF Graduate School, the College of Education, or HDOSE/the department; usually the student will have the option of following either the old requirement as indicated on the approved planned program or the new requirement. **If the student does not have an approved planned program when the new requirement goes into effect, the student must follow the new requirement.**

The program ensures that the student will receive the degree(s) to which he/she is entitled (unless the student is dismissed from a program for reasons other than academic performance). Students should consult with program area faculty advisors after they have developed an initial plan. The faculty advisors will review the curricular experiences expected in the chosen program, approve work already completed, indicate necessary additions and/or changes (if any) to the proposed program of study, discuss curricular alternatives available, and certify the final agreement. The planned program then must be submitted to and approved by the student's supervisory committee.

Then, the student must print the planned program form, sign and date the form in the appropriate spaces, have a program area faculty advisor sign and date the original and both photocopies, and deliver to the administrative assistant. Students attempting to substitute previously completed courses should submit the Planned Program form copies along with corresponding course syllabi as proof of completed coursework. The graduate coordinator will review the Planned Program and any corresponding supporting documentation to assure that it meets university, college, school, and program requirements. If changes are needed, the graduate coordinator will notify the faculty advisors who in turn will contact the student. When approved, the graduate coordinator will sign and date the Planned Program forms. Students should keep a copy of their signed planned program.

Completing Core Clinical Courses and Clinical Experiences Outside Program Area

Students wanting to complete clinical courses and clinical experiences outside their primary program must comply with the following guidelines: (a) review the core clinical courses for program track (b) add core clinical courses as elective courses in the planned program, and (c) add appropriate internship course and group supervision course as elective courses in your planned program.

Undergraduate Credit Hours Towards Graduate Programs

Please refer to the UF Graduate Catalog for explanation of the conditions under which undergraduate courses may be used in graduate study. A maximum of six credits of undergraduate courses may be applied to the approved Planned Program of graduate study.

Graduate students enrolled in the Counselor Education degree programs do not receive credit for enrollment in any of the undergraduate courses offered through the program, and undergraduate
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courses offered through the program completed prior to admission cannot be transferred or otherwise applied to a graduate student's planned program.

A program faculty member, the school graduate coordinator, and the Graduate School must grant approval to include undergraduate courses in the planned program. If a student desires to include any undergraduate course as part of the planned program, discuss these intentions (and the specific course) with faculty at the time of constructing the planned program. Students should be prepared to present a rationale that demonstrates that the course(s) is appropriate and pertinent to the student's professional preparation.

Transfer of Credit

If a student completed graduate level coursework while previously enrolled as a Master's degree-seeking student or as a post-baccalaureate, non-degree-seeking student, the student may want to transfer some of the previous graduate credits toward meeting degree requirements in the current Counselor Education graduate program. Consult the Graduate Catalog for UF Graduate School policies for transfer of credits.

A maximum of nine (9) graduate semester credit hours from an institution accredited to provide graduate instruction or a maximum of fifteen (15) graduate (5000-7999 level) semester credit hours from post-baccalaureate work at the University of Florida can be transferred towards a master's degree. A maximum of thirty (30) graduate semester credit hours can be transferred from a previously earned masters from an institution accredited to provide graduate instruction towards a doctoral degree. **Graduate credit hours must have been earned within the past seven (7) years.**

Application for transfer of credits must be made during the first term of enrollment following formal admission to the Counselor Education Program, regardless of the number of credit hours taken. Transfer of credit requests made after this deadline are rarely accepted.

Undergraduate coursework cannot be transferred, regardless of your standing/ status in the institution at the time the coursework was taken. See the Undergraduate Credit Hours Towards Graduate Programs policy for guidelines on applying, not transferring, undergraduate courses within a graduate program of study.

The coursework to be transferred must be 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 track coordinator, program faculty, or doctoral supervisory committee to ensure the academic integrity of course work to be transferred, basing acceptance of graduate transfer credits on established criteria. Coursework to be transferred must be approved by a program area faculty advisor, the school's graduate coordinator, and the dean of the Graduate School.

The student must submit with an application for transfer of credits a transcript or grade report indicating 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 B or better may be transferred. Courses graded below B, on an S/U basis, or Pass/Fail basis cannot be transferred.

Nonresident and/or extension coursework taken at another institution and correspondence (study) coursework cannot be transferred.

Coursework transferred is applied to a student's program requirements and is noted on students' transcripts. Transferred course grades are not used in computation of the student's grade point average.

If a student has already earned a master's degree and is now seeking only a Specialist in Education (Ed.S.) degree, the student can transfer up to nine (9) graduate credits from (an) institution(s) which offer(s) a master's or doctoral degree in the program area in which the course(s) to be transferred was (were) taken. However, a student rarely needs transfer credits because planned program requirements usually exceed minimum degree/program requirements.

If a student wants to transfer credits from previous graduate coursework, he/she should discuss this with a program area faculty advisor. If the advisor agrees, see program administrative staff for current transfer of credit procedures. Students need to provide a transcript or grade report from the institution where the coursework they want to transfer was taken.

Change of Academic Program

When students are admitted into the Counselor Education Program, they are admitted specifically into one of the following degree program emphases: School Counseling and Guidance (SCG), Mental Health Counseling (ACD), Marriage and Family Counseling (EDC), or Counseling and Counselor Education (CCE).

Since the number of students that can be admitted to an academic program during an academic term is limited to the number of faculty in a program area 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 must make a formal written request for transfer to the Counselor Education Program Coordinator. 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 coordinator will notify the student if additional application materials and/or additional interviews are necessary to evaluate the request. The coordinator 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, program administrative staff must complete and submit, on the student's behalf, a Change of Degree Form. This form is used to change a UF graduate student's classification (major, department or college).

Enrollment, Academic Standing and Retention

Continuous Enrollment, Time Limitations, and Leave of Absence

Students should maintain continuous enrollment from their first semester through program

completion, including minimum enrollment of 3 graduate credit hours in fall and spring terms and 2 graduate credit hours in summer term.

All work counted toward a master's degree must be completed during the 7 years immediately preceding the date on which the degree is to be awarded. This includes transfer credit. All work for a doctoral degree must be completed within 5 calendar years after satisfactory performance on the qualifying examination, or this examination must be repeated. Doctoral students should consult the Requirements for the Ph.D. section of the Graduate Catalog for time limitations.

Students who will not be registered at the University of Florida for a period of more than one academic semester must notify in writing the program chair, requesting a leave of absence for a designated period of time. A doctoral student who ceases to be registered at UF for more than one term needs prior written approval from the doctoral committee chair for a leave of absence for a stated period of time. Students who do not enroll at the university for two consecutive terms, including any summer term, must apply for readmission. Readmission is not guaranteed and is subject to availability. More information on readmission may be found on the web at [Readmission to UF](#). A non-refundable application fee is required.

Residence Requirements

Masters-level students will find reference to residence requirements within the Degree Requirements section of the [Requirements for Master's Degrees](#) in the Graduate School. Doctoral students should refer to the [Campus Residence Requirements](#) section in the Graduate Catalog.

Academic Standing

Any graduate student may be denied further registration in the University or in a graduate major if progress toward the completion of the planned program becomes unsatisfactory to the program, college, or the Graduate School. Failure to maintain an overall B (3.0) average in all work attempted is by definition unsatisfactory progress. In addition to an overall GPA requirement of 3.0, graduate students must also have a 3.0 GPA in their major course work (as well as in minor course work if a minor is declared) at the time of graduation.

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 program 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. 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.

- Although the student may have applied within the program for placement for a practicum or internship, she/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 to the UF Graduate School that the situation has been rectified (i.e., a Change of Grade form) in order to have the “academic probation” status removed. Notifying the program is not sufficient. Records in the UF Registrar's Office must indicate that the student's cumulative and preceding term GPAs exceed the required minimum.

Grades, Grade Points, and Graduation

Refer to the [Grades](#) section of the Graduate Catalog for an explanation of acceptable grades for graduate students. To calculate grade point average (GPA), multiply grade value times the number of credit hours for total grade points. Divide the total number of grade points by the number of hours carried, excluding S/U option hours.

Grades of S (Satisfactory) and U (Unsatisfactory) are the only grades that can be awarded to students registered in the following courses: 6910-Supervised Research, 6940-Supervised Teaching, 6971-Masters Research, 7979-Advanced Research, and 7980-Doctoral Research. All 1000- and 2000-level courses may be taken S/U but 3000 and 4000 may not be taken S/U.

The following grades must be changed before a student is permitted to graduate: D, E (failing grade), I, X (absent from exam), and U (unsatisfactory). The following grades are not computed in a GPA: S (satisfactory), U (unsatisfactory).

Incomplete (I) grades recorded on the student record indicate the non-punitive initial-term receipt of an I. A grade of I is not considered a failing grade for the term in which it is received, and it is not computed in the grade point average. However, if the I* or N* has not been changed by the end of the next term for which the student is enrolled and receives grades, it will be counted as a failing grade and used in computation of the GPA. Grades of Incomplete (I) should be removed as quickly as possible. Grades of I carry no quality points and lower the overall GPA. All I grades should be completed before awarding a graduate degree. I grades should not be assigned to S/U graded courses.

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 GPA, but the student will receive credit for only the second attempt.

Student Review Policy

The Counselor Education Program is committed to monitoring the progress of their master's, specialist, and doctoral students on an annual basis. To do this, faculty will periodically review the progress of each student in the master's, specialist, and doctoral programs. The student's academic performance, professional dispositions, and progress toward degree completion will be assessed by the faculty using the Student Academic Performance and Dispositional Evaluation form (found on the program website under the resources tab). Definitions for each evaluation area is also located on the website under the resources tab. The faculty will recommend a decision about the student's academic standing: continuation in good standing, probation, or discontinuation. The program coordinator will then send a letter to each student reporting on the faculty's decision. One of the student's program area faculty advisors may also confer with the student and share any relevant feedback resulting from the faculty review of the student's progress.

Student Retention Policy and Procedures

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 (ACES), the American Counseling Association (ACA), the National Board for Certified Counselors (NBCC), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the American Mental Health Counselors Association (AMHCA), the International Association of Marriage and Family Counselors (IAMFC), the American Association for Marriage and Family Therapy (AAMFT), and the American School Counselor Association (ASCA).

To protect the rights of students, the Counselor Education faculty have adopted the following retention policy and procedures for occasions when questions arise concerning a student's conduct and/or suitability for entry into the counseling profession represented by one of the Counselor Education degree programs, 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 will document and bring the concern to the Counselor Education faculty. If CED faculty decide the concern is significant, the faculty member initiating the concern will complete the student academic performance and dispositional evaluation form and give it to the Counselor Education program coordinator. The faculty member concurrently informs the student, in writing, that a letter has been sent to the coordinator. The student may also write a letter summarizing her/his point of view.

- If the Counselor Education program coordinator, in consultation with the Graduate Coordinator deems the student's program to be serious enough in nature and/or the proposed resolution, if any, unacceptable, the Counselor Education program coordinator may appoint a Retention Committee composed of three current program 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 program 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 program faculty in a Closed Meeting (i.e., a meeting of program faculty members only; students are not permitted to attend this meeting).

When the program faculty members have acted upon the Retention Committee's report, the retention committee meets with the student to convey the program's decision(s) and/or recommendations. The retention committee subsequently monitors the student's progress in carrying out the program's recommendations for the student.

If the student is not satisfied with the program's decision, she/he can subsequently follow the appeals procedures of the College of Education and/or University of Florida. To inquire about appeals procedures within the College of Education, contact the Director of HDOSE.

Final Term and Graduation Instructions and Guidelines

It is the student's responsibility to ensure all requirements have been met and every deadline is observed. Failure to do so will result in delaying graduation. If a student changes the term in which he/she graduates, then he/she must repeat these instructions.

Term Prior to Graduation

- Review the relevant sections under the General Regulations in the Graduate School Catalog.
- Submit the appropriate master's or doctoral Graduation Checklist to the school graduate secretary no later than three weeks before the last day of classes of the term prior to graduation.
- Review UF Critical Dates and Deadlines for final term deadlines, including degree application deadlines, thesis and dissertation dates.

Final Academic Term Registration and Guidelines

- Review [UF Critical Dates and Deadlines](#) for final term deadlines, including degree application deadlines, thesis and dissertation dates.

- In order to graduate, a graduate student must have earned a minimum 3.0 overall GPA and a 3.0 in academic major and completed work required to correct all Incomplete (I) grades
- During the term the final examination is given and during the term the degree is awarded, a student must be registered for at least three (3) credits in fall or spring and two (2) credits in summer (thesis students in 6971 and doctoral students in 7980). Students on a fellowship or assistantship must be registered appropriately for their appointment.
- Complete [Application for Degree](#) (through One.UF) with UF Registrar notifying the graduate school of intent to graduate.

Graduation Check

Students are encouraged to confirm that they are eligible to graduate by reviewing all program/school, College of Education, and UF Graduate School requirements and completing all requirements by the stated deadline. Students are invited to use the appropriate master's or doctoral program Graduation Checklist to review requirements and tasks that must be accomplished before they can graduate.

To begin the graduation check in the program, submit the appropriate Graduation Checklist to the program graduate administrator 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. If there are concerns about requirements applicable to the student, the graduate secretary will contact the student through her/his program area faculty advisors as soon as possible.

Completing the Application for Degree with the UF Registrar initiates a check of the student's records by the Graduate School. The Graduate School notifies the program graduate coordinator of a student's unfulfilled requirements for graduation during the tenth week of the Fall and Spring semesters and the seventh week of the Summer semester. Upon receipt of notification from the Graduate School of unfulfilled requirements, the graduate secretary forwards the notifications to the respective program area 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 UF Graduate School.

It is strongly recommended that students anticipating graduation maintain close contact with their respective program area faculty advisors during the last three weeks of their final term. Graduating students must provide the program with reliable contact information for the weeks leading up to and following graduation. Students must be able to be contacted should problems arise during the degree certification process following the end of term.

M.Ed./Ed.S., M.A.E./Ed.S., and Ed.S. Capstone Evaluation

Refer to the Master of Education/Specialist in Education Degree Programs section for further information on preparing for the Capstone Evaluation, including required documentation.

Ph.D. Dissertation Examination

Refer to the Doctor of Philosophy Degree Programs section for further information on preparing for the final doctoral dissertation examination, including required documentation.

Pre-Commencement Ritual

The Counselor Education Program hosts a pre-commencement ritual to honor program graduates every academic term. Pay attention during your final academic term for plans to hold a program ceremony.

Funding Opportunities

A limited number of funding opportunities are extended to counselor education graduate students. The majority of funding is in the form of fellowships and graduate assistantships. Refer to the College of Education Scholarships web page for a limited number of scholarships specifically for counselor education students. Go to the Graduate School's [Financial Aid](#) section for a description of and links to further resources on funding assistance at the University of Florida. Students may also find additional funding resources within the [College of Education Scholarship](#) page, within the University of Florida [Student Financial Affairs](#). Finally, counselor education students may pursue graduate assistantship opportunities around campus. Students are responsible for pursuing assistantship opportunities. They may use the College of Education's [Diversity and Multicultural Affairs](#) office as a resource for identifying assistantship opportunities on campus

Doctoral Fellowships

Each year, the University of Florida allocates a specific number of doctoral fellowship award dollars to each college. From that amount and any additional funds, the College of Education identifies a specific number of doctoral fellowship awards for College of Education newly entering doctoral students. Typically, fellowships provide financial support for four years and include teaching and research expectations. Graduate programs nominate to a college-wide review committee accepted doctoral candidates, demonstrating highly competitive academic backgrounds, GRE scores, and potential for research and academic success. Competitive fellowship nominees intend to pursue an academic career goal in higher education. Accepted doctoral candidates may have a previously- earned master's in counseling or may be considered "direct entry." Accepted direct entry candidates are admitted as doctoral students and have the right to pursue directly the master's, specialist, and doctoral degrees.

Students awarded fellowships are expected to demonstrate consistently strong academic progress during each year of financial support. Additionally, refer to the original letter of award that describes expectations for enrollment and teaching and research involvement. Fellowship students are expected to comply with registration, research or teaching experiences, and will be evaluated on their performance each semester by their faculty mentor.

Fellowship students are assigned a teaching or research assignment each academic year along with a faculty mentor, who may or may not serve as the student's doctoral supervisory committee chair.

Assignments are based on the best available match between current faculty projects, teaching needs, and student interest and Counselor Education Program goals. Fellows have an opportunity each semester to evaluate their experience, and their progress is evaluated by the faculty mentor.

Fellowship students who began their program with out of state residency should contact the University of Florida Registrar's Office to apply for residency classification change as soon as eligible. Refer to the [Residency for Tuition](#) section of the Graduate Catalog for information on how to apply for Florida residency.

For additional resources on fellowships within the College of Education, see the Dean of Graduate Studies. For information on fellowship letters of appointment, memorandums of understanding, and other business-related matters, contact the Business Manager in the Office of Fiscal and Administrative Services in Norman Hall.

Graduate Assistantships

As needed, the Program extends graduate assistantship appointments to doctoral students for an academic term, and assignments are instructional or supervisory in nature. The assistantships include a stipend and tuition waiver. Doctoral students interested in being considered for a graduate assistantship should email the Program Chair a cover letter and resume or curriculum vita.

Other Program and University Guidelines

Classroom Instruction Evaluations

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 policies stipulate that faculty members (and others who teach courses for the program) 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 College of Education uses an online "Instructional Evaluation" procedure developed by and used throughout the UF College of Education. Two weeks before the end of each semester in which students are enrolled in a class taught by a Counselor Education faculty member, students will be sent an email with the "Instructional Evaluation" form for each class in which they are enrolled.

There are three parts to the "Instructional Evaluation" materials that students will receive. Parts one and two request information about the instructor; part three requests written comments.

Students 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 comments. Students will not be requested to put their name or other personally identifying information (e.g., student number) on any of the materials.

Please be as honest and specific as possible in responding. In writing comments, make sure to include what was liked about the class as well as what was not liked. The information students provide and their ratings will in no way affect the grade they receive in the course because the instructor will not see the evaluations and a summary of the ratings until grades are submitted.

Clinical Instruction Evaluations

Students are invited to evaluate practicum and internship sites, site hosts, and supervisors at the end of every semester.

Endorsement/Recommendation Policy

Ordinarily, endorsements or recommendations for a program graduate are given to support her/his application(s) for program-specific professional positions and position levels (i.e., 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. Students can help the faculty endorser accomplish this by choosing an endorser who has first-hand knowledge of their performance and giving her/him as clear a description as possible of the settings in which the student is seeking employment.

Faculty members do not "automatically" provide verbal and/or written endorsements (e.g., letters of recommendation); therefore, if a student wants a faculty member to provide a verbal and/or written endorsement, they should 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 program graduates - as long as the endorsements requested are appropriate.

When requesting a verbal or written endorsement, the student should provide a copy of the position description for which she/he is applying, her/his resume, all specific contact information relevant to the endorsement, and a response deadline date.

Extracurricular Counseling Activities

When students enrolled in the Counselor Education Program 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 program 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 Counselor Education Program and the university can only assume responsibility for students engaging in counseling activities within the limits of program requirements. Therefore, if a student engages in extracurricular counseling activities, the student is entirely responsible for whatever happens in those activities, and the program and university can assume no responsibility whatsoever for whatever happens during these 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 Counselor Education Program neither encourages nor discourages students from engaging in extracurricular counseling activities. However, the program does require that students planning to engage in extracurricular counseling activities inform the program, in writing, prior to commencement of the activities. This requirement covers any time students are officially enrolled as degree candidates in one of the degree programs, regardless of whether they are currently enrolled in classes in the university.

If a student plans to engage in extracurricular counseling activities, it is suggested that they make an appointment with the Counselor Education Program Chairperson before he/she begins the activities. Prior to the meeting, the student should complete the Extracurricular Counseling Activities Form, including a description of the extracurricular counseling activities in which she/he plan to engage and, if the student is not licensed in Florida, a report on the Florida-licensed mental health professional who will provide supervision. This will serve as the notification only for the activities described on the form. If in the future a student plans to engage in other and/or additional extracurricular counseling activities, he/she should submit another form describing the 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 program prior to inception of the activities, are subject to immediate dismissal from the program and the university.

Faculty Meetings

The Counselor Education Program faculty meet regularly throughout the academic year.

Counselor Education Students may request to attend a faculty meeting if they have an issue they wish the faculty to address. Contact the program coordinator.

Research with Human Subjects

Students and faculty involved in research with human subjects must consult the appropriate [University of Florida Institutional Review Board](#).

SECTION FOUR - MASTER'S AND SPECIALIST DEGREE PROGRAM INFORMATION

Master of Education and Specialist in Education Degree Programs

Requirements for the Master's Degree

In addition to the program degree requirements and guidelines, students must comply with the [Graduate School Requirements for the Master's Degree](#), as outlined in the Graduate Catalog. Program faculty are encouraged to review these requirements. Among requirements in this section are transfer of credit, supervisory committee, leave of absence, and thesis requirements.

MED/EDS and EDS-only Programs Overview

The program offers entry-level degree programs in which degree-seeking students can earn both the Master of Education (M.Ed.) and the Specialist in Education (Ed.S.) degrees by successfully completing a minimum of seventy-two (72) acceptable, post-baccalaureate semester graduate-credit hours of required coursework. For students wanting to complete the thesis, the Masters of Arts in Education (M.A.E) and the Specialist in Education (Ed.S.) degrees can be earned by successfully completing a minimum of seventy-two (72) acceptable, post-baccalaureate semester graduate-credit hours, plus an additional 6-semester-credit-hour Master's Thesis or Master's Project. Entry-level graduate students major in one of the following professional program specializations: Mental Health Counseling (ACD), Marriage and Family Counseling (EDC), or School Counseling and Guidance (SCG).

These degree programs are for students who either have not previously completed a master's degree program or who have previously completed a master's degree program having other than a counseling focus and who desire to obtain a second Master's degree.

There is no defined master's-only degree offered within the context of the M.Ed./Ed.S. or M.A.E/Ed.S. programs identified above. To earn the M.Ed. or M.A.E degree, you must complete all requirements for the combined degrees.

Specialist in Education Only (Ed.S.) Program Overview

The program offers an intermediate-level, post-masters, Specialist in Education (Ed.S.) degree program in which degree-seeking students who already hold a master's degree in counseling can earn the Specialist in Education (Ed.S.-only) degree by successfully completing a minimum of thirty-six (36) acceptable, post-masters semester graduate-credit hours of required coursework in one of the following professional program specializations: Mental Health Counseling (ACD), Marriage and Family Counseling (EDC), or School Counseling and Guidance (SCG).

The Ed.S.-only degree is for all students, including currently-enrolled doctoral students, who have previously completed a master's degree program with an emphasis in counseling. In addition to the successful completion of at least thirty-six semester credit hours beyond the master's degree, students must pass the Final Oral Examination. The 36-credit minimum is required regardless of the number of semester credit hours previously completed in an earned master's degree. The 36- credit minimum

cannot include semester credit hours taken for fulfillment of program pre- professional requirements.

Master's Thesis

Students are required to assemble a thesis supervisory committee of two members, all of whom are internal faculty members in the Counselor Education Program. One committee member would serve as the student's thesis supervisor. Each committee member must have Graduate Research Faculty status and be willing, at minimum, to read the thesis and participate in the final oral examination during which time the student presents the thesis.

When developing a thesis proposal, students and faculty supervisors should consult thesis resources located within the [Requirements for Master's Degrees](#) in the Graduate Catalog, resources on the [Graduate Editorial Office](#) and [College of Education Theses](#) resources. Consult the appropriate deadlines to create a timetable.

The final oral examination in which a student presents the master's thesis must be conducted in addition to their required capstone evaluation, in which non-thesis students participate.

M.Ed./Ed.S., M.A.E./Ed.S., and Ed.S. Capstone Evaluation

UF Graduate School policy stipulates that students enrolled in M.Ed./Ed.S., MAE/Ed.S., or Ed.S.-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 registered for a minimum of three (3) graduate credit hours during the academic term in which the examination is completed. Within the Counselor Education Program, this final comprehensive examination is referred to as the Capstone Evaluation.

Professionals are expected to (a) possess the unique skills, knowledge, and experience required to perform a generally acknowledged important social function; (b) make independent judgments concerning the effective utilization of skills, knowledge, and experience; (c) commit to a program of continuous personal and professional development; (d) follow a set of ethical principles prescribed by the profession; and (e) be accountable to their professional peers and to the public.

The Capstone Evaluation will occur within group supervision and will encompass a review of six documents: (a) integrated theory paper, (b) reflection, (c) case conceptualization, (d) proof of counseling conference/workshop attendance, (e) proof of membership in a professional counseling organization, and (f) proof of exit survey completion; and a case presentation. The group supervision instructor and split internship instructor will serve as the evaluators of all components of the Capstone Evaluation.

The specific objectives of the Capstone Evaluation are:

- To provide students with the opportunity to articulate their growth as a counselor and a personal theory of therapy at this stage of their career;

- To demonstrate therapeutic behavior congruent with that philosophy;
- To provide a forum in which they can represent themselves professionally as a mental health; marriage, couples, and family; or school counselor;
- To help the faculty determine if they are theoretically and clinically ready for graduation;
- To help students and faculty identify areas of strength on which students can build as they graduate, as well as areas for growth that they can continue to develop as they begin employment in the counseling profession.

It is the intent of the faculty for this to be a positive and productive experience for students, and faculty will make every effort to be encouraging and facilitative. Students must, in turn, give considerable effort and attention to their papers and recordings and prepare well for their presentations. Students should use the following guidelines for preparing the integrative paper and recording supplement.

Integrative Theory Paper Guidelines

Students write an integrative paper detailing their personal approach to therapy, which includes the following areas. The paper is to be a creative expression of the student's own views as he/she dialogues with the key documents in the field, comparing and contrasting his/her position with the position of seminal theorists in mental health; marriage, couples, and family; or school counseling.

The student's:

- Conceptualization of the client/student/system and relevant attributes as situated in a broader socio-cultural context;
- Views concerning health and pathology in client systems;
- Approach to assessment (all three tracks and diagnosis (MH and MFC only));
- Approach to generating goals and objectives in counseling;
- Understanding of the processes of change or no change;
- Preferred intervention strategies and their purpose;
- Approach to evaluating the effectiveness of counseling; and
- Summary of the research literature supporting his/her approach and, if applicable, a summary of the implications of his/her approach for future research.

The integrative paper should be a scholarly, referenced paper, following current APA guidelines, of between 10 and 15 pages in length, including title page and reference pages (no abstract is needed). Within the paper, the student should articulate their counseling identity.

Reflection

Students prepare a reflection that encompasses the areas presented in the reflection outline.

Case Conceptualization

Students prepare a written case conceptualization that they will present during group supervision. Students include the areas presented in the case conceptualization online.

Proof of Counseling Conference/Workshop Attendance

Students are required to attend at least one professional counseling conference or workshop while they are a student in the counselor education program, and they must document evidence of this that is submitted to their group supervision instructor. Documentation may include a conference/workshop program and/or flyer, and a brief summary of a conference session/workshop presentation (one paragraph is sufficient).

Proof of Membership in a Professional Counseling Organization

Students are required to join a professional counseling organization no later than their last year in the program (spring of second year when entering practicum). Documentation of membership may include a membership card or certificate, or screen shot of their membership profile.

Final Oral Presentation

Students should take responsibility for their presentation. Students should ensure that the recorded counseling segment is of high technical, as well as therapeutic, quality. The group supervisor will not accept a recorded counseling segment that is difficult to view or hear. Before viewing the counseling session segment, students are given an opportunity to provide an overview of the client. After playing the session clip, the student will engage in a discussion with the supervision instructor and the other students in the course that focuses on the counseling session and includes feedback from the class.

Evaluation and Remediation

In order to pass the capstone evaluation, the student must successfully present each of the six documents: (a) integrated theory paper, (b) reflection, (c) case conceptualization, (d) proof of counseling conference or workshop attendance, (e) proof of membership in a professional counseling organization, (f) proof of exit survey completion; as well as successfully pass the review of their recorded counseling session segment and their oral case presentation.

In the event that the student does not earn a passing recommendation on the written materials, but does earn a passing grade on the recorded counseling session segment and the oral presentation, the student may redo the documents needing revisions without making another presentation. Failing the review of the recorded counseling session segment and/or oral case presentation will necessitate a second presentation, with possible review from additional faculty.

In the event of a second failure of any portion of this capstone evaluation, the evaluator(s) will

recommend further retention procedures that may include recommending dismissal from the program.

The faculty view the capstone evaluation as the culmination of students' theoretical and clinical experience in the entry-level program. When the faculty "passes" a student, it means that they believe that the student has presented sufficient evidence to demonstrate that he/she is functioning at the level expected of a competent graduate of the mental health, marriage and family, or school counseling program, and is ready for employment .

Mental Health Counseling Masters/Educational Specialist Degree Program (ACD)

Program Description

The M.Ed./Ed.S. and MAE/Ed.S. program in Mental Health Counseling (ACD) is designed to equip students with the pre-professional competencies required for Registered Intern status and, after two years of post-degree supervised clinical experience: (a) licensure in the State of Florida as Mental Health Counselors, and (b) clinical membership in NBCC's Academy of Certified Clinical Mental Health Counselors.

The entry level 72 credit hour M.Ed./Ed.S. or M.A.E/Ed.S. Mental Health Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) in the Clinical Mental Health Counseling category. The program prepares students for positions as Mental Health Counselors in community, state, federal, and private social service agencies and for Employee Assistance Program positions in business and industry. Graduates provide services such as child, youth, couple, family, employment, health, multicultural, gerontological, substance abuse, and/or wellness counseling.

Students who complete the program are eligible to take the National Counselor Examination (NCE) offered by the National Board for Certified Counselors (NBCC) in order to qualify for National Certified Counselor status. UF students are eligible to take the NCE at a discounted rate, on-campus, up to 1 year post-graduation. See the program graduate secretary for more information

The M.Ed./Ed.S. and MAE/Ed.S. Mental Health Counseling program seeks to prepare graduates who:

- establish a professional identity as Mental Health Counselors;
- 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;
- 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; and
- provide competent professional service and leadership within the mental health field upon graduation.

Each student will complete a supervised practicum consisting of at least 200 service hours and 60 hours of face-to-face client contact and one supervised internship consisting of a minimum of 600 service hours and 240 hours of face-to-face client contact in work settings appropriate to the student's area of specialization. The internship can be taken for one semester, full-time (i.e., a minimum of 40 hours/week for 15 weeks) or over two semesters, part-time (a minimum of 20 hours/week for 30 weeks).

Upon graduation from the Mental Health Counseling program, students are expected to have accumulated a minimum of 800 hours of experience in mental health service delivery, including 300 hours of face-to-face client contact, and 75 hours of supervision.

The granting of the combined degrees M.Ed./Ed.S. or M.A.E./Ed.S. acknowledges that both the basic counseling curriculum, as defined in the CACREP accreditation standards, and the coursework in the Mental Health Counseling specialization have been completed and that, in the opinion of the Faculty, students are prepared for post-degree clinical supervision in Mental Health Counseling and Registered Intern status in Florida. In addition, the specialized mental health counseling coursework can be applied toward the clinical doctoral specialization should the student desire to pursue the Ph.D. after completing M.Ed./Ed.S. or MAE/Ed.S. requirements.

The mental health counseling (ACD) planned program form may be found on the program website.

Marriage and Family Counseling Masters/Specialist Degree Program (EDC)

Program Description

The Marriage and Family Counseling program specialization emphasizes an eco-systemic and constructivist approach to understanding human problems and generating solutions. Students learn to moderate solution-oriented conversations among interested parties (i.e., stakeholders) to construct new narratives of cooperation and commitment.

The M.Ed./Ed.S. and M.A.E./Ed.S. program in Marriage and Family Counseling is designed to equip students with the pre-professional competencies required for Registered Intern status and, after 2 years of post-degree supervised clinical experience, licensure in the State of Florida as Marriage and Family Counselor. The 72 credit-hour entry-level program, which is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), prepares entry-level Marriage and Family Counselor for careers in public and private social service agencies, hospitals, churches, businesses (e.g., Employee Assistance Programs), and independent practice settings.

The Marriage and Family Counseling program specialization prepares 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; and
- provide competent professional service and leadership within the mental health field upon graduation.

Each student will complete a supervised practicum consisting of at least 200 service hours and 60 hours of face-to-face client contact and one supervised internship consisting of a minimum of 600 service hours and 240 hours of face-to-face client contact and must demonstrate within their internship that they have completed 180 hours of direct service to couples and families. The internship may be taken for one semester, full-time (i.e., a minimum of 40 hours/week for fifteen weeks) or over two semesters, part-time (a minimum of 20 hours/week for thirty weeks).

Upon graduation from the Marriage and Family Counseling program, students are expected to have accumulated a minimum of 800 hours of experience in mental health service delivery, including 300 hours of face-to-face client contact and 75 hours of supervision.

The granting of the combined degrees (i.e., M.Ed./Ed.S. or M.A.E/Ed.S.) acknowledges that both the basic counseling curriculum, as defined in the CACREP standards, and the coursework in the Marriage and Family Counseling specialization have been completed and that, in the opinion of the Faculty, students are prepared for post-degree clinical supervision in Marriage and Family Therapy and Registered Intern status in Florida. In addition, the specialized marriage and family coursework can be applied toward the clinical doctoral specialization should the student desire to pursue the Ph.D. after completing M.Ed./Ed.S. or MAE/Ed.S. requirements.

Students who complete the Marriage and Family Counseling program are eligible to take the National Counselor Examination (NCE) offered by the National Board for Certified Counselors (NBCC) in order to qualify for National Certified Counselor (NCC) status. (UF students are eligible to take the NCE at a discounted rate, on-campus, up to 1 year post-graduation. See the program graduate administrator for more information). After completing two years of post-graduate supervised clinical marriage and family counseling experience, students may be eligible for clinical membership in the American Association for Marriage and Family Therapy (AAMFT) and for licensure in Florida.

The Marriage and Family Counseling (EDC) planned program form may be found on the website.

School Counseling and Guidance Masters/Educational Specialist Degree (SCG)

Program Description

The M.Ed./Ed.S. or M.A.E/Ed.S. program in School Counseling and Guidance (SCG) is designed to equip students with the pre-professional competencies required for Florida Department of Education Certification in School Counseling. The entry-level, 72 credit hour M.Ed./Ed.S. or M.A.E/Ed.S. School Counseling and Guidance program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and by the National Council for the Accreditation of Teacher Education (NCATE). The M.Ed./Ed.S. or M.A.E/Ed.S. School Counseling and Guidance program provides students with the specialized knowledge and skills required for placements as school counselors in public or private elementary, middle, or secondary schools.

Mission Statement

The central purpose of the M.Ed./Ed.S. or M.A.E./Ed.S. SCG program is to teach students to conceptualize and organize a school-based program around the eight goals, which characterize developmental guidance and counseling. Therefore, the SCG program prepares competent graduates who understand and facilitate positive change in:

- School environments;
- Self and others;
- Students' attitudes and behaviors;
- Students' decision-making and problem-solving skills;
- Students' interpersonal and communication skills;
- Students' school success skills;
- Students' career awareness and educational planning; and
- Students' community pride and involvement.

Each goal has a set of objectives that specify the skills that graduates acquire and are able to implement in a school setting. Graduates of the (SCG) program are able to:

- Provide leadership in organizing developmental guidance experiences for all students within a school;
- Develop counseling and guidance activities for students who are not succeeding in school;
- Plan and implement individual counseling;
- Plan and implement small group counseling;
- Plan and implement large group/classroom guidance;
- Organize and implement peer mentoring programs;
- Facilitate parental/caregiver involvement in students' education;
- Consult with teachers, parents, administrators, and community agencies;
- Consult with child study teams/educational planning teams regarding optimal student programming and placement;
- Demonstrate counselor effectiveness through data-drive decision making and accountability

National Model Statement

The M.Ed./Ed.S. or M.A.E/Ed.S. program in School Counseling and Guidance is designed to fulfill the National Standards within the National Model for School Counseling Programs of the American School Counselor Association (ASCA) 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. ASCA has established The [ASCA School Counselor Competencies](#), which outline the knowledge, abilities, skills, and attitudes that ensure school counselors are prepared to carry out the functions of their role.

The specific standards that contribute to a comprehensive school counseling and guidance program, which facilitate student development in the three broad areas of academic development, career development, and personal development can be found at www.ascanationalmodel.org.

School Counseling Certification

Florida School Counselor Certification Test Requirements

Students enrolled in the M.Ed./Ed.S. or MAE/Ed.S. School Counseling and Guidance program in
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the Counselor Education Program are required to complete the (a) Professional Education, (b) General Knowledge, and (c) Subject Area (School Guidance and Counseling) subsections of the Florida Teacher Certification Examinations (FTCE) to be eligible for state certification as a school counselor.

Students seeking certification as a school counselor in Florida must take and pass the FTCE requirement in order to be eligible for graduation. Students are encouraged to take the General Knowledge section in their first year. Professional Education and Subject Area sections may be taken in the second year. All scores must be submitted to the College of Education Office of Student Services prior to graduation. Degrees will not be certified without passing scores.

Link here for information concerning [State of Florida certification](#) examinations for state certification as a school counselor. For further guidance, contact the Coordinator, Student Services, in the COE Office of Student Services or refer to the [Edugator Central](#) website.

Academic Requirements for Certification

- Human Development and Learning – three (3) semester credit hours required:
 - MHS 6480 - Developmental Counseling across the Life Span (3)
- English for Speakers of Other Languages (ESOL) – three (3) semester credit hours required:
 - TSL 6700: ESOL for Counselors and Administrators
- Reading instruction – three (3) semester credit hours required:
 - RED 5355 Teaching Reading in the Elementary School (3)
- Classroom management, including school safety, ethics and law:
 - ESE 6345 - Effective Teaching and Classroom Management
- Assessment, including content of state tests, reading and interpreting data, and using data to improve achievement:
 - This requirement is fulfilled through successful completion of MHS 6200: Assessment in Counseling, and MHS 7740: Research in Counseling, both of which are required courses in the SCG M.Ed./Ed.S. program.
- Democratic values and institutions:
 - This requirement is fulfilled through successful completion of SDS 6411 Counseling Children and Adolescents, SDS 6620 Organization and Administration of School Counseling Programs, and MHS 6720 Professional Identity and Ethics in Counseling, all of which are required courses in the SCG M.Ed./Ed.S. program. The School Counseling (SCG) planned program form may be found on the program website.

SECTION FIVE-DOCTORAL DEGREE PROGRAM IN COUNSELING AND COUNSELOR EDUCATION

Doctoral Program Description

The doctoral-level [Doctor of Philosophy (Ph.D.)] program in Counseling and Counselor Education (CCE) challenges students to master comprehensive professional knowledge regarding mental health policy formation and service delivery; to enhance their teaching and clinical supervision skills; and to develop efficacious clinical practitioner skills and consultative, leadership and advocacy, and research skills.

In particular, doctoral students in the Counseling and Counselor Education program are expected to develop advanced knowledge and skills in teaching, clinical supervision, consultation, and qualitative and/or quantitative research. In addition, they are expected to develop an advanced clinical practice concentration that corresponds to each doctoral student's preferred professional context, identity, or specialty area.

Moreover, they are expected to develop additional knowledge and skills in areas such as agency/ budget/ department administration and management; advocacy; crisis intervention; mental health policy formation, implementation & evaluation; personnel management; professional regulation; psycho-educational program development, consultation, program management & program evaluation; and staff development/team building/training.

The doctoral program faculty are committed to helping students (a) develop knowledge and skill as "scholar practitioners", or scholars who can deliver effective clinical and instructional services and can use a variety of research methods to evaluate the effect of clinical and instructional practice; (b) enhance the breadth and depth of their professional competence; (c) use 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 teaching, clinical supervision, mental health intervention, and service delivery.

The Counseling and Counselor Education doctoral program encompasses the requirements for the Counselor Education Program's entry-level (M.Ed./Ed.S. or M.A.E./Ed.S.) program described in the above section and can provide doctoral students who are registered with the State of Florida as Mental Health Counseling or Marriage & Family Therapy Interns the opportunity, as needed, to complete part of the post-degree supervised clinical experience required for licensure as Marriage & Family Therapists and/or Mental Health Counselors in Florida.

Doctoral Program Overview

The mission of the College of Education is to prepare exemplary 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. 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 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 Counselor Education faculty supports a highly qualified, diverse student population. 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.

The Counseling and Counselor Education doctoral degree program (PhD emphasizes the following components:

- A foundation that is built upon successful completion of all requirements of an appropriate entry-level program;
- A common curricular core in Counselor Education and Research Design & Methodology, specifically relevant to doctoral-level preparation;
- A specialized concentration that corresponds to each doctoral student's preferred professional context and identity;
- An elective research emphasis that reflects the additional research expertise expected of doctoral-level professionals (e.g., advocacy; agency/budget/ department/program administration & management; clinical supervision; clinical practice issues [e.g., anxiety, delinquency, depression]; consultation; crisis intervention; educational/mental health policy formation, implementation & evaluation; development, program management and & program evaluation; professional regulation; specialized clinical practice; and/or teaching/training).

Beyond their formal coursework, doctoral students are expected to engage in significant educational opportunities in teaching and clinical supervision, research, clinical practice, and professional service. Most of these activities take place within the requirements of courses on Supervision, Advanced Practicum, and Counselor Education Internship I and II. These learning activities include:

Teaching

Preparation, structured practice, and evaluative feedback in the following instructional activities:

- Supervised college and university teaching at the undergraduate and/or graduate level
- Oral presentations and discussion-leading for graduate level courses

Clinical Supervision

Preparation, supervised practice, and evaluative feedback in the following activities:

- Clinical supervision of pre-service counseling students
- Conducting individual and group clinical supervision to entry-level counseling students

Supervision provides an optimal opportunity for counselors-in-training to practice counseling skills. Similarly, supervising counselors-in-training provides counselor educators-in-training with an opportunity to become more accomplished supervisors. Therefore, all doctoral students will be required to supervise prior to achieving doctoral candidacy. In addition, they are expected to lead or co-lead supervision groups (Mental Health Counseling, Marriage & Family Counseling, School Counseling & Guidance, or Advanced Family). Doctoral students conduct supervision sessions under the direct supervision of faculty. If there are extenuating circumstances that may prevent a doctoral student from fulfilling these responsibilities as part of their program expectations, the student must contact their chair who then may make a recommendation to the Counselor Education Program Coordinator.

Research

Preparation, supervised practice, and evaluative feedback in the following activities:

- Collaboration on one or more research projects with peers and/or mentors
- Design and conduct an original research study
- Scholarly dissemination of research through publication and conference presentation (individually or with professional peers)
- Preparation of a sole-authored scholarly or scientific treatise (i.e., dissertation)
- Participation in grant proposal preparation as appropriate

Professional Leadership and Advocacy

Recommended participation in the following activities:

- Membership and/or participation in one or more academic and/or professional societies
- Attendance at state, regional, and/or national conferences
- 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

Professional Counseling Practice

Recommended activities when appropriate for professional discipline or area of study are:

- Supervised experience in the provision of professional counseling service in a field setting
- Supervised administrative experience, including leadership and advocacy responsibilities, in a professional context
- Consultation in a field of expertise
- Participation or observation of faculty mentor(s) in consultation activity

Doctoral Core Curricula

The Counseling and Counselor Education doctoral program is designed to provide advanced graduate-level preparation for doctoral students to work in institutions of higher education that offer graduate-level counselor education programs. The doctoral curricula 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.

CACREP Core Curricula

All doctoral students are required to complete the degree requirements applicable to one of the three M.Ed./Ed.S. or M.A.E/Ed.S. degrees (Mental Health Counseling, Marriage & Family Counseling, School Counseling & Guidance) offered by the UF Counselor Education program, or in a closely related field. The Counselor Education Program has achieved and maintained CACREP accreditation. A listing of these foundational core courses that are typically completed at the master's level can be found in SECTION FOUR of this handbook. Students who graduate from CACREP programs have met these standards. Students from non-CACREP programs may need to meet requirements for one or more of these foundational areas during their doctoral program.

The following courses form the doctoral core curricula and are built on the entry-level foundation.

Professional Practice Emphasis

A set of courses specifically related to a student's doctoral program concentration. The practice emphasis must also be evident in the selection of sites and supervision in the field experiences.

Counselor Education Emphasis

Courses specifically related to an emphasis on the core skills of counselor educators with emphasis on teaching, supervision, research, and professional service and advocacy. Doctoral students are encouraged to engage in professional activities characteristic of counselors.

Research Design and Methodology

Courses that are appropriate for the emphasis in research design and methodology to satisfy the [College of Education College-wide Research Methodology Requirements](#) for Doctoral Students.

(These may be negotiated with doctoral supervisory committee.)

Practica and Internship Experiences

All doctoral students are required to complete a core set of supervised practical experiences, including at least one clinical practicum at the doctoral level, and a sequence of internship courses in counselor education (e.g., MHS 7840). Students who did not complete a master's level practicum and a master's level internship must complete them during the doctoral program. Students who hold an active state license (e.g., LCSW, LMFT, LMHC) or school counseling credential may elect, pending approval of their Doctoral Supervisory Committee, to enroll in MHS 7946: Internship in Agency Program Management. During the first year of studies, doctoral students will complete supervision of Masters' level students in the fall and spring semester as part of their supervision courses/practicum. During the second year of study, doctoral students will complete a teaching internship in each semester of Counselor Education Internship (Fall and Spring), as well as supervise students in their second (Spring) semester of CE internship.

Requirements for the Ph.D.

In addition to the department requirements and guidelines, students must comply with the [Graduate School Requirements of the Ph.D.](#), as outlined in the Graduate Catalog. Among others, doctoral students must comply with Residence Requirements and Time Limitations. These requirements also clarify further transfer of credit, leave of absence guidelines, supervisory committee requirements, and dissertation requirements.

Doctoral Student Outcomes Assessment

Students enrolled in the Counseling and Counselor Education Ph.D. program are expected to demonstrate knowledge and skill-based student learning outcomes as specified in the CACREP standards for counselor education programs. These outcomes are in the areas of teaching, clinical supervision, counseling, research and scholarship, and leadership and advocacy. CACREP standards are measured in signature assessments within the core doctoral coursework, the doctoral portfolio, the written qualifying examination, and through the doctoral committee procedures (e.g., advancing to candidacy, oral defense of written exams, and the direction of the dissertation study).

Completing the Ed.S. During Doctoral Studies

Doctoral students may choose to earn the Education Specialist (Ed.S.) degree. They must complete a minimum number of graduate credit hours and combine their previous master's coursework to complete the program requirements specific to one of the three M.Ed./Ed.S. programs. Students should notify the program graduate administrative assistant, when they begin the doctoral program, if they intend to earn the Ed.S. degree so that the degree can be added to their graduate school record.

Students should consult the Master's and Ed.S. Degree Requirements and Section 4 of this handbook to create a timeline for completing and graduating with the Ed.S.

UF Graduate School policy stipulates that students enrolled in Ed.S. programs must successfully complete a final comprehensive oral and/or written examination prior to graduation, including a portfolio assignment. Doctoral students electing to earn the Ed.S. must also complete the M.Ed./Ed.S. Final Oral Examination (which is different from the doctoral qualifying examinations or dissertation defense).

Refer to the Final Oral Examination section in the master's and specialist section for requirements, guidelines, and instructions.

Selecting a Chair and Supervisory Committee

Upon admission to the doctoral degree program, students are assigned a faculty member who will serve as their *temporary*, acting doctoral chairperson. Each doctoral student must 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 the yet-to-be-appointed doctoral committee after having examined how the student's training goals and research interests fit with his/hers.

The name of the acting doctoral chairperson assigned to the student is provided to students at the beginning of the first semester, if not sooner. In the first weeks of the term, the administrative assistant files, on the student's behalf, with the Graduate School the first Supervisory Committee Form listing the acting doctoral committee chair.

Students should seek advisement from their acting chair for their program-related activities (e.g., course registration) during the first academic term immediately following their admission to the doctoral program and until they have selected their permanent doctoral chairperson.

Selecting a Permanent Chair and Supervisory Committee

By the end of the last week of the student's second academic term of enrollment (i.e., spring of the first year), the student should select a permanent chairperson and faculty members to comprise his/her Doctoral Studies Supervisory Committee, regardless of whether the student is enrolled for coursework during that academic term. Two members of the committee should be counselor education faculty, and at least one should be external to the student's academic unit.

After the student constitutes their official permanent Doctoral Studies Supervisory Committee, the student should seek advisement from their permanent chairperson and other committee members regarding the construction and endorsement of their official planned program of doctoral studies and consideration of any and all changes they may want to make.

Responsibilities of a Doctoral Committee Chairperson

In addition to the primary 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. Many of these requirements are completed with the program's

administrative assistant.

After agreeing to serve as chair, the chairperson helps the student select doctoral supervisory committee members and makes sure that the student has the program's graduate secretary file the Appointment of Supervisory Committee form.

The chairperson, in cooperation with the student and members of the doctoral supervisory committee, develop and sign the planned program form, secure confirmation from the program's graduate coordinator, and have it placed in the student's file. Typically a formal meeting is called of the student's doctoral supervisory committee for the purpose of approving the student's planned program.

During the first semester, the student is enrolled at UF, 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 master's degree be credited to the student's doctoral program.

The chairperson prepares the student's written doctoral qualifying specialization examination with input from the doctoral supervisory committee members and/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 appropriate approval forms for review by the [Graduate School Editorial Office](#) 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 as necessary, and sends a letter of evaluation to the student. A progress report is required for each semester that a doctoral student is enrolled in MHS 7979 or MHS 7980.

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, and submits a change of Doctoral Supervisory Committee form, if needed.

The chairperson reminds students of relevant [deadline dates](#) and [dissertation checklist](#).

After the doctoral supervisory committee members agree that the student's dissertation is ready for submission, the letter of transmittal is submitted, by approval of the dissertation chair, which then authorizes the student to submit the dissertation to the [Graduate School Editorial Office](#).

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 changes are made (including those required by the Graduate School editorial office) before signing the final copy.

The chairperson escorts the student, or arranges a substitute escort, at graduation if the student attends the [University of Florida commencement ceremony](#).

Responsibilities of Doctoral Supervisory Committee Members

In addition to a chairperson, the 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 members. Check with the program administrative assistant prior to selecting a committee member to confirm if a faculty member holds graduate faculty status.

The student's doctoral supervisory committee members will assist the student in formulating his/her program of studies, participate in their doctoral level training and in designing and conducting their doctoral dissertation research, and conduct their doctoral qualifying exams and their dissertation defense.

Choosing your Doctoral Supervisory Committee

Students should consult the following guidelines when selecting their doctoral supervisory committee members.

The doctoral supervisory committee must consist of at least four faculty members holding graduate faculty status including the chairperson. Students should consult the current Graduate Catalog for a list of [Graduate Faculty](#), and confirm with the program's graduate secretary that each proposed member holds graduate faculty status. 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 the doctoral studies supervisory committee must be a member of Counselor Education program faculty and the Graduate School Faculty. See the above paragraph for confirming graduate faculty status. Students can either request the doctoral chairperson originally assigned to them or they can ask another faculty person to serve as their committee chairperson, if she/he is available and willing.

At least two members of the committee must hold a regular or affiliate appointment in the Counselor Education Program. Adjunct faculty members do not fulfill this requirement.

At least one member of the committee must hold an academic appointment in a unit other than the School of Human Development and Organizational Studies (in which the Counselor Education Program is housed) so she/he can serve as the External Member of the committee. Faculty members who hold joint or affiliate appointments in the Counselor Education Program are not eligible to serve as the External Member of the committee.

Suggestions for Inviting Faculty Members to Serve on Doctoral Supervisory Committees

Students should discuss their professional goals and plans with the faculty member(s) they hope to have as their chairperson; make a choice; and ask her/him to serve as their permanent doctoral supervisory committee chairperson.

Students should be prepared for a faculty member to turn down their invitation to serve as chair. The faculty member may have no openings available. The most common reason why faculty members do not, and cannot, agree to serve as committee chairpersons is the number of doctoral supervisory committees for which a faculty member serves as chair. Therefore, if a student wants to have a faculty person other than their temporary acting chairperson serve as their permanent chair, students should secure a new chair's official commitment prior to relinquishing their current acting chairperson.

Once a student has determined his/her permanent doctoral supervisory committee chairperson, as a professional courtesy, the student should ask his/her chair to recommend other faculty who might be committee members. The chairperson may not have specific recommendations in this regard, but she/he may have suggestions as to the type of expertise that is needed on the committee given the student's areas of interest, such as research methodology.

Next, the student should create his/her own list of eligible persons; prioritize it; have his/her chairperson review it; and then approach each person on the list. Students should be prepared to discuss with each faculty member approached the student's professional aspirations, program goals, research interests, and expectations for the faculty member's involvement on the doctoral studies supervisory committee, and solicit from each faculty member her/his expectations for them.

Students should remember that regardless of the suggestions they receive from other people, the selection of the members of their committee is ultimately up to them. They need to select people they know and respect, people who challenge and support their work, and who, working together, will help them accomplish their goals as a doctoral student.

Changing a Doctoral Supervisory Committee Chair or Member

Students may change their doctoral committee chairperson and/or committee members at any time. However, the change becomes official only after the program graduate secretary receives a completed Change of Advisor form from the student, files a new Supervisory Committee Form on student's behalf with the Graduate School, and receives written approval from the Graduate Dean.

To change doctoral committee members, students should submit to the program coordinator a completed and signed copy of the Change of Advisor/Committee form. If the graduate coordinator approves the change, the original of the form will be retained for the student's program file, and the request will be submitted on a Supervisory Committee form to the Graduate School for approval. Students should check with the program administrative assistant to confirm that their request has been approved by the Graduate School.

The Graduate School requires new Supervisory Committee Forms whenever committee changes are made. Any changes in the supervisory committee must be made the semester before the semester in which the student applies to graduate.

Doctoral students must have on file with the Graduate School a final revised Supervisory Committee Form listing all current members of the student's doctoral studies supervisory committee the semester before formal application for graduation from the doctoral program.

Students should contact the program administrative assistant to check their current supervisory committee members on file with the graduate school.

The Graduate School staff reviews 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, accurate Supervisory Committee Form on file for a student during the academic term prior to the one in which the student intends to graduate, then the student's 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 program. Therefore, students should be sure that the Graduate School has an accurate, current Supervisory Committee Form on file for them and that it contains currently accurate information so that they can graduate on time.

Formal Doctoral Supervisory Committee Meetings

There are typically four formal meetings that the student and all members of their doctoral supervisory committee must attend.

(1) The purpose of the first meeting is the student's presentation of their planned program of doctoral study and formal approval by their committee.

(2) Known as the admission to candidacy meeting, the purpose of the second meeting is the completion of the doctoral oral qualifying examination, approval of the doctoral student portfolio, and approval of the student's dissertation research topic and plan. Students should be sure to meet with their chairperson in advance to review their portfolio and to prepare a tentative title for and a full-page prospectus of their dissertation research idea for presentation at the second meeting of their committee.

(3) Also known as the dissertation proposal meeting, the purpose of the third meeting is to review and approve the student's dissertation research proposal. The proposal style is decided by the student in consultation with the dissertation committee, and usually includes the first three chapters of the student's dissertation. Other dissertation styles may be approved by the dissertation committee in accordance with program, college, and graduate school guidelines.

(4) Commonly referred to as the dissertation defense, the purpose of the fourth meeting is to conduct the student's final oral examination in which she/he is to report on and defend his/her dissertation.

Annual Evaluation of Doctoral Student Progress

The Counselor Education Program is committed to monitoring the progress of doctoral students on an annual basis. Each student and the student's doctoral studies supervisory committee chairperson and committee members and other members of the Counselor Education faculty have an opportunity to assess a student's overall academic performance and progress towards completing the key milestones that comprise the doctoral program.

Doctoral students receive feedback each year in an annual review. To complete this process, students will submit an Annual Self-Report of Progress (available online). Program faculty and/or committee members will provide information to the chairperson who prepares an annual letter of evaluation for the doctoral student.

The supervisory committee chair will compile the information and prepare a Summary of Faculty Evaluation of Doctoral Student Progress and review the findings with the student and committee members as needed. The student's academic and professional performance and progress toward degree completion will be judged as satisfactory or unsatisfactory, including professional and personal dispositions. The committee will recommend a decision about the doctoral student's academic standing: continuation in good standing, probation, or discontinuation.

If the faculty recommends probation, the student will meet immediately with his or her chair and the other members of the doctoral studies supervisory committee to discuss needed areas of improvement and determine a course of action that addresses these concerns. The doctoral supervisory committee must review progress within six months.

If the committee decides on discontinuation, the student's doctoral committee will be dissolved and the student dropped from the program. This procedure must conform to HDOSE and COE guidelines for dismissal of a student from the program.

There are six key milestones that serve as markers of academic progress. These student milestones include:

- Development of their doctoral planned program
- Completion of clinical practica and counselor education internships & development of professional portfolio
- Completion of their written doctoral qualifying examinations
- Completion of their oral qualifying examination and admission to candidacy
- Development and presentation of their dissertation proposal
- Completion of their dissertation and dissertation defense

Doctoral Planned Program Development

Students are expected to develop a plan of study that fits their interests and career goals as a graduate student and enables them to meet degree requirements. Although the doctoral chairperson and doctoral supervisory committee are resources for students and give final approval to the student's plan, students are expected to take the initiative in reviewing doctoral program requirements, identifying any additional graduate courses they may wish to take, and submitting their proposed plan for review and approval by their doctoral chairperson, their doctoral supervisory committee, the graduate coordinator, and by the UF graduate school. Students can access a copy of the *Doctoral Planned Program* on the program website.

Students should consult with their doctoral chairperson after they have developed an initial plan. Their doctoral chairperson will review the curricular experiences expected in their chosen program, approve work already completed, indicate necessary additions and/or changes, if any, to their proposed program of study, discuss curricular alternatives available, and certify the final agreement for presentation to their doctoral supervisory committee.

There are several important requirements that students must keep in mind as they formulate their program of studies: (a) the university minimum credit hour requirements for the degree(s) they are pursuing, (b) the university's residence requirement, (c) the particular curricular requirements of their degree program, and (d) the academic requirements for any certification or licensure they wish to attain. See the [Requirements for the Ph.D.](#) for university requirements. For licensure and certification information, see SECTION SEVEN of the Handbook.

Students must complete the Doctoral Planned Program form which, when completed and approved by their doctoral supervisory committee, specifies the curricular experiences they must complete to receive a doctoral degree(s) for the program. The Planned Program serves as a contract the student has made with the university as to their plan of study. Successful completion of the curricular experiences stipulated on their Planned Program insures that they will receive the degree to which they are entitled, unless they are dismissed from a program for reasons other than academic performance.

Students should file their approved Doctoral Planned Program form with the administrative assistant by *no later than the last day of regularly scheduled classes of the second semester in which they have enrolled* for classes in the university. Students must submit a printed copy of the Doctoral Planned Program form to the program. Students need to sign and date the form in the appropriate spaces, and deliver them to the program administrative assistant. Students should keep a copy of their Planned program.

Completion of Practica & Internships and Development of Electronic Portfolio

Required Practica & Internships

Doctoral students with a previously earned master's in counseling will be required to complete advanced supervisory, academic, and clinical experiences preparing them to enter an academic profession as a counselor educator.

In accordance with the CACREP 2016 Standards (Standard 6.C.7), doctoral students are

required to have individual professional counseling liability insurance when they are enrolled in a counseling or supervision experience.

The following courses represent practica and internship experiences:

Practica in Counseling Supervision (6 credits/maximum 8 credits)

Seminar courses and practicum are part of the program, in which students provide individual clinical supervision to current MED/EDS students in their practicum experiences. Following an introductory course, doctoral students will take additional practica and internships in clinical supervision. Doctoral students conduct supervision under the direct supervision of faculty. When supervising, doctoral students are required to submit feedback to faculty, but do not provide summative feedback. (These activities are often organized by the P&I team in concurrence with the practicum and internship field experiences at the M.Ed./Ed.S. level).

Practica and Internships in Counselor Education (6 credits /maximum 12)

The Internship in Counselor Education is a two-sequence course that is intended to allow students to approximate to the greatest extent possible the work of counselor educators. Each activity comprises an element of the overall Internship in Counselor Education. Activities are organized around counseling/consultation, supervision, teaching, research, and advocacy and leadership and fulfill CACREP requirements.

Students must also complete a Counselor Educator Portfolio and submit it to their supervisor at the completion of this internship (See Section in Handbook on Doctoral Degree Information for more in depth discussion of this requirement).

The following are general expectations for activities within Practicum Supervision and Internship in Counselor Education coursework (these responsibilities are subject to approval by program faculty and the doctoral committee):

- Supervision: Supervise M.Ed., M.A.E./Ed.S., or M.Ed./Ed.S. students in their practica and internships. This includes preparation for individual/triadic supervision sessions with supervisees (e.g., reviewing case notes, audio or video tapes, etc.), and leading/co-leading small group supervision sessions.
- Teaching: Activities that are related to supervised teaching instruction in masters-level skills courses, as directed by faculty supervising counselor education internship courses. Doctoral students acting as interns in Masters courses are referred to as Teaching Interns, to reflect their status as teachers-in-training.
- Clinical work: Doctoral students will design and implement a growth-oriented group with masters' students in during their CE Internship I or II courses. Other clinical work may occur during Advanced Practicum.
- Other counselor education experiences that involve 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.

In order to participate in any counselor education internship experience (e.g., supervision, teaching), doctoral students must be enrolled in a corresponding course (i.e., Counselor Education Internship 1, Counselor Education Internship 2, Supervision Theories and Practice, Supervision Practicum, Supervised Teaching). The counseling hours accrued during the doctoral-level Advanced Counseling Practicum cannot count towards both practicum and CE internship hours. Once the minimum hours for practicum is reached, students may count additional hours accrued (up to 100) in advanced counseling practicum towards CE internship. Doctoral students may not count hours toward CE Internship that are paid employment, such as teaching assistantships and research assistantships. Research projects involving researchers outside of UF without CE faculty involvement may not be counted. When students have questions about logging counselor education internship experiences, they should consult with their supervisor or chair. Students should generally be enrolled in a clinical field experience course to log counseling hours. (An exception is hours spent facilitating growth groups as part of the group counseling course).

The following paperwork must be completed for each CE internship assignment and submitted to the instructor of the course associated with the internship experience. (Additional paperwork may be required for some experiences):

1. Prospectus-To be completed by the doctoral student in discussion with the supervisor of the internship assignment (instructor for a course or a faculty group supervisor) and submitted to the instructor/supervisor of the corresponding course no later than 3 weeks after the start of the semester. A separate prospectus is required for all consultation, teaching, and supervision activities.
2. Evaluation Form-To be completed by each faculty member overseeing the doctoral student's consultation, teaching, and supervision activities, and submitted to the instructor/supervisor of the corresponding course during the last week of classes. This evaluation is required for consultation, teaching, and supervision experiences.
3. Log-To document all CE internship hours completed during the CE internship course and submitted to the instructor/supervisor of the corresponding course during the last week of classes. Logs are required for all internship activities.
4. Liability Insurance-Required for counseling and supervision experiences.

Practica and Internships in Counseling and Development (3-9 credits)

A clinical practica is required at the doctoral level. Students may also chose to complete a clinical internship if they want to obtain additional clinical experience. Other clinical practicum and internship included in the Planned Program satisfy entry-level requirements. Students must comply with all rules and procedures established by the Clinical Coordinator when taking a doctoral-level clinical practicum or internship. Notify the clinical coordinator if an approved supervisor for licensure is required.

Students are expected to be working at their clinical site, beginning the first day of classes and ending the last day of classes. Students must complete a minimum number of hours onsite as directed by the university supervisor and contracted with the clinical site. Among those hours, a minimum number must be spent in direct service with clients per 2016 CACREP standards.

Consult with your doctoral chair and the Clinical Coordinator when selecting a site to best match a clinical experience with goals for the practicum or internship.

Grades are Satisfactory (S) or Unsatisfactory (U). Students must have a complete set of clinical documentation to receive a grade for their clinical experience. Students missing paperwork at the end of term will receive a U grade until their file is complete. Refer to the [Practicum and Internship](#) web page for links to clinical documentation and due dates.

MHS 7946 Internship in Agency Program Administration (6 credits)

The Internship in Agency Program Administration (MHS 7946) is an optional elective internship intended to allow students to develop knowledge, skills, and abilities related to administration and management roles within agency settings. The administrative internship documentation should include a prospectus, clinical activity log, supervisors' evaluation, and other products as specified by the students' doctoral chair/committee and site host. All procedures for the administrative internship should be determined in advance. These internships are co-constructed between the student and supervisors and approved by the doctoral dissertation committee.

Agency settings may include counseling agencies, school district counseling services, and counselor education programs. This experience can be developed in partnership with a student's doctoral supervisory committee and relevant administrators who may serve as the student's supervisor.

Development of Doctoral Student Portfolio

Students' electronic portfolios are to be a story of their development as a counselor educator across five domains: (a) teaching (b) clinical supervision, (c) counseling/consultation, (d) research & scholarship, and e) leadership & advocacy. It should include samples of their work and of their thinking/reflections about their work (e.g., what they attempted to do, how they evaluated their own efforts)

Students are to develop a complete draft of their e-portfolio (containing evidence of their development in all five domains) and submit it to the instructor of record for the internship and their doctoral chairperson at the completion of Internship in Counselor Education for their chair's evaluation using the approved portfolio rubric. Based on feedback from their chairperson, students will then submit their portfolio to their supervisory committee for their evaluation as a part of their oral qualifying examination. To pass the examination, students must receive a rating of satisfactory on all criteria listed.

Portfolio contents are organized around the primary domains for preparation as a counselor educator: Teaching, Supervision, Counseling and Consultation, Research and Scholarship, and

Advocacy and Leadership. The evidence of teaching section of the portfolio describes teaching philosophy and provides competence in the application of this philosophy through discussion of a specific course teaching experience, selection of relevant artifacts (e.g., list of teaching experiences, teaching philosophy, course syllabi, lessons, student outcome data and student teacher evaluations) and discussion of personal development and growth as a teacher.

The evidence of supervision section describes the supervision philosophy and demonstrates application of this philosophy through discussion of supervisory experiences, discussion of specific supervision case, selection of relevant supervision artifacts (e.g., list of supervision experiences, supervision philosophy, supervision case presentation, supervisee evaluations of supervision) and discussion of personal development and growth as a supervisor.

Evidence provided in the Counseling and Consultation domain showcases knowledge of counseling and consultation theories, and demonstrates relevant application in counseling and consultation experiences, discussion of counseling/consultation case, selection of relevant artifacts (e.g., list of counseling experiences, counseling/consultation theory, counseling case presentation, client evaluation, organizational consultation site analysis) and discussion of personal development and growth as a counselor/consultant.

The Research and Scholarship domain includes evidence of the doctoral student's specific research focus and assessment of professional literature and demonstrates application of research skills in scholarly writing products and presentations by discussing at least one professional presentation and one article submitted for publication, selection of relevant artifacts (e.g., list of research and scholarship experiences, research interests and goals, submitted manuscripts, conference presentations), and discussion of personal development and growth as a scholar and researcher.

The Leadership and Advocacy domain includes evidence of the student's involvement in leadership roles in professional organizations. The student formulates a plan, and demonstrates implementation of an involvement plan in advocacy events, and selection of relevant artifacts (e.g., leadership philosophy and a list of leadership experiences).

The doctoral portfolio rubric is available on the program website.

Doctoral Qualifying Examinations

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 Program provides a CACREP accredited doctoral program in Counseling and Counselor Education (CCE). In order to graduate, doctoral students are expected to demonstrate mastery of theory, research, practice, and ethics/policy in addition to the fundamentals of theory, research, practice, and ethics/policy pertinent to Counselor Education.

The Counselor Education Program'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 the

fundamentals of counselor education theory, research, practice, and ethics/policy. 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 does not necessarily repeat or review specific content of completed courses; rather, it requires the student to use intellectual and applied resources of the relevant professional disciplines to solve problems posed in the questions asked.

The examination consists of four components:

- (1) *Component One—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.
- (2) *Component Two—Written Counselor Education Specialty Examination or Written Counselor Education Specialty Paper* 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.
- (3) *Component Three—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.
- (4) *Review of the E-Portfolio*, which documents the primary domains for preparation as a counselor educator: Teaching, Supervision, Counseling/Consultation, Research and Scholarship, and Leadership and Advocacy.

All students are required to complete the Written Examination and the Written Program Specialty Examination or Paper, and the Portfolio before Oral Qualifying Examination.

Eligibility Criteria for the Doctoral Qualifying Examinations

The student must have on file in the Counselor Education Program office at the time of initial participation in the Doctoral Qualifying Examinations both a Doctoral Studies Supervisory Committee Form that has been approved by the Graduate School and a Doctoral Studies Planned Program that has been approved by the student's Doctoral Studies Supervisory Committee and the Graduate Coordinator.

After consulting with their Doctoral Supervisory Committee and securing their approval each time, students are to submit an application form to the administrative assistant 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. Students complete the Written and Specialization Qualifying Examinations Application form; secure the required signatures 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 graduate credit hours during the academic term in which participation in any part of the examination occurs.

Guidelines for Writing Both the Counselor Education Written Qualifying Examination and Counselor Education Specialty Examination

Each student participant is bound by the University of Florida's [Graduate School Integrity Guidelines](#) and by professional ethics in the development of their examination responses. Students are to sign the honor code statement and file it with the program 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; she/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 in 12-point font, using 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, not including reference pages*. Each response to an examination topic must have a running head showing the student's UFID 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.

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 Qualifying Examination Committee chairperson.

Each student is responsible for the choice of a place to work over the weekend and is designated on the form that goes to the Doctoral Qualifying Examination Committee before participation has been approved.

See the following sections for more information about the specific examinations. The Doctoral Qualifying Examination Committee will use this specific information when determining any exceptions to the rules and procedures.

Written Counselor Education Program Qualifying Examination

Content of the Written Counselor Education Program Examination

- I. **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.
- II. **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.
- III. **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.
- IV. **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.

Procedures for the Written Counselor Education Qualifying 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 over 12 months). Participation in Trial One, the student's first attempt, marks the beginning of the examination cycle of three consecutive trials for the participant.

Each of the four sections of the examination contains two questions. A student is required to prepare an acceptable written response to one of two essay questions in each section of the Written Counselor Education Examination. 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 Qualifying 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 repeat all four sections of the Written Counselor Examination Qualifying 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 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 Counselor Education Program 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. In order for a student to pass a section, two of the three faculty members must assign a pass to the student's response for that section.

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 cliché.
- 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.

A blind review process is used to evaluate the written qualifying exams. That is, students are to put only their UFID numbers on their response sheets so that the faculty members making the evaluations do not know whose responses are being evaluated.

Faculty review and evaluation takes approximately three to four weeks to complete. After all written responses have been evaluated by the faculty assigned to do so, 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 program 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.

The Doctoral Qualifying Examination Committee will consider an appeal for a re-reading of a completed examination only 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 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.

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.

Specialization Examination or Paper

The student’s doctoral supervisory committee negotiates with the student the content, time, and place of the Program Specialty Examination or Paper. Usually this requirement can be fulfilled by successfully completing either of two options: a take-home Written Program Specialty Examination or a critical review Written Program Specialty Paper.

The take-home 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 in which they are enrolled.

The critical review Written Program Specialty 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 relevant to the program concentration in which they are enrolled.

After consulting with her/his doctoral committee chairperson to determine readiness, the student will submit a Written Specialization Qualifying Examination Application to the program graduate secretary. After receiving the support of the Committee, the student can proceed to take the

examination or write the specialty paper. Once a student submits the completed form to the Graduate Coordinator, he/she may begin arranging with his/her Supervisory Committee Chair and Members for the Specialization Examination or Paper.

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 examination questions shall be constructed by the student's doctoral studies supervisory committee and will reflect the parameters of the concentration area/specialization which the student has specified 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 Graduate Coordinator approves the request.

The Written Program Specialty Qualifying Examination will offer to doctoral students three consecutive trials within a 12-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. Students must follow the same Guidelines for Writing as those established for the Written Counselor Education Qualifying Examination.

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.

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 submit a preliminary outline of the topic of their specialty paper and consult with her/his doctoral supervisory committee chairperson 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:

- I. Delineation of the Topic Area - In this section the student will define the topic and identify all pertinent parameters, delimitations, etc. In other words, this portion serves as the introduction and overview of the chosen topic.
- II. "State of the Art" - In this section the student will provide a comprehensive, in-depth presentation concerning the "state of the art" of the 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.
- III. 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.
- IV. Personal Preparation - In this section the student will describe her/his preparatory activities and experiences relative to her/his topic. Both academic and non-academic preparatory experiences will be identified and described.
- V. Personal Integration - This section will contain a comprehensive explanation of how the student either integrates or plans to integrate knowledge from this topic 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 topic of the paper, and (b) how the knowledge gained will be integrated into the student's future professional behaviors.

Format of Paper

The student's Critical Review Specialty 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 in 12 point Times New 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.

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 graduate coordinator for signatures before the student will be allowed to take the Doctoral Oral Qualifying Examination.

Eligibility for Oral Doctoral Qualifying Examination

Students who elect the Specialization Critical Review Specialty Paper option must successfully complete the paper and receive a pass before they are eligible to participate in their Oral Doctoral Qualifying Examination.

Oral Qualifying Examination and Admission to Candidacy

Procedures for the Doctoral Oral Qualifying Examination

The Doctoral Oral Comprehensive Qualifying Examination can be conducted only after the student has successfully completed (a) the Written Counselor Education Qualifying Examination, and (b) either the Written Program Specialty Qualifying Examination or the Written Specialization 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. Students must also provide their supervisory committee members with access to their doctoral electronic portfolio. 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 (as depicted in their electronic portfolio) 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 examining committee for the Doctoral Oral Qualifying Examination 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 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.

No application form is needed for the oral examination. Students should arrange with the doctoral studies committee chairperson and members when he/she shall schedule the oral qualifying examination. 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 faculty participants informed about the arrangements. See the program administrative staff for reserving rooms and any computer technology.

The program graduate secretary will file, on the student's behalf, an Admission to Candidacy form at the conclusion of a successful oral qualifying examination.

Admission to Candidacy

Admission to Candidacy constitutes official acknowledgment by the UF Graduate School and the Counselor Education Program 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, including all parts of their written and oral qualifying examinations.

An Admission to Candidacy form and a form 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. The Admission to Candidacy form is filed electronically via GIMS by the program administrative assistant.

Prior to the time the student participates in his/her doctoral oral qualifying examination, he/she should be sure to request the Admission to Candidacy form from the program graduate secretary and complete the form to indicate courses taken for fulfillment of the College of Education research requirements. Students should take the forms with them to their doctoral oral qualifying examination. When they have completed their oral qualifying examination successfully, students ask that each member of their examining committee sign the Admission to Candidacy form in the appropriate places and give both forms to the program graduate secretary who will send the transmittal to the Graduate School.

Students are required to indicate the title of their proposed dissertation on their Admission to Candidacy form. They should discuss this matter with their doctoral supervisory committee chairperson prior to completing the form. If the student subsequently changes the title of his/her dissertation, the UF Graduate School must be informed of the change. To affect a subsequent change in the title of the dissertation, the doctoral supervisory committee chairperson must write a letter to the Dean of the UF Graduate School indicating both the old title stated on the Admission to Candidacy form and the new title. If a title change is necessary, the student should wait until he/she has completed his/her dissertation proposal seminar before submitting a request for a change of title of his/her dissertation.

A doctoral student must be registered for a minimum of three, program applicable, semester credit hours during the academic term in which she/he completes their Oral Qualifying Examination and is admitted to candidacy, the term when the Admission to Candidacy form is submitted.

Dissertation Proposal and Proposal Meeting

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 program faculty members place great emphasis on a student's efficacy in designing and completing doctoral dissertation research.

The first step in the development of the doctoral dissertation is to identify all resources available from the [UF Graduate School Editorial Office](#). All work developed for the dissertation, including both the dissertation proposal and the final copy of the dissertation manuscript, should adhere to the requirements detailed by the editorial office.

Students are encouraged to begin development of their dissertation research idea as soon as possible in their program, but definitely before they participate in their doctoral oral qualifying examination, which will include a discussion of their idea for their dissertation research. Students must submit a title for their dissertation on the Admission to Candidacy form, which is submitted after successful completion of their oral qualifying examination.

Students are encouraged to frequently discuss their ideas and plans for developing their dissertation proposal with their 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 students are clear about the expectations and procedures recommended or required by their supervisory committee chairperson. In addition, students should also discuss these matters and plans with the other members of their doctoral studies supervisory committee so that all members are in agreement about how the student should proceed.

Students' conversations with the members of their doctoral supervisory committee, their review of the above resources, and their study of the APA Publication Manual and the Graduate School Editorial Office guidelines will help them develop a dissertation proposal, which should follow a format that is approved by the Graduate School and the students' dissertation supervisory committee. The following sections are generally included:

- A title/cover page
- Introduction
- Review of the Related Literature
- Methodology

- References
- An Appendices section

Formats, such as a manuscript-style dissertation are often approved by the dissertation chair and committee members, which should also conform to graduate school guidelines.

Note that a dissertation proposal must be written in the future tense because at the time of presentation it is indeed a proposal for future activity. All sections of the proposal should follow the Graduate School format guidelines available from the [UF Graduate School Editorial Office](#).

When a student has completed his/her dissertation proposal, each member of his/her doctoral supervisory committee must approve it. That is, each member of his/her Doctoral Supervisory Committee must read the dissertation proposal and certify that, in their respective individual opinions, it is ready for presentation at a formal meeting of the doctoral supervisory committee. "Ready for presentation" means that the proposal is correct in terms of style, grammar, format, and content. Each member of the doctoral supervisory committee must be afforded sufficient time to make this determination (e.g. ten working days from the time of delivery of the proposal).

When each member of the doctoral supervisory committee is ready to certify that the student's proposal is developed sufficiently and is appropriate for presentation at a dissertation proposal seminar, a student may schedule his/her dissertation proposal seminar with his/her doctoral studies supervisory committee.

The student's dissertation proposal meeting is to be conducted by the student's doctoral chairperson and all members of their doctoral supervisory committee must be present. The student is expected to prepare an electronic copy and a hard copy of the dissertation proposal for each member of his/her doctoral studies supervisory committee.

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 Counseling and Counselor Education doctoral program 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 Counselor Education faculty.

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 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.

Guidelines for the Doctoral Dissertation Proposal Meeting

The Doctoral Dissertation Proposal Meeting 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 proposal seminar is intended to enable the doctoral student to conduct the best possible dissertation research.

I. Opening Remarks

- a. The doctoral student should be prepared to begin the meeting 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.
- b. After introductions, the doctoral student should present, in approximately 10-15 minutes, an overview of the proposed dissertation research (using a PowerPoint presentation). 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.

II. Discussion Following the Opening Presentation

- a. Approximately 40 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:

- i. Contextual information about the nature of the problem
- ii. The statement of the problem
- iii. The significance/need for the study
- iv. The statement of purpose for the study
- v. The research questions to be answered and/or the hypotheses to be evaluated
- vi. The population and the procedures to be used to obtain a sample and minimum size sample expected
- vii. The research design to be employed, if applicable
- viii. Identification of the independent and dependent variables, if applicable
- ix. A description of the treatment procedures, if applicable
- x. A complete description of the assessment instruments or techniques to be employed
- xi. A complete description of the research procedures
- xii. The primary data analyses to be conducted
- xiii. The theoretical framework underlying the study
- xiv. Definitions of important terms in the study
- xv. Literature support for any topic relevant to the study
- xvi. The rationale for the methodological approach to the study
- xvii. The validity, reliability, and appropriateness of assessment instruments or techniques to be used
- xviii. A description of research participant training, if applicable
- xix. The potential methodological limitations
- xx. The potential significance of the study's results

Dissertation and Final Oral Examination

Submission of the Dissertation

Review the [Checklist](#) for Doctoral Dissertations from the [Graduate School Editorial Office](#). 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. Typically, this completion involves revision of the texts of the first, second, and third chapters, references, and appendices, originally presented in the dissertation proposal seminar, as well as completion of the fourth and fifth chapters and the dissertation abstracts.

It is essential that the first submission form of the dissertation manuscript conform to the standards and criteria in the most recent guidelines from the Graduate School Editorial Office 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.

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 doctoral studies supervisory committee chairperson and the committee members to ascertain that the candidate's dissertation is written in acceptable English, in an appropriate scholarly style, and that it is carefully proofread prior to submission to the Graduate School.

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 editorial office.

General Audience Abstract of Dissertation

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. The general audience abstract is required in addition to the regular dissertation abstract.

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, non-technical, language.

The preliminary information for the general audience abstract should follow current graduate school guidelines:

The general audience abstract itself should follow immediately on the same page and be a maximum of 150 words.

The general audience abstract must be distributed to the (1) program chairperson, (2) program graduate coordinator, and (3) the Dean of the College of Education. A hardcopy version and the electronic version must be submitted to the Graduate School Editorial Office at the time the dissertation is submitted to the Graduate School.

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, also known as the final defense. This examination must be completed no earlier than six calendar months preceding the intended date of graduation and no later than three calendar weeks preceding the intended date of graduation.

The student's Final Oral Examination Committee must consist of no less than the four members of the doctoral student's Doctoral Supervisory Committee. Members of the Doctoral Supervisory Committee may be "present" via conference telephone except for the doctoral chairperson and the graduate student.

The procedures for constituting the Final Oral Examination Committee and for scheduling the examination are the same as those for the Oral Comprehensive 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. Such changes may be based on the review of the "First Submission" manuscript and/or the review by the student's Final Oral Examination Committee. These changes must be made prior to "Final Submission" of the student's dissertation to the UF Graduate School.

It is the student's responsibility to ensure 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 guidelines 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 or video 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.
- Guests are allowed at the Final Oral Examination meeting as audience members. Guests are allowed to observe throughout the student's presentation as deemed appropriate by the student and the doctoral chairperson. Audience members are excused from portions of the Final Oral Examination in which the supervisory committee provides evaluative feedback to the student.

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. The Final Examination form is filed, on the student's behalf electronically, by the program graduate secretary.

A doctoral student's Final Examination Form typically is submitted when the Final Oral Examination, also known as the Final Defense of the student's dissertation, has been successfully completed if the student has provided the program graduate secretary with the necessary information.

Prior to the final oral examination, the student should request a copy of the Final Examination Form from the program graduate secretary. The student should be sure to provide complete and accurate information regarding the program in which he/she is enrolled and the degree(s) he/she expects to receive. 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 the student's performance in the oral examination is judged satisfactory or

unsatisfactory.

At the conclusion of the final oral examination, the student asks the Examining Committee Chairperson, the Doctoral Studies Supervisory Committee Chairperson, to indicate on the Final Examination Form whether the student's performance on the examination was satisfactory or unsatisfactory, and then the student delivers the signed Final Examination Form to the program graduate secretary. The Graduate Coordinator will review the form and forward the information to the College of Education and the Graduate School.

Students should check with the Graduate School Records Office, Room 288 of Grinter Hall sometime prior to their anticipated date of graduation to ensure that the staff have received the Final Examination Form, that all requirements for graduation have been met, and that they are on the official graduation list.

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. If the 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. Usually, if a student does not graduate in the term of submission, the dissertation requires sufficient revision 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 SIX – PRACTICUM AND INTERNSHIP

Preface

This section is designed to address major questions related to students' clinical experiences required during the pursuit of Master of Education and Specialist in Education and doctoral degrees in the Counselor Education Program at the University of Florida. Students are required to know the contents of this material and abide by expectations, requirements, and procedures in order to complete successfully their practicum and internship. Additionally, students are encouraged to visit frequently the [Practicum and Internship](#) web page for the latest site information, resources, and information to help them maximize the depth of the clinical experiences.

General Practicum and Internship Information for All Students

Purposes and Expectations of Clinical Experiences

Practicum and internship experiences comprise the critical application component of entry-level and doctoral programs. The purpose is to provide students opportunities to demonstrate increased counseling competence while integrating theory and practice. Students will apply, refine, and synthesize knowledge, technique, and skills learned in the classroom.

Students are expected to complete a planned sequence of supervised clinical experiences. They are expected to demonstrate enhanced counseling competence and manage increasingly demanding and dynamic client caseloads. Students should be open to supportive and constructive feedback offered by site hosts, site staff, and supervisors. Students are expected to work at their clinical sites from the first day to the last day of classes in the academic term. They are expected to conduct themselves professionally in every aspect of their clinical placement, including timeliness, appropriate professional attire, and meeting required documentation deadlines. They are expected to abide by professional ethical counseling practice guidelines. Go to the following references for professional ethical codes:

[American Counseling Association](#)

[International Association of Marriage and Family Counselors](#)

[American Mental Health Counseling Association](#)

[American School Counselor Association](#)

Selecting a Clinical Site and the Practicum and Internship Fair

Ideally, selecting a clinical site is a collaborative process involving the student, program faculty, the clinical coordinator, and requires the student to thoughtfully explore clinical opportunities in the Alachua County and surrounding area. Students should consider such factors as their career goals, client populations of interest, the student's need for structure and guidance, and desired work settings. The Counselor Education Program maintains relationships with a large number of mental

health and marriage and family settings and K-12 schools in the local area. Students can review active clinical sites by downloading the Clinical Sites information from the Practicum and Internship web page.

Students are required to select only active and approved sites. Practicum must be completed in the Alachua County area. Internships may be completed locally or in Florida if approved by a program faculty member and the clinical coordinator. Out of state internships are generally not approved but petitions can be submitted to the faculty for review. For all out of area clinical experiences, the student is responsible for arranging supervision activities that are equivalent to those at UF and meet all CACREP requirements. School Counseling and Guidance (SCG) students interested in internships outside of Alachua County, but inside Florida are placed by the Office of Student Services in the College of Education. Students must complete a separate application process, in addition to required clinical documentation in the Counselor Education Program. Students are directed to the Student Teaching and Internship page and to the School Counseling and Guidance Intern Instructions and Application, maintained by the Student Services office (EduGator Central).

Mental Health Counseling (ACH) and Marriage and Family Counseling (EDC) students interested in completing an internship in clinical sites that are either inactive or with whom we have not had a previous relationship, are directed to the Establishing and Maintaining an Active [Clinical Site](#) web page. Students may review the Guide for Site Hosts and the process for developing a maintaining a clinical site. Students must contact the Clinical coordinator at the beginning of the term prior to the one in which they intend to register for the internship and work together to help develop the site.

Mental Health Counseling (ACH) and Marriage and Family Counseling (EDC) students conduct an application process similar to a job search. After collaborating with a program area faculty advisor and/or the Clinical coordinator, the student contacts potential sites to inquire whether they are considering practicum or internship students in the desired term. The student inquires about being interviewed and identifies at least two (2) and up to four (4) clinical sites where she or he will be interviewed, noting them on the Application Form. Following being interviewed, the student accepts a clinical placement at one site and completes the Site Agreement Form. At that time, the student should inquire about orientation information and work schedules. Students enrolled in field experiences may be expected to be onsite according to the workplace schedule and not UF's academic calendar. It is the student's responsibility to notify university supervisors of their workplace schedule.

School Counseling and Guidance (SCG) students undergo a placement process. Students collaborate with program area faculty advisors, the clinical coordinator, and research school information in the Alachua County and other area school districts. Information may be obtained from the Clinical Sites file on the web page. Students identify their top three (3) to four (4) choices and note them on the Application Form. The clinical coordinator, faculty, and the Alachua County Director of Guidance and/or PK Yonge meet to review student requests. Placements are made based on student request, school needs, and on faculty input about student development and needs. The Director of Guidance confirms placements with school counselors and contacts students via email with their confirmed sites and site hosts. Students then may contact the site host, arrange an introductory meeting and orientation, and complete the Site Agreement Form.

Each Fall and Spring term, the Program hosts a Practicum and Internship Fair in which site hosts from local currently active clinical settings are invited to meet with students. Students are able to network with site hosts and learn about opportunities in various clinical settings. This fair is useful when considering clinical or school placements for the spring, summer, and fall terms.

Clinical Documentation and Deadline Dates

Each student has a clinical file, maintained by the clinical coordinator. The clinical file contains a complete set of documentation for each clinical experience. This file remains in the program indefinitely. It provides the documentation needed to verify clinical experiences and is consulted when graduates request verification letters for licensure and other professional endorsements.

Completing documentation accurately and submitting them by scheduled deadlines is an important element of a student's professional behavior. Employers consider counselor competence with documentation when reviewing for promotions, raises, and letters of recommendation. Employers and agencies rely on counselors abiding by professional standards and expectations. Counselors overlooking these expectations risk their own careers and the licensing and economic stability of their agencies. Students are expected to know scheduled deadline dates and required documentation. Students missing documentation at the end of the semester will receive a U grade until the file is complete. Mandatory meetings are held each semester to orient students to P&I procedures for the upcoming term.

The [Practicum and Internship](#) web page provides links to clinical documentation and updated due dates. Students must submit a complete set of clinical documentation for each clinical experience. Students registering for split internships and students completing clinical experiences at the same site must complete a complete set of clinical documentation for each clinical experience. Clinical documentation is to be completed on the computer, printed, signed, and submitted in professional-quality condition to the Clinical coordinator by the date due. Forms must be completed and incomplete forms (i.e., forms with missing data or signatures) will be returned to the student for resubmission. It is recommended that students complete forms and obtain signatures well in advance of due dates, given the time it takes to contact program area faculty advisors, supervisors, and site hosts and secure signatures. The clinical coordinator can sign for faculty members in their absence. It is recommended students submit personally all documentation in order to ensure documentation is received by the deadline dates. Forms mailed by site hosts or supervisors may not arrive by the due date. Please note that some documentation might be required electronically instead of hard copy. These procedures will be updated on the P & I web page.

Students are expected to follow up with supervisors regarding their electronic submission of such forms. You can access the forms and learn about the deadlines for submitting the forms on the Practicum and Internship web page under the heading Clinical Documentation and Due Dates. All international students are required to complete Curricular Practical Training documentation with the International Center prior to registering for each practicum and internship. Documentation can be accessed through the International Center Forms site. International students are responsible for reviewing procedures and appropriately submitting required documentation by appropriate deadline dates.

Professional Liability Insurance

Just as for all professional counselors, students are asked to maintain current liability insurance whenever they are in clinical experiences, including courses with clinical components. Maintaining liability insurance is demonstrated by submitting a photocopy of the current policy to the Clinical Coordinator. When renewing their policies, students must submit an updated copy to the Clinical Coordinator. It is assumed that a student does not have liability insurance if she or he does not have a copy in their clinical file or if she or he has an expired policy on file. Without insurance, students in clinical settings may not be allowed to participate in clinical experiences. Students can obtain professional liability insurance at a discounted rate as a benefit of membership through national professional organizations. Review the ACA, AMHCA, AAMFT, and ASCA websites for more information.

School Counseling Liability Insurance

In accordance with section 1012.39(3), Florida Statutes, the University and the Site may not require a student enrolled in a state-approved teacher preparation program to purchase liability insurance as a condition of participation in any clinical field experience or related activity on the premises of an elementary or secondary school. However, professional liability insurance is highly encouraged by the program faculty both as a standard of best practice, as well as for the financial protection of the student.

Students can obtain professional liability insurance at a discounted rate as a benefit of membership through national professional organizations.

For example, student ASCA members are automatically covered for \$1 million in professional liability coverage to include Educators' Professional Wrongful Acts and Educators Employment Wrongful Acts coverage. More information is available in their [brochure](#).

Additional information may be found at ACA and ASCA partners:

[ACA Insurance Trust](#)
[CPH & Associates](#)

Personal Health Insurance

Based on a ruling from the 1st District Court of Appeals in Florida (August 2007), students must accept personal responsibility for any injuries they may sustain while performing any College-required placements. Neither the clinical setting nor the University of Florida provides workers' compensation for students while they are engaged in field experience, practicum, or internships required by the Counselor Education Program. Therefore, students are required to maintain personal health insurance to cover any injury they might sustain while they are participating in a required field placement. If students have any questions or concerns, they may contact the Dean of Student Services or the College of Education Office of Student Services, Edugator Central.

Fingerprint Requirements for School Counseling Students

Prior to enrollment in clinical placements in the Counselor Education Program, school counseling and guidance students are required to be fingerprinted with the Alachua County School Board Office of Human Resources. Fingerprint instructions are provided on the P&I web page.

Grading

Grades for Practicum, Internship, and corresponding Group Supervision courses are Satisfactory (S) or Unsatisfactory (U). The Clinical Coordinator assigns grades, based on feedback from site hosts, individual and group supervisors, and based on students' completion of required documentation and submission by deadline dates. Students with missing documentation will receive a U grade until the file is complete. Evaluation of all field experiences in the College of Education requires student registration in LiveText. For more information, go to the LiveText [purchase membership web page](#).

Student Feedback and Concerns

At the end of each term, students in clinical experiences have opportunities to submit anonymous feedback on sites, site hosts, and individual and group supervisors. Site information is maintained in the P&I office for students' review. This feedback is helpful for professional and site development. Students are encouraged to complete these evaluations and use the site information feedback when reviewing sites for clinical selection.

If students have any problems or concerns with their clinical placement, site host, or supervision, they are strongly advised to contact the Clinical Coordinator. The coordinator will listen to their concerns and work with them to identify the best intervention to reconcile the situation.

Practicum and Internship Information for Entry-Level Students

Entry-level students completing the Master's and Specialist degrees will complete one practicum and one internship for their major program area. Students wishing to complete coursework not in their major specialty track will be required to complete additional clinical experiences.

Course Pre- and Co-requisite Requirements

Prerequisite courses must be completed prior to registration for clinical experiences. Co-requisite courses may be completed either prior to or during the same semester as registered for clinical experience. The following sections detail the specific pre- and co-requisite requirements for each program specialization. All Pre-and Co-requisite courses are available on the [Planned Program](#) document for each specialization track.

Course Sequence and Registration Requirements

Entry-level M.Ed./Ed.S, M.A.E./Ed.S., and Ed.S. only students are required to complete one practicum and one internship. The practicum is completed in one academic semester. The internship may be completed either in one academic semester or split into two academic semesters. Students may register for full-time internships in the Fall and Spring. Students

may not register for full-time internships in the summer. Students register for group supervision simultaneously with clinical courses. Students registering for split internships and students completing clinical experiences at the same site must complete a complete set of clinical documentation for each clinical experience. Specific practicum and internship courses required for each program specialization are updated on the planned program forms.

Supervision and Taping Requirements

Students registered for practicum and internship courses will receive one (1) hour of clinical individual supervision (or one and a half hours if involved in triadic supervision) and three hours of group supervision. The group supervision course is divided in half between a clinical professional development seminar and one and one half (1½) hours of clinical group supervision each week, beginning the first week of the academic term. Individual clinical supervision will be provided either onsite or by doctoral students or faculty in the Counselor Education Program. Students are required to receive group supervision on campus by one of our faculty. Supervisors are assigned by either the site host for onsite supervision or by the clinical coordinator for program supervision. Supervision hours are included in the total hour requirements for each clinical experience.

Video and/or audio recording provide vital links documenting student skills and professional development. Students are required to provide recordings for the Practicum and Internship as directed by their Site and University Supervisors. Students are required to submit at least one recording with a formal case presentation in their group supervision-related courses. Students are trained to be HIPPA compliant in the handling of recorded client sessions. Recordings are to be transported via encrypted devices. Recordings will be shown in both individual and group supervision. Failure to provide demonstrations of student counselor work may affect negatively on a student's success in their clinical experience. A consent form is available on the [Practicum and Internship](#) web page.

School Counseling and Guidance (SCG) Florida Educator Accomplished Practices (FEAPS)

School counseling and guidance students are required to complete specific assignments in their clinical experiences, demonstrating competency in practices expected of professional school counselors. These assignments must be submitted to the Group Supervisor no less than one month prior to the last day of class to allow time for review, rating, and revisions as needed prior to the last day of the semester. Information is provided about required assignments in the School Counseling Group Supervision course.

Site and Direct Service Hour Requirements

Practicum and Internship experiences require students to complete a minimum number of hour requirements. Hour requirements include hours in which the student is required to be onsite (e.g. to provide non-counseling services such as completing case notes) and hours in which the student provides direct client contact. Students may be asked to complete additional hours as part of their negotiation with clinical site hosts. Students are required to maintain a Clinical Activity Log,

tracking their hours, and submit a signed copy to the Clinical Coordinator on the last day of classes. Listed below are hour requirements for each program specialization.

Students are expected to begin work on the first day of class and are required to be onsite until the last day of class. Students are demonstrating professional misconduct when leaving a clinical site prior to the end of term and are subject to program disciplinary action, which may include receiving an Unsatisfactory (U) for the clinical experience requiring the student to register again for the clinical experience.

Mental Health Counseling (ACD) and Marriage and Family Counseling (EDC) Programs

Practicum

Onsite Hours - 200 Hours

Direct Client Service Hours - 60 Hours

Internship

Onsite Hours - 600 Hours (40 hours per week during full-time, one-semester internship; 20 hours per week during split, two-semester internship)

Direct Client Service Hours - 240 Hours (Students seeking Marriage and Family licensure must demonstrate, within their practicum and internship clinical experiences, they have completed 180 hours of direct service with couples and families.)

School Counseling and Guidance (SCG) Program

Practicum

Onsite Hours - 200 Hours minimum

Direct Client Service Hours - 60 Hours

Internship

Onsite Hours - 600 Hours (40 hours per week) Direct Client Service Hours - 240 Hours

Elective Track Clinical Experience Requirements

With the approval of a program area faculty advisor, students may complete coursework and clinical requirements for a supplemental program specialization. Per CACREP rules, and effective Fall 2014, students completing a supplemental program specialization outside their primary program specialization are required to for an internship for the supplemental program in an appropriate clinical setting and are expected to complete the following client contact hours:

Mental Health Counseling (ACD)

MHS 7830 -Internship in Counseling and Development

MHS 7804 - Group Supervision in Agency Counseling 600 Site Hours/240 Direct Service Hours

Marriage & Family Counseling (EDC)

MHS 7830 – Internship in Counseling and Development

MHS 7807 - Group Supervision in Marriage and Family Counseling 600 Site Hours/240 Client Contact Hours

[Students seeking Marriage and Family licensure must demonstrate, within their internship clinical experience, that they have completed 180 hours of direct service to couples and families.]

School Counseling & Guidance (SCG)

[Due to the certification requirements, students should maintain SCG as their primary track only and not attempt to complete it as an elective track]

Practicum and Internship Information for Doctoral Students

Doctoral students with a previously earned Master's in counseling will be required to complete advanced supervisory, academic, and clinical experiences preparing them to enter an academic profession as a counselor educator. Please refer to Section Five of this handbook for detailed information on clinical experiences for doctoral students. Students from non-CACREP programs may have additional field experience course requirements to meet.

SECTION SEVEN – PROFESSIONAL RESOURCES

This section is designed to provide information relevant to developing a professional identity and career as a counselor. 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, individuals:

- receive the publications (e.g., professional journals and newsletters) of the organization, as well as those of the divisions to which they 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 their own.
- have other benefits that are typically relevant to their specific professional activities and interests.

The professional counseling associations reflect only a limited selection of possible professional affiliations. Students are encouraged to identify national, regional, and local associations and divisions related to their areas of professional interest. University of Florida students are responsible for understanding and complying with student rights and responsibilities, academic honesty and student conduct codes. Counseling professionals are responsible for maintaining a working knowledge of legal, ethical, and professional standards. Licensure and professional certification are hallmarks of demonstrating completion of minimal professional standards required of the counseling profession.

Professional Counseling Associations

American Counseling Association (ACA)

American Mental Health Counselors Association (AMHCA)

International Association of Marriage and Family Counselors (IAMFC)

American Association for Marriage and Family Therapy (AAMFT)

American School Counselor Association (ASCA)

Florida Counseling Association (FCA)

Florida Association for Marriage and Family Therapists (FAMFT)

Florida Mental Health Counselors Association (FMHCA)

Florida School Counselor Association (FSCA)

National Board for Certified Counselors (NBCC)

North Central Florida Association of Marriage and Family Therapists (NCFAMFT)

University and Counseling Professional Legal and Ethical Information

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 that allows all members of the University community to exercise their rights as citizens and as scholars.

The academic programs in Counselor Education are established to prepare graduates of the programs to become professional marriage and family counselors, 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. Student admitted to the Counselor Education Program have begun preparation for a career as a professional. Therefore, upon admission, the faculty and staff expect students to act in accord with the highest professional standards, such as those espoused by the professional associations provided in the following sections. Above all, let us give people, property, and processes our respect, and let us “view all through the clear lens of compassion” (Lau Tzu). If students have any concern about appropriate professional behavior for themselves or others, they should consult a program area faculty advisor, the graduate coordinator, or the Counselor Education Program coordinator. Remember a cardinal principle of ethical discourse is the mandate to consult in all things questionable; rigorous and thoughtful conversation generates clarity and consensus. Links to UF policies regarding student conduct are provided below:

University of Florida Students’ Rights and Responsibilities

University of Florida Student Guide to Academic Honesty

University of Florida Student Conduct Code

Integrity in Graduate Study: A Graduate School Guide 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 that 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 a program area 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(s), 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 a program faculty member 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 that 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 that 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, students and instructors should not engage in dual relationships. 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 a teaching intern or assistant and an undergraduate, constitutes a potential conflict of interest. Both because of perceptions and because of the possibilities for exploitation, such relationships should be scrupulously avoided. Follow the links below to more information about our ethical codes.

[*American Counseling Association 2014 Code of Ethics*](#)

[*National Board for Certified Counselors Ethics Information*](#)

[*International Association of Marriage and Family Counselors*](#)

[*AAMFT Code of Ethics*](#)

[*American School Counselor Association Ethical Standards*](#)

Licensure and Certifications

Licensure

Students graduating with entry-level degrees in Mental Health Counseling and Marriage and Family Counseling are eligible to pursue licensure in Florida. Many alumni pursue licensure in other states as well. Listed below is the web site for the Florida licensure board and a state licensure board listing, provided by the National Board for Certified Counselors (NBCC).

During the licensure application process, many states, including Florida, require verification of clinical experience completed during graduate study. To request a letter of verification, contact the Counselor Education Program, Clinical Coordinator. Individuals should provide the Coordinator with the following: (1) his/her name, including if different the name under which he/she was a student; (2) his/her Social Security Number; (3) the specific license for which he/she is applying; (4) the name and mailing address of the licensure board; and (5) the specific information required by the licensure board. The Clinical coordinator will generate a letter based on information in the individual's clinical file, maintained permanently within the Counselor Education Program.

Florida Licensure in Mental Health and Marriage and Family Therapy

Go to the [Florida Board of Clinical Social Work, Marriage & Family Therapy, & Mental Health Counseling](#) for application instructions, links to relevant Florida laws and rules. Florida Statutes [455](#) and [491](#) and Rule Chapter [64 B4](#), F.A.C., specify the academic coursework, supervised clinical

experience, and examination requirements necessary for licensure as Mental Health Counselors and Marriage and Family Therapists in Florida. The 491 Course Requirements identify nine specific content areas for Marriage and Family Licensure and require applicants for Mental Health Licensure to graduate from a CACREP accredited program. In addition to coursework, licensure applicants must complete workshops and examinations identified on the licensure board web page.

The table provided below outlines the 491 course requirements, the Counselor Education course equivalents, and whether the requirement and course are applicable to Mental Health and/or Marriage and Family Therapy license. If you plan to pursue licensure, design your planned program to meet these requirements.

The State Licensure Board Listing provides easy access to state-specific licensure requirements.

Certifications

Nationally Certified Counselor Credentials—NBCC provides the following voluntary certifications:

- National Certified Counselor
- National Certified School Counselor
- Certified Clinical Mental Health Counselor
- Master Addiction Counselor
- State School Counseling Certification Requirements

Confirmation of Handbook

A signed copy of the following will be maintained in the student’s file.

I have received and agree to read and follow this handbook while a student in the Counselor Education Program at University of Florida.

Student Name PRINT:

UFID #

Student Signature

Date

Program Track Coordinator’s Name

This is to be signed and turned in to the Graduate Program Secretary by the last day of your first term in the Counselor Education Program