

DOCTORAL PROGRAM COUNSELOR EDUCATION **STUDENT HANDBOOK**



UNIVERSITY OF CENTRAL FLORIDA

Department of Counselor Education & School Psychology

College of Community Innovation & Education

INTRODUCTION

Welcome to the Doctoral Program in Counselor Education at the University of Central Florida. This Handbook will be important to your success in the doctoral program as it explains Program policies and procedures, introduces you to various campus services, and provides useful information to assist you as your progress through the Program. Keep it in a safe place where you can refer to it often.

Whereas this Handbook *does* provide information relevant to the Counselor Education Program, it does *not* repeat information that can be found in the UCF Graduate Catalog or the Ph.D. Student Handbook for the College of Community Innovation and Education. Students need to be familiar with the information found in those publications as well.

Whereas written materials are helpful and should be referenced as needed, nothing can substitute for personal connections. We strongly encourage you to work closely with the Faculty as careful and thorough planning can prevent problems from arising. Do not hesitate to request help or information from the faculty and staff in the Department of Counselor Education & School Psychology. If you have any questions about navigating the various Faculty members and/or other campus services, the Ph.D. Coordinator will be happy to assist. You are the reason we are here.

Enjoy your new journey! Embrace every opportunity.

You are can do this!

Dr. M. Ann Shillingford

Counselor Education Ph.D. Program Coordinator

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THE POSITION OF THE COUNSELOR EDUCATION FACULTY IS THAT STUDENTS ENROLLED IN COUNSELOR EDUCATION PROGRAMS SHOULD NOT ENGAGE IN UNSUPERVISED COUNSELING ACTIVITIES. THIS POLICY APPLIES TO ANY STUDENT ENROLLED IN A DEGREE PROGRAM OR IN A NON-DEGREE PROGRAM OF STUDY APPROVED BY THE FACULTY . THE POLICY DOES NOT APPLY TO PART-TIME STUDENTS WHO ENGAGE IN COUNSELING UNDER THE AUSPICES OF A SCHOOL OR AGENCY IN WHICH THEY ARE EMPLOYED OR WHO ARE LICENSED MENTAL HEALTH COUNSELORS OR LICENSED MARRIAGE AND FAMILY THERAPISTS.33

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UCF COMMUNITY COUNSELING AND RESEARCH CENTER: [HTTPS://CCIE.UCF.EDU/CCRC/](https://ccie.ucf.edu/ccrc/)34

UNIVERSITY COUNSELING AND TESTING CENTER: [HTTPS://CAPS.SDES.UCF.EDU/](https://caps.sdes.ucf.edu/)34

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DESCRIPTION OF THE PROGRAM

The University of Central Florida offers the Ph.D. Degree with a specialization in Counselor Education. The program emphasizes the training of professional counselor educators and counselors who will function in a wide variety of settings and who will have competence in teaching, research/scholarship, and supervision. Program objectives are centered on a primary goal, which is the education of outstanding counselor educators prepared to assume leadership roles in multicultural settings that provide instruction, research/scholarship, and supervision.

Many counselor educators work in educational settings such as colleges, universities and schools. In addition, counselor educators may work in administrative or supervisory capacities in mental health agencies and other human services agencies. The counselor educators' role in these settings varies, but professional activities include researching in the counseling field, program evaluation, teaching graduate students in counseling, supervising counselors and/or counseling students, and providing service to professional organizations, academia, and schools or community agencies.

In many states, members of the counseling profession have legal recognition. Some states, such as Florida, recognize the profession of counseling with licensure. Students in our doctoral program may be eligible to obtain such licensure. For example, students may wish to become Licensed Mental Health Counselors (LMHC) or Licensed Marriage and Family Therapists (LMFT). These credentials cannot be obtained through this graduate program because they generally require post-master's degree supervision and work experience outside an academic setting among other requirements.

The primary objective of the doctoral program is to enable students to develop specific areas of expertise that will prepare them for additional employment and leadership roles in the counseling profession. It is expected that students will develop a research agenda and a potential for scholarly publication. Students are also encouraged to evaluate their own specific needs and to take advantage of available resources for professional and personal development. For example, a student with a master's degree in mental health or community counseling may wish to take courses in school counseling to broaden his or her scope of knowledge as well as be more marketable in employment opportunities. Some of the resources available to students include elective courses, workshops, institutes, personal study, and graduate research assistantships with faculty.

COUNSELOR EDUCATION FACULTY

Ann Shillingford-Butler, Ph.D., Doctoral Program Coordinator



Dr. Ann Shillingford-Butler is an Associate Professor in Counselor Education, with a specialization in professional school counseling

Bryce Hagedorn, Ph.D., Counselor Education Program Coordinator



Dr. W. Bryce Hagedorn is a Professor in Counselor Education, the Counselor Education Program Coordinator, and an ACA Fellow with specializations in addictions and mental health counseling.

Dalena Dillman Taylor, Ph.D., CMHC Track & Play Therapy Coordinator



Dr. Dalena Dillman Taylor is an Associate Professor in Counselor Education, with specializations in play therapy and counseling children and adolescents.

Glenn W. Lambie, Ph.D., Associate Dean



Dr. Glenn W. Lambie is a Professor in Counselor Education, the Associate Dean for Graduate Studies, and an ACA Fellow with specializations in professional school counseling and family therapy.

Gulnora Hundley, Ph.D., Internship Coordinator



Dr. Gulnora Hundley is an Associate Lecturer in Counselor Education with specializations in mental health counseling and psychopharmacology.

Dayle Jones, Ph.D.



Dr. K. Dayle Jones is an Associate Professor in Counselor Education, with specializations in mental health counseling and assessment, diagnosis, and treatment.

Kent Butler, Ph.D.



Dr. S. Kent Butler is a Professor in Counselor Education and an ACA Fellow with a specialization in multicultural counseling and development.

J. Richelle Joe, Ph.D., Community Partnership Coordinator



Dr. J. Richelle Joe is an Assistant Professor in Counselor Education, with specializations in professional school counseling.

Sejal Barden, Ph.D., Marriage, Couples, and Family Therapy Track Coordinator



Dr. Sejal M. Barden is an Associate Professor in Counselor Education, with a specialization in marriage, couples, and family therapy.

Stacy Van Horn, Ph.D., School Counseling Track Coordinator & Career Counseling Coordinator



Dr. Stacy Van Horn is an Associate Lecturer in Counselor Education, with a specialization in professional school counseling and career development.

Viki Kelchner, Ph.D., Assistant Professor



Dr. Viki Kelchner is an Assistant Professor in Counselor Education, with specializations in marriage, couples, and family therapy and professional

John Super, Ph.D., Director of the Community Counseling & Research Center



Dr. John Super is a Lecturer in Counselor Education with a specialization in marriage, couples, and family counseling.

Melissa Zeligman, Ph.D., Undergraduate Human Services Program Coordinator



Dr. Melissa Zeligman is an Assistant Professor in Counselor Education, with specializations in trauma and community mental health.

Jessica Tintsman Jones, Ph.D., Visiting Faculty



Dr. Jones is a visiting lecturer in Counselor Education, with specialization in crisis management.



GOAL STATEMENT

The goal of the Doctor of Philosophy in Counselor Education is to education and train counselor educators in teaching, research/scholarship, and supervision for careers in higher education. Students shall have developed an identity as counselor educators and will show evidence of professional leadership potential. Students will understand and utilize skills of reflective practitioners by being able to articulate this philosophy and practice the skill of reflecting in writing, in one-on-one supervision, and in group settings. Students will show evidence of skilled teaching using appropriate technology, clinical counseling practice, supervision skills, consultation skills and research. Students will be multiculturally competent in teaching, research, supervision, and clinical practice.

PROGRAM OBJECTIVES

Professional Leadership and Identity

1. Students will show evidence of involvement in local, state, regional or national professional organizations in leadership roles.
2. Students will become members of relevant professional organizations and demonstrate knowledge regarding professional affiliations and accreditation standards.
3. Students will show evidence of knowledge of ethical and legal issues in counselor education.
4. Students will demonstrate an understanding of the process of an importance of change in the evolution of clinical practice and systems of induction

Reflective Practitioner

1. Students will demonstrate the ability to reflect both personally and professionally on their counseling, teaching, consulting, and supervision practice through analysis of their writing.
2. Students will demonstrate the ability to facilitate reflection in others through teaching, consultation, and supervision or use of reflecting teams.

Teaching

1. Students will develop and administer lesson plans in a classroom setting.
2. Students will be able to deliver workshops and trainings.
3. Students will design syllabi for a variety of counselor education courses.
4. Students will demonstrate knowledge of advanced counseling theory and techniques.
5. Students will show knowledge of and utilize technology in the classroom.

Clinical Counseling Practice

1. Students will show evidence of knowledge of methods and models of appraisal.
2. Students will show evidence of the ability to (a) assess clients, (b) diagnose and treat clients in individual, group, and family counseling sessions, and (c) provide consultation.
3. Students will provide videotape or other evidence of action counseling sessions, which demonstrate the ability to work with clients from a variety of developmental levels and cultural backgrounds.

Supervision

1. Students will demonstrate knowledge in the theories, techniques and ethics of supervision.
2. Students will show evidence of the ability to supervise counselors in training in group, individual, couples, family, and group counseling.
3. Students will demonstrate the ability to supervise individuals from different, cultural, ethnic, racial, backgrounds and with differing world views, sexual orientation, and religious/spiritual beliefs.

Research

1. Students will show knowledge of and the ability to conduct qualitative research projects relevant to counselor education.
2. Students will show knowledge of and the ability to conduct quantitative research projects relevant to counselor education.
3. Students will show knowledge of and the ability to conduct survey research projects relevant to counselor education.
4. Students will demonstrate ethical conduct in research.
5. Students will demonstrate an understanding of how research can be utilized to inform public policy

Multicultural Competence

1. Students will demonstrate the ability to work effectively in a counseling setting with clients who are culturally different showing the attitudes of respect and giving evidence of knowledge of the specific cultural differences.
2. Students will demonstrate the ability to focus attention to individual and population differences that affect counseling practice that may arise in teaching or supervision including cultural, racial, ethnic, regional, world view, religion, spirituality, or those of sexual identity and orientation.
3. Students will demonstrate an understanding of societal evolution and the role of advocacy

ADMISSION REQUIREMENTS AND PROCEDURES

Eligibility for admission to a doctoral program should be limited to superior students who have demonstrated intellectual ability, high achievement, and adequate preparation for advanced study and research in a chosen field. Minimum university standards for admission to a doctoral program may be found in the UCF Graduate Catalog. The following are specific admissions requirements for acceptance into the doctoral program in Counselor Education.

1. Baccalaureate Degree and Graduate Degree from an accredited College or University
 - a. Preferred: a Graduate Degree from a CACREP accredited university
 - b. Prior to admission, those graduating from a non-CACREP accredited university will have their transcripts evaluated to ensure that they have met the CACREP core curricular standards, professional practice standards, and specialty area standards
2. A Cumulative Grade Point Ratio of 3.0 on a 4.0-point scale (or its equivalent on another computational scale) for all graduate work completed prior to application
3. Two letters of recommendation as follows from former graduate instructor/supervisor and former or present employers
4. Graduate Record Examination Scores on the General Aptitude sections of:
 - a. 150 or better on the Verbal section
 - b. 150 or better on the Quantitative section
5. Resume or Vita documenting work experience and related achievements and/or activities
- 6. Strongly preferred: minimum of two years of clinical work experience in the field of counseling or related area.**
7. A Letter of Intent/Goal Statement which includes the following:
 - a. Details on your clinical and research experiences
 - b. Anticipated research line of inquiry/interest or at least a population and/or mental health issue that you are passionate about.
 - c. Reasons for choosing to pursue a PhD at this time.
 - d. Long term goals in terms of benefits (to self and society).
 - e. Barriers to achievement of those goals.
 - f. Skills or competencies needed to achieve the goals.
8. Interviews: After all applications are examined and screened by the Counselor Education faculty, specific applicants are requested to attend an interview with the faculty. These interviews are usually scheduled in January of each year.

Exceptions to the above requirements (item 2-6) are made only in special cases where sufficient evidence is presented to warrant consideration. In such cases the applicant must submit a letter of petition, accompanied by supporting evidence, to the Counselor Education Faculty, which will review the petition and make a decision. The faculty may require an interview, additional testing or remedial work for the applicant. A report for each case will be included in the applicant's application folder and will document the reasons for denial or for waiver of the criterion.

All interviewed applicants will be notified in writing or electronically (typically within two weeks) as to acceptance or rejection from admission into the counselor education program.

ORIENTATION TO THE PROGRAM, COLLEGE, & UNIVERSITY

Students accepted into any PhD program at the University of Central Florida will receive information about the university via a planned orientation. Similarly, incoming students will be invited to a mandatory orientation facilitated by the Office of Graduate Studies.

All students accepted into the Counselor Education doctoral program must attend the Counselor Education Orientation held at the beginning of their first semester in the counseling program. It is mandatory that all newly admitted students attend this orientation. Information presented at the orientation will include the following:

1. Type and level of skill acquisition required for successful completion of the program.
2. Subject matter to be covered.
3. Basis for evaluation.
4. Training components that encourage self-growth or self-disclosure as part of the training process.
5. The type of supervision settings and requirements for required internship experiences.
6. Student and supervisee evaluation and dismissal policies and procedures.
7. Employment prospects for graduates.

ACADEMIC PLAN OF STUDY

The academic program of study (i.e., required course work) should be formulated jointly by the student and the doctoral advisor and approved by the College of Graduate Studies. Changes in the program of study may be made at any time by the doctoral committee.

Besides academic plan of study, counselor education PhD students are expected to engage in programmatic activities that serve to bolster their preparation as future counselor educators. The following table highlights the required courses for the academic plan of study as well as professional programmatic expectation.

Year	Fall	Spring	Summer
	ACADEMIC COURSES FOR YEAR ONE		
I	MHS 7801 Advanced Practicum in Counselor Ed. IDS 7501 Issues and Research in Education MHS 7700 Literature & Leadership in Counselor Education EDF 6401: Statistics for Educational Data	MHS 7406 Advanced Theories (include group work) EDF 7403 Quantitative Foundations in Educational Research EDF 7475 Qualitative Research	EDF 7463 Analysis of Survey MHS 7611 Supervision in Counselor Education MHS 7497 Advanced Multiculturalism
	PROGRAMMATIC EXPECTATIONS IN YEAR ONE (BY SEMESTER)		
	<i>Facilitate small groups: Intro to Counseling Course</i>	<i>Facilitate small groups: Intro to Counseling Course</i>	<i>Facilitate experiential groups: Group Course</i>
II	ACADEMIC COURSES FOR YEAR TWO		

	MHS 7808 Internship in Counseling Supervision MHS 7840 Internship in Counselor Education IDS 7500 Research Seminar in Education	MHS 7311 Scholarship & External Funding in Counseling Education MHS 7840 Internship in Counselor Education MHS 7730 Research Seminar in Counselor Education	IDS 7502 Case Studies in Educational Research Research Elective <i>(Quantitative Options)</i> EDF 7427 Psychometrics EDF 7406 Multivariate EDF 7415 Latent/SEM <i>(Qualitative Options)</i> EDF 7473 Ethnography in Educational Settings
	PROGRAMMATIC EXPECTATIONS IN YEAR TWO (BY SEMESTER)		
	<i>Facilitate incoming PhD student reception</i> <i>Co-Teach master's level course</i> <i>Supervise two (2) dyads of practicum students</i> <i>New Master's Student Orientation</i> <i>Master's Students Interviews</i>	<i>PhD student interviews support</i> <i>Co-Teach master's level course</i> <i>New Master's students orientation</i> <i>Master's students interviews</i>	
III	ACADEMIC RESPONSIBILITIES FOR YEAR THREE		
	1. MHS 7980 Dissertation	1. MHS 7980 Dissertation	COHORT MEMBERS

Counselor Education PhD POS & Student Responsibility Table. Revised July, 2020.

PROGRAM OBJECTIVES & CURRICULUM MATRIX

Fall Semester Year One	
MHS 7901 Advanced Practicum in Counselor Education	This course provides advanced graduate students an opportunity to demonstrate and develop counseling skills.
MHS 7700 Literature & Leadership in Counselor Education	Emphasis on current trends, leadership development, and, consultation in Counselor Education.
IDS 7501 Issues and Research in Education	An examination of major issues impacting education and related practical and methodological issues in research
EDF 6401 Statistics for Educational Data (Baby Stats)	Design of educational evaluation; analysis of data, descriptive and inferential statistics, interpretation of results.
Spring Semester Year One	
MHS 7406 Advanced Theories in Counseling and Group Work	Examination of counseling theories including historical foundations and emerging theories. Integration of group work and theoretical approaches to counseling.
EDF 7475 Qualitative Research	Introduction to the philosophical and conceptual basis of qualitative research methods, strategies for gathering, analyzing, and interpreting qualitative data, emerging issues
EDF 7403 Quantitative Research Methods	Examination of appropriate methods in applied educational contexts. Consideration of analysis strategies for educational data, emphasis on identification and interpretation of findings.
Summer Semester Year One	
EDF 7463 Analysis of Survey	Examination of the major elements involved in planning, conducting, and reporting survey research; emphasis is on the design, instrumentation, data analysis and data; interpretation for survey research
MHS 7497 Advanced Multiculturalism in Counselor Education	Examination of multicultural issues and ethical considerations for counselor educators as well as, social justice advocacy.
MHS 7611 Supervision in Counselor Education	An examination of the process and various theories of supervision in counselor education.

Fall Semester Year Two	
MHS 7808 Internship in Counseling Supervision	Integration of theory and practice in counseling supervision
IDS 7500 Research Seminar in Education	An examination of education related research initiatives. May be repeated for credit
MHS 7840 Internship in Counselor Education	Examination of traditional teaching philosophies and strategies in the counselor education classroom.
Spring Semester Year Two	
MHS 7311 Scholarship & External Grant Writing in Counselor Education	Emphasis on review processes and grant writing for State and Federal agencies, as well as Private Foundations.
MHS 7730 Research Seminar in Counselor Education	An examination of outcome research design, methodological issues and empirical basis of counseling
MHS 7840 Internship in Counselor Education	Emphasis on online and distance learning policies, strategies, and practice and the influence on career planning in counselor education.
Summer Semester Year Two	
IDS 7502 Case Studies in Educational Research	A critical analysis of educational research design.
Research Elective	This course should be planned in consultation with your advisor and designed to fit your dissertation proposal
Fall and Spring Year Three	
MHS 7980 Dissertation	

COUNSELOR EDUCATION CALENDAR OF EVENTS

(Subject to Change)

Dates	Event	Responsibility	Contact Person
FALL SEMESTER			
August	Incoming PhD Students welcome reception	2 nd yr. cohort	Shillingford
August	Incoming PhD Student cohort orientation	1 st and 2 nd Yr cohorts	Shillingford
August	New Master's Student Orientation	2 nd Yr. cohort	Hagedorn
October	Master's Students Interviews	2 nd Yr. cohort	Hagedorn
September/October	PhD Student retreat	All cohorts	Shillingford/All Faculty
October	ACES/SACES/FCA conferences	All cohorts (suggested)	
November	Masters Students Graduation Orientation	2 nd Yr. cohort	Hagedorn
December	CETAS Individual Meetings	1 st and 2 nd Yr. cohorts	PhD Advisor and Faculty Mentors
SPRING SEMESTER			
January	PhD Interviews	2 nd Yr. cohort (mandatory) 1 st Yr. cohort can observe	Shillingford
January	New Master's students orientation	2 nd Yr. cohort	Hagedorn
March/April	ACA conference	1 st Yr. cohort (mandatory)	Shillingford
March	Master's students interviews	2 nd Yr. cohort	Hagedorn

FACULTY & STUDENT ENGAGEMENT

Doctoral students collaborate with program faculty in teaching, supervision, counseling practice, research, professional writing, and service to the profession and the public.

Doctoral students collaborate with faculty in the following ways:

1. Students are required to co-teach (under supervision) master's level courses in counselor education.
2. Students are required to supervise (under supervision) master's level students in practicum.
3. Students may engage in various projects with faculty in the area of counseling practice. In addition, they are required to demonstrate their counseling skills by counseling live clients in an advanced practicum class.
4. Students' graduate assistantships are often tied to grant and a variety of research projects. All students are encouraged to work with program faculty on various research projects.
5. Students are required to submit a publishable paper to a refereed journal, which starts in the MHS 7700 Literature & Leadership in Counselor Education course and finishes in the IDS 7500 Seminar in Educational Research. Throughout their coursework, students are encouraged to write and submit publishable research papers both individually and in collaboration with program faculty.
6. During the program, students are required to conduct a minimum of one presentation at a state, regional, or national conference. Students are encouraged to attend and present at many of these conferences and are frequently co-presenters with faculty.
7. During the program, students are encouraged to provide (a) service/leadership to the profession by joining professional counseling associations and (b) service to the local community by offering in-service trainings at schools or workshops at local agencies.

FACULTY MENTORS

In addition to your assigned faculty advisor, all PhD students are assigned a faculty mentor. Mentoring takes many different forms and is subjective to the needs to the mentee as well as mutually agreed upon expectations between mentor and mentee. Below are basic guidelines for the mentor/mentor relationship.

UCF, Counselor Education Mentoring Guidelines: Developed 04/2019

Mentor Role

Provide support for mentee's professional growth and development.

Help mentee solve problems rather than give directions

Offers encouragement and cheering but not "how to" advice

Be a good listener

Provide authentic, relationship-based mentoring

Maintain confidentiality

Focus on character rather than competence

Be bold with optimism and quiet with cynicism

Be loyal to mentee

Be available to mentee

Be present

Collaborate with mentee to develop shared meaning of the mentee/mentor relationship (e.g. goals, needs, expectations, availability)

Mentee Role

Be open to feedback

Be willing to ask for advice

Be ready to listen

Share goals and needs

Schedule time with mentor

Share where you are struggling

Collaborate with mentor to develop shared meaning of the mentee/mentor relationship (e.g. goals, needs, expectations, availability)

What does a mentor not do?

Serve as a counselor or therapist

Tell mentee how to do certain things

Use mentee as a graduate assistant

Assume mentor will automatically be selected as Comps/Dissertation Chair

<https://www.thebalancecareers.com/a-guide-to-understanding-the-role-of-a-mentor-2275318>

COMPREHENSIVE EXAMINATION

Completion of Qualifying Examination and Candidacy

To enter candidacy for the Ph.D., students must have an overall 3.0 GPA on all graduate work in the program and passed all required examinations. The purpose of the Candidacy Examination is for the student to demonstrate knowledge of the field, including theory, bibliography, and research methodology. Examinations must be completed prior to admission to candidacy. The student and major adviser will schedule examinations. The Associate Dean for Graduate Studies and Research must be notified of the date and location of the exam 30 days in advance. All Ph.D. candidates will be required to complete two examinations:

- Research in the Specialization – 48 hour written take-home examination (see below)
- Specialization – 3-hour oral examination.

Students must be enrolled in the university during the semester the examination is taken.

The Counselor Education Program stipulates that all students enrolled in the doctoral program must successfully complete a comprehensive written and oral doctoral qualifying examination prior to admission to candidacy for the doctoral degree. As a CACREP accredited doctoral program in Counselor Education, doctoral students are expected to demonstrate mastery of (a) counseling theory, (b) research/grant-funding, (c) theory of teaching & learning (d) supervision, and (e) leadership and advocacy. Committees are encouraged to include aspects related to the student's research interest (e.g. Multiculturalism, School Counseling, Policies in Higher Education) within each question. The Counselor Education Program's Doctoral Comprehensive Examinations are intended to be a fair and rigorous assessment of the student's mastery of important areas of professional knowledge and requires 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 his or her graduate preparation, readings and practice.

The intent of the doctoral comprehensive examinations are to assess a student's mastery of the primary factors of counselor education (e.g., *research, scholarship, & grant funding* [research design, data collection and analyses, ethical practice and policies], *teaching & learning* [e.g., theories of learning and teaching, research relating to counselor development and learning, and accountability], *supervision* [e.g., theories and models of supervision, research relating to counselor supervision and development], *counseling theories* [e.g., theories of counseling, research relating to counselor effectiveness with diverse clients in various settings], and *leadership & advocacy* [e.g., theories and models of leadership and advocacy, and multiculturalism and research related to leadership & advocacy in counseling practice, research, and teaching]). Additionally, the doctoral comprehensive examinations serve as a gate-keeping role to evaluate a student's overall readiness to become a doctoral candidate, as evidenced by personal (social-emotional, developmental) and professional (academic, cognitive, and skills acquisition) dispositions.

Selecting a Comprehensive Examination Committee

The Comps committee should comprise of at least three (3) counselor education core faculty who have received graduate faculty status. Often, the comps committee also makes up the dissertation committee; however, that it is not an expectation. See the Dissertation Process section of this handbook for more information on forming a dissertation committee.

Comprehensive Examination Questions

The counselor education doctoral student's dissertation committee will develop **five (5)** written comprehensive examinations questions and will following the completion guidelines stated below.

The Take Home Exam Protocol

1. The student and comps chair will determine the dates and time for completion of the exam.
2. The student will be emailed all questions at the same time and will have 48 hours to compose a response to each question.
3. At the conclusion of the 48-hour time limit, the student must submit their answers in one email as separate documents, each titled appropriately (e.g., "Last name –Teaching Response") to the Program Assistant and the dissertation committee chairperson.
4. Submitted responses will be reviewed through i-Thenticate to check for plagiarism. Once this process is complete, the dissertation committee chairperson will send the final documents out to the Committee, who will have 2 weeks to read and review the answers before meeting for the oral portion of the exam. The student is free to bring his/her own set of answers to that oral defense, as well as other notes to organize their thoughts.

If the committee and chairperson are satisfied with the doctoral student's written comprehensive examination response(s), the **oral defense** will proceed on the scheduled date. On the other hand, should the committee and/or chair not be satisfied with the written response(s), they may ask the student to rewrite their answer(s) and resubmit these revised responses to the dissertation committee. Should this situation occur, the oral defense date will need to be rescheduled to allow adequate time for the committee to evaluate the re-submitted response(s).

DISSERTATION PROCESS

Doctoral programs prepare students to generate new knowledge for the profession of counseling through research culminating in dissertations appropriate to the field of counseling. As the culminating research experience in the Ph.D. program in Counselor Education, students are required to complete 15 credit hours in dissertation writing where they focus on areas relevant to counseling practice, counselor education, and/or supervision.

Dissertation Advisory Committee Selection

The Doctoral Committee

Until students pass the qualifying process and reach candidacy as a Ph.D. student, the Counselor Education faculty will be their doctoral committee. The semester in which the student plans to take comprehensive exams the student must select a doctoral committee this can be the dissertation advisory committee.

Selecting a Dissertation Advisory Committee

Doctoral students must have a Dissertation Advisory Committee prior to the **Candidacy** exam. The Committee will consist of a minimum of four members. **At least three members must be qualified core faculty members; that is, faculty who are actively engaged on programmatic scholarship, decision-making, teaching, and advising, from the counselor education program at UCF**, one of whom must serve as chair of the committee. The fourth member should be outside the UCF counselor education program or outside the university (Graduate Faculty Scholar).

A visiting faculty and/or administrative affiliate may not serve as the chair but may serve as a co-chair. One of the co-chairs must be qualified core faculty from the counselor education program at UCF and must satisfy faculty qualifications for serving as chair of a dissertation advisory committee. The other co-chair must satisfy the minimum requirements for serving as a member of a dissertation advisory committee.

The Dean or designee of the College must approve committee membership. All members must be in fields related to the dissertation topic or have expertise appropriate to the topic or methodology. The Department chair for each member of the committee in the College of Community Innovation & Education must approve of the faculty members service on the committee. The Office of Graduate Studies reserves the right to review appointments to a dissertation advisory committee, place a representative on any dissertation advisory committee, or appoint a co-chair. The student may request a change in membership of the dissertation advisory committee.

All members vote on acceptance or rejection of the dissertation proposal and final dissertation. The dissertation proposal and final dissertation must be approved by a majority of the committee.

UNIVERSITY DISSERTATION REQUIREMENTS

Students wishing to take dissertation credit hours must have successfully entered candidacy. That is, they have completed all course work, taken and passed all qualifying exams, completed all university mandated workshops, and have all associated documents submitted and approved prior to the first day of classes. Students will work with the graduate advisor and CCIE graduate office to enroll in MHS 7980 Dissertation. Doctoral candidates must be enrolled continuously (including summers). Exceptions to the continuous enrollment policy may be appealed to Graduate Studies. Students may enroll in more than nine credits in any given semester during dissertation and must enroll in at least three credits;. Candidates that have met the 15 required dissertation hours but not yet defended must remain continuously enrolled. Graduate policy states students have seven years from beginning the program to complete the degree.

The College of [Graduate Studies Thesis and Dissertation page](#) contains information on the university's requirements for dissertation formatting, format review, defenses, final submission, and more. A step-by-step completion guide is also available on [Thesis and Dissertation Services Site](#).

All university deadlines are listed in the [Academic Calendar](#). Consult with graduate director or advisor for potential earlier deadlines.

The following requirements must be met by dissertation students in their final term:

- Submit a properly formatted file for initial format review by the format review deadline
- Submit the Thesis and Dissertation Release Option form well before the defense
- Defend by the defense deadline
- Receive format approval (if not granted upon initial review)
- Submit signed approval form by final submission deadline
- Submit final dissertation document by final submission deadline

Students must format their dissertation according to the standards outlined in Thesis and Dissertation Webcourse. Formatting questions or issues can be submitted to the Format Help page in the Thesis and Dissertation Services site. Format reviews and final submission must be completed in the Thesis and Dissertation Services site. The Dissertation Approval Form is also available in the Thesis and Dissertation Services site.

The College of Graduate Studies offers several thesis and dissertation Workshops each term. Students are highly encouraged to attend these workshops early in the dissertation process to fully understand the above policies and procedures.

The College of Graduate Studies thesis and dissertation office is best reached by email at editor@ucf.edu.

Use of Human Subjects All dissertations that use research involving human subjects, including surveys, interviews, and such must obtain approval from the university's [Institutional Review](#)

[Board \(IRB\)](#) prior to starting the research. Students should consult their dissertation chair about when IRB approval should be obtained.

COLLEGE OF GRADUATE STUDIES PROGRAM GUIDELINES

Residency Requirements

Each student is expected to complete two continuous semesters in full-time graduate student status after acceptance into a doctoral program. Doctoral students must be registered a minimum of 9 semester hours during this time. The Counselor Education Faculty strongly recommend that students study full time for their time in the program.

Time Limitations on Degree Completion

Students have seven years from the date of admission to the doctoral program to complete the dissertation. No courses taken since the original program entry date at UCF may be older than seven years and used in the program of study.

Continuous Enrollment

Students who do not maintain continuous enrollment (missing enrollment at the university for a period of two semesters) must file for readmission to the university, although seven-year is measured from when the student was first admitted to the program. To file for readmission, contact the Office of Graduate Studies by fax (407-823-6442) or e-mail (graduate@mail.ucf.edu). Readmission decisions are individually made, based on such factors as space in the program, reasons for the break in graduate education, progress in the degree program, among others. The Counselor Education program requires the student to be enrolled each semester. If this is not possible, it is required that the student petition the faculty for an exception. This can be done by writing a letter to the Counselor Education Ph.D. program Coordinator explaining the need to not enroll for a semester or summer session. The faculty will act on the request.

Doctoral students admitted to candidacy must continuously enroll in three or more hours of dissertation course work each semester until the dissertation is completed.

Grade Point Average and Course Grade Requirements

Students are required to maintain specific grade requirements. A minimum of a "B" average for all courses attempted is required. If a student accumulates grades of "C+" or lower in any four courses taken at UCF within a seven-year period, the student will be disqualified from obtaining a graduate degree. Consult the UCF Graduate Catalog for more information. In addition, the Counselor Education faculty reserves the option to set the standard of a grade of "B" or better in required Counselor Education courses to proceed in the program.

Application for Graduate Degree

Graduate Students should file an Intent to Graduate form with the graduate program coordinator by the last day of registration for the term of graduation. If the student does not graduate in that term, a new form must be filed at the beginning of registration for the term of anticipated graduation.

The UCF Golden Rule

It is recommended that students obtain a copy of the UCF Golden Rule Handbook. This handbook contains all the university policies that govern student conduct at UCF.

Process of Evaluation and/or Dismissal

All students are routinely evaluated by the entire faculty using an online version of the Counselor Educator-in-Training Assessment Scale (CETAS). Students are evaluated on clinical, professional, and interpersonal functioning. Individual meetings will be scheduled at the end of each semester with the student, mentor, and academic advisor.

For students of concern to the faculty, the process of evaluation is as follows:

- A faculty member who is concerned about the behavior or performance of a student completes a Continuous Evaluation Form. This form is kept in the student's file.
- The Counselor Education faculty will meet to review the Continuous Evaluation Form and discuss the concerns of the reporting faculty member.
- Out of this discussion, three options are considered:
 - No recommendations are made to the student.
 - Student is recommended for remediation (to be determined by the faculty)
 - Student is recommended for dismissal from the program.
- If options 2 or 3 are decided upon, a meeting is scheduled with the student. This meeting may include the entire selection committee or the student's advisor. Faculty's concerns and recommendations are clearly explained to the student. The student will be allowed to discuss his or her thoughts, feelings, and reactions.
- Should remediation be recommended, the student will be presented with a written document stating the exact actions the student must take for remediation. This recommendation will clearly specify what changes in behavior are expected and what time limits are operative. It will also include a statement to the effect that a failure of remediation may result in dismissal from the program. (This constitutes "due process" - the student is advised of his or her shortcomings, is given an opportunity to correct them, and is made aware of the possible consequences of failure.)
- If there is insufficient improvement within the specified time period, the student will be so advised and given a period of time (2 weeks) to prepare her/his case for rebuttal.
- If the decision is for dismissal, it will be presented to the student in writing, summarizing the nature of the problem, opportunities for remediation and the basis for the final decision. The student will be offered an opportunity to facilitate his/her change into another more appropriate area through career counseling available at the UCF Counseling & Testing Center.
- The committee and/or the student are free to consult with other faculty, professionals or perhaps the campus attorney to assist in making a more objective, informed decision.

- Results of all meetings and consults will be documented and kept in the student's confidential file.
- The student may choose to comply with recommendations or use the appeals process already in place at the university.

Dismissals from the Program

It is the general policy of the doctoral program in Counselor Education Program to recommend to the Graduate Dean that students who have earned more than two grades of C or lower be dismissed from the program.

The College of Community Innovation & Education Faculty have adopted a fitness to practice policy that outlines reasons and procedures for dismissal from graduate programs in the college. These are contained as appendices to the Ph.D. Handbook for the college.

Students may also be dismissed for overt violations of the current ACA Ethical Codes and Standards of Practice or for "personal unsuitability for the profession." Examples of behavior which would lead the faculty to professionally judge a student "personally unsuitable for the profession" include but are not limited to:

- consistent inability to assess problem situations in a professional or educational setting and determine how to negotiate/compromise or otherwise resolve the situation.
- consistent inability to recognize personal boundary/power issues which inhibit or prevent the student from learning appropriate professional behavior/counseling skills.
- consistent inability to work as a team member.
- consistent inability or refusal to participate, without advisor consultation, in learning activities designed to promote and improve the student's self-understanding, self-analysis skills and interpersonal skills.

Appeals Process

Students may appeal grades or dismissal from the program by following the "Appeals Within the Disciplinary Process" section of UCF "The Golden Rule - a handbook for students".

Financial Aid Information

Limited financial aid opportunities in the form of grants, loans, assistantships and fellowships, are available for graduate students. Students should apply for all assistance programs that interest them. Student are automatically considered for University and College Fellowships at the time they make application. More than one award is sometimes possible and other awards are available from sources in the state and nationally both for first and or second year studies as well as special programs for dissertation research. For more detailed information about sources of financial assistances, check with the UCF Financial Aid Office, fellowship clearing houses or special interest groups or associations. Check with your advisor or other faculty and staff members in the Department and/or University for employment possibilities associated with grants or graduate assistantships.

Tuition Waivers

Tuition waivers are available to all Ph. D. students who are on a graduate assistantship. Waivers cover full tuition for nine semester hours of study not including fees i.e. health fee. Tuition waivers are not typically available in the summer. For out-of-state students, tuition waivers are provided for out-of-state tuition in the first two semesters then are provided at the in-state rate thereafter. It is wise to establish residency as early as possible and by May the year before if you can so that the first summer classes will be at the in-state rate.

Independent Study

Students who wish to request an independent study may submit a letter of petition to their faculty advisor. The advisor will submit the request to the Counselor Education faculty at the next faculty meeting. The faculty will then vote on approval of the request. Students are allowed a maximum of two independent studies during their program of study.

Transient Study

Courses undertaken by UCF students at other accredited institutions may be transferred to the University subject to the following regulations:

1. The University is not obligated to accept any credit from another institution unless the student has obtained **prior approval** of the department in which she/he is enrolled and the Dean of the Graduate School. A Graduate Transfer Credit form should be completed and filed in the Registrar's Office.
2. No transfer credit will be accepted below B level.
3. The student must request that an official transcript be mailed to the Registrar's Office upon completion of the course. The Graduate Transfer Credit form for this purpose is available in the Registrar's Office.

Transfer Credit from Other Institutions

Transcripts are evaluated in the Graduate Admissions Office and results are provided to the applicant and to the department offering the graduate program. Determining the applicability of transferred credits to graduate program requirements is the responsibility of the department offering the program. General rules governing transfer credit:

1. At the time of acceptance into the Counselor Education Program up to Thirty transfer hours of credit may be accepted from another accredited institution from the master's degree upon approval of the student's advisor and the Dean of the College of Community Innovation & Education and the Graduate Dean.
2. The grade in any course accepted for transfer credit must be the equivalent of that awarded for outstanding (A) or satisfactory (B) work as defined by UCF.
3. Courses accepted for transfer are subject to the same time limitation as courses taken in residence.
4. To be considered for transfer credit, courses must have been undertaken at a regionally accredited institution.
5. Courses in which credit is accepted must be appropriate for approved University programs and curricula in which the student is enrolled.

COUNSELOR EDUCATION PROFESSIONAL IDENTITY

Contributions to the Profession

All Ph.D. students in the Counselor Education program must make at least one professional presentation at an appropriate meeting of a professional organization and/or publish an article in a refereed journal prior to graduation. Students have an opportunity to prepare and submit a presentation proposal during the MHS 7700 Literature & Leadership and IDS 7500 courses. Evidence of this activity must be provided by the student and placed in the student's file in the Counselor Education office. Typically, students who are selected to make their presentations are requested to submit a copy of the program title page and the program listing in which their name and program title appear for verification as soon as possible after the presentation is made.

Professional Organizations

Doctoral students participate in professional organizations and associations, including the American Counseling Association (ACA), and/or its branches and divisions, and other associations appropriate to their career goals. They are encouraged to seek out leadership roles in these organizations, and program faculty are instrumental in helping students find leadership positions.

Doctoral students are required to make at least one professional presentation at a state, regional, national, or international conference. Students often present programs individually or in collaboration with program faculty. Students may apply for support to the Graduate Office for support to present at national or international conferences.

Doctoral students are encouraged to seek appropriate credentials (if they do not already have them), such as licensure as a mental health counselor (LHMC), licensure as a marriage and family therapist (LMFT) or certification as a school counselor. In addition, they are encouraged to be certified as a National Certified Counselor (or other appropriate certification from NBCC), and to see other certifications that are appropriate to their career goals.

Student Associations

The Counselor Education program offers two student organizations for graduate students. All students in the Counselor Education Program are encouraged to join and actively participate in these organizations:

- Chi Sigma Iota (CSI). This is an academic honorary society specifically in the area of graduate programs in Counselor Education. Chi Sigma Iota offer workshops and professional development activities for the counseling community and undertakes philanthropic projects and offers opportunities to serve the Orlando community.
- Counselor Education Doctoral Student Organization (CEDSO). This organization is the primary communication link between faculty and students. It organizes professional and social activities for students.
- Professional Associations. All students must join the American Counseling Association (ACA) and/or one of its Divisions in order to be bound by the association's Ethical standards and

in order to obtain group malpractice insurance. You may call 1-800-347-6647 (ACA) to obtain an application form. Counselors and student development professionals should belong to professional associations after they earn their degrees if they are to stay current in the field and keep abreast of new trends and issues. Active participation in professional associations is vital to professional success. At a minimum, each graduate student is expected to join appropriate associations. Membership dues are usually less for students and members receive professional newsletters, journals and announcements of professional activities. Students are also encouraged to join Association for Counselor Education and Supervision (ACES) and the Southern Association for Counselor Education and Supervision (SACES)

Multicultural and Other Interest Groups

- Christians as Helpers
- Counseling Skills Group
- Counselor Advocating for Military Personnel (CAMP)
- G.U.R.U. Talks (School Counseling Mentoring Program)
- H.E.A.R.T (HIV Education, Awareness, and Research Team)
- M-POWER
- Spanish-Speaking Counseling Skills Group
- P.L.A.Y. (Play Leaders Advocating for Youth)
- FAM

Counseling Related Conferences

- American Counseling Association (ACA; March/April)
- Association for Counselor Education & Supervision (ACES; October/Odd Year)
- Southern Association for Counselor Education & Supervision (SACES; Oct./Even Year)
- European Branch of ACA (EB-ACA; International/September)
- American School Counselor Association (ASCA/June)
- Florida Counseling Association (FCA; November)
- American Educational Research Association (AERA/April)
- American Association for Colleges of Colleges for Teacher Education (AACTE/Feb.)
- Association for Moral Education (Nov.)
- Cross-Cultural Counseling & Education Conference for Research/Action/Change (Feb.)
- British Association for Counselling & Psychotherapy (BACP; May)
- Faculty Women of Color in the Academy (April)
- National Career Development Association (NCDA; June)
- UCF Counseling Conference (Jan)

DOCTORAL PRACTICUM AND INTERNSHIP

Practicum

Doctoral students must complete an Advanced Practicum (MHS 7801) during their first semester of study. Practicum consists of a minimum of 100 hours (of which 40 hours must be providing direct counseling services) in the Community Counseling and Research Center.

- Supervision is provided by a counselor education program faculty member who has relevant certifications and/or licenses, knowledge of the program's expectations, requirements, and evaluation procedures for students, and relevant training in counseling supervision.
- Supervision occurs weekly and consists of (a) one hour of individual and/or triadic supervision and (b) 90 minutes of group supervision.
- Doctoral students must obtain individual professional counseling liability insurance prior to seeing clients (more information below).

Internship

Doctoral students must complete advanced Internships that total a minimum of 600 clock hours. These 600 hours include supervised experiences in teaching, supervision, and leadership/advocacy and occur during the following courses: MHS 7808 (Internship in Supervision) and MHS 7840 (Internship in Counselor Education).

- Group supervision occurs on a regular schedule and is provided by a counselor education program faculty member (i.e. the instructor of MHS 7808 and MHS 7840).
- Individual and/or triadic supervision occurs on average of one hour per week and is provided by a counselor education program faculty member. These "site supervisors" consist of the following individuals:
 - The supervisor of the Master's practicum class that the doctoral student is co-supervising (for the Supervision Internship)
 - The instructor of the Master's course that the doctoral student is co-teaching (for the Teaching Internship)
 - The instructor of the MHS 7497 Advanced Multicultural class (for the Leadership/Advocacy Internship)
 - Doctoral students must maintain individual professional counseling liability insurance during the Internship (more information below).

Liability Insurance for Supervised-Activities

All doctoral students must obtain professional liability insurance prior to enrolling in MHS 7801 Advanced Practicum (which occurs in the first semester) and maintain this insurance throughout their time in the program. Insurance is available through many venues and students are encouraged to obtain it through membership in the American Counseling Association, the American Mental Health Counseling Association, or the American School Counseling Association. Students must produce evidence of insurance coverage to the instructor in each course in which service delivery activities are expected.

Non-Supervised Counseling Activities of Graduate Students

The position of the Counselor Education faculty is that students enrolled in Counselor Education programs should not engage in unsupervised counseling activities. This policy applies to any student enrolled in a degree program or in a non-degree program of study approved by the faculty. The policy does not apply to part-time students who engage in counseling under the auspices of a school or agency in which they are employed or who are Licensed Mental Health Counselors or Licensed Marriage and Family Therapists.

Via- LiveText

Via™ by Watermark™ is an important part of student success within a teacher or school preparation program. Students in these programs are required to demonstrate competence in specific areas of professional knowledge, or standards, for recognition by educational agencies, such as the Florida Department of Education (FLDOE), or accrediting bodies, such as the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Additionally, Via™ allows students to author and reflect on coursework and learning experiences, track academic progress and showcase learning artifacts in a format that can easily be shared with others, including potential employers.

file:///Users/ashillin/Downloads/WMK_ViaFlyer_web.pdf

Incoming counselor education Ph.D. students utilize Via as a mode of recording clinical hours for Practicum and Internship, as well as compiling documents for their professional portfolio. The Via package may be purchased as a course resource in the MHS 7700: Literature and Leadership in Counselor Education course. There is a one-time fee of \$139.00 for a seven (7) year package. Instructions on downloading Via are included in the link below.

[file:///Users/ashillin/Downloads/1.%20Student%20How-To New%20Account%20Purchase%20v2%20\(1\).pdf](file:///Users/ashillin/Downloads/1.%20Student%20How-To%20New%20Account%20Purchase%20v2%20(1).pdf)

CAMPUS RESOURCES

UCF Community Counseling and Research Center: <https://ccie.ucf.edu/ccrc/>

Since 1975, the Counselor Education Program has conducted a community counseling and research center in conjunction with MHS 6800: Counseling Practicum and, more recently, MHS 7901 Advanced Practicum in Counselor Education. The counseling center is available free of charge to the community (excluding enrolled UCF faculty, staff, and students). Graduate students render counseling services to a variety of clients as a part of their coursework and under the supervision of the Counselor Education faculty. Counseling services include individual, couples, family, and group counseling.

University Counseling and Testing Center: <https://caps.sdes.ucf.edu/>

The University's Counseling & Psychological Services (CAPS; Counseling Center Room 201) offers a professional staff of psychologists and counselors to assist students through educational, vocational, and career counseling; and personal, social, relationship, marriage and family counseling. The Center presents special programs throughout the year, including training in relaxation and coping skills, self-hypnosis training, stress reduction training and group psychotherapy. All Center services are free to UCF students.

UCF Writing Center: <http://guides.ucf.edu/writingcenter>

A peer-consultation resource for UCF students. There are several types of consultations and the first step is to determine which type is right for you; face-to-face or online chat. It is important to remember that these meetings can take place at any stage in the writing process, from brainstorming to final editing. Once a type of consultation has been decided on, the next step is to make an appointment. Students may schedule appointments through TutorTrac or by phone.

Once an appointment has been made, students participate in an individualized 45-minute meeting with a trained writing consultant (small group appointments are also available). Writers can also work with other materials such as handouts on various facets of the writing process and computers.

Students can make an appointment or drop in any time we're open. They should bring details about the assignment along with notes and any drafts. Global issues (purpose, thesis, organization, support, etc.) will be addressed first during a consultation.

UCF CASTLE Lab: <https://ccie.ucf.edu/lser/projects/>

The Computing and Statistical Technology Laboratory in Education (CASTLE), is located in TA 305. It is a computer lab available to students and faculty for data analysis. The lab computers are equipped with various quantitative and qualitative software packages.

UCF Global: <https://global.ucf.edu/>

UCF Global provides support to international students, scholars, and professions at UCF with the tools needed to be successful through campus learning, community diversity programs, research, and global partnerships.

COMMITMENT & SELF-CARE

The Counselor Education faculty will be available to work closely with *you in developing your knowledge and skills* in counseling, teaching, supervision, research, and leadership/advocacy. It is important that you are available to work with the faculty if you wish to get the most out of both the formal and informal learning opportunities in your doctoral program. Because the demands on your time during this intense process are great, it is very important to do a thorough self-assessment. Important questions to ask yourself include:

- Do I have the time and resources I need to successfully complete the program?
- Are my interpersonal relationships with family and friends such that they will not be overly stressed by my emersion into doctoral study?
- Intrapersonally, am I in a place in my life to devote the time and effort that will be needed to grow academically and professionally in this experience?
- Do I have the appropriate exercise/nutrition/meditation/religious/spiritual regimens to deal effectively with self-care and support?
- Do I have a support system or the skills to develop a support system needed for undertaking this quest?

The faculty are both supportive and demanding. If you are going to devote the time and resources needed for three years, we want to ensure that you are successful. We look forward to spending a great deal of time and energy working, learning, growing and laughing together with you over the next three years. We are committed to supporting your growth and development as a counselor educator and we look forward to the time after graduation that we work together as colleagues in the field.

Famous Quotes Contributed by Faculty

“Wherever you are, be all there” Jim Elliot

“There is more than one way to do the right thing” (n.d.)

“Progression not Perfection” (Paul Schwager)

“It’s ok not to be ok” (n.d.)

“Without the struggle, there are no wings”

“The only thing necessary for the triumph evil is for good men to do nothing” (Edmund Burke)

“Let us remember: One book, one pen, one child, and one teacher can change the world” (Malala Yousafzai)

“How wonderful it is that nobody need wait a single moment before starting to improve the world” (Anne Frank)

“We may have all come from different ships, but we’re in the same boat now” (MLK, Jr.)

CONTINUOUS FEEDBACK

In addition to the importance of self-assessment noted above in Commitment & Self-Care, the Counselor Education faculty provide annual (minimally) formative and summative feedback to students through the administration of the *Counselor Educator-In-Training Assessment Scale* (CETAS). The CETAS is designed to assess students' professional dispositions and behaviors and provide students with concrete programmatic feedback regarding specific areas of strength and areas necessitating improvement to support their continuous development as competent, ethical, and effective counselor educators. Items scores include the following:

- **Exceeds Expectations / Demonstrates Competencies (4)** = the counselor education doctoral student demonstrates *strong* professional dispositions and behaviors (i.e., exceeds the expectations of a beginning counselor educator).
- **Meets Expectations / Demonstrates Competencies (3)** = the counselor education doctoral student demonstrates *consistent and proficient* professional dispositions and behaviors (i.e., displays desired expectations of a beginning counselor educator).
- **Near Expectations / Developing towards Competencies (2)** = the counselor education doctoral student demonstrates *inconsistent and limited* professional dispositions and behaviors (i.e., does not displays desired expectations of a beginning counselor educator; however, student is demonstrating capacity to develop desired competencies).
- **Below Expectations / Insufficient / Unacceptable (1)** = the counselor education doctoral student demonstrates *limited or no evidence* of the professional dispositions and behaviors (i.e., does not displays desired expectations of a beginning counselor educator and has not demonstrated the capacity to develop desired competencies).
- **Unobserved (0)** = the counselor educator evaluator has not been in the role to observe the doctoral students' professional dispositions and behaviors.

The CETAS is intended to be completed (a) by faculty members who teach and/or interact with the doctoral student (e.g., through classes, assistantships, research projects, etc.) and (b) by the doctoral students themselves. Any item marked as Near or Below Expectations will trigger a meeting between the doctoral student and the faculty mentor team to discuss areas warranting improvement/remediation.

STUDENT ACKNOWLEDGMENT OF HANDBOOK

I, _____, have received and read this

Doctoral Student Name (print)

Counselor Education Doctoral Program Handbook. I agree to abide by the policies, procedures and ethical standards of the Counselor Education program stated in this document.

Student Signature

Date