

COUNSELOR EDUCATION STUDENT HANDBOOK

COUNSELOR EDUCATION PROGRAM
Department of Counselor Education & School Psychology
College of Community Innovation & Education

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Revised July 2021

Note: The information in this handbook is subject to change and students are responsible for remaining current in Program policies & procedures.

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MISSION STATEMENT

The **Mission** of the Counselor Education Program at the University of Central Florida is to educate and prepare competent professional counselors and counselor educators from diverse backgrounds to advance the profession through practice, scholarship, research, leadership, advocacy, and service.

The Program uses a reflective-practitioner model that integrates the use of intensive clinical experiences, research, intellectual and creative resources, community engagement, and current technology to work within a diverse global society.

The College of Community Innovation & Education offers CACREP accredited graduate degrees in Counselor Education (with tracks in Clinical Mental Health Counseling [M.A.] and School Counseling [M.A., M.Ed.]) and Marriage, Couple, and Family Therapy [M.A.].

- The Clinical Mental Health Counseling (CMHC) track prepares students for licensure in mental health counseling and practice in agencies, private practice, and other settings.
- The Marriage, Couple, and Family Therapy (MCFT) program prepares students for licensure in marriage and family therapy and practice in agencies, private practice, and other settings.
- The School Counseling (SCH) track is designed for the student who plans to seek certification as a professional school counselor in pre-K through postsecondary school settings.

In striving for local, national, and international excellence in Counselor Education, the Program has a dual focus: (a) to prepare professional counselors who work in community and private agencies, government and business, public and private hospitals, pre-K through 20 schools, and private practices; and (b) to prepare counselor educators and supervisors for careers in higher education and supervisory positions in schools and agencies.

The Program will educate counselors who will show evidence of competence in professional identity and ethics; social and cultural diversity; use of technology and assessment skills; clinical, consultation and communication skills; personal growth and wellness; research and program evaluation; and proficiency in a specialty area (School, Mental Health, or Marriage, Couple, and Family). In addition, the program will educate counselor educators who will show evidence of competence in professional leadership, skills of a reflective practitioner, skilled teaching using appropriate technology, clinical counseling practice, supervision of counseling, and research.

For additional information please visit the website: [Counselor Education Website](#)

CORE VALUES

The Faculty in the Counselor Education Program at the University of Central Florida collectively hold to a common set of **Core Values**. We aspire to use these values to inform the design and delivery of the curriculum, to evaluate student development, and to inform Programmatic decisions.

1. **Diversity** – A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
2. **Advocacy & Leadership** – Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
3. **Ethical & Competent Practice** – Professional and competent practice guided by ethical standards and best practices.
4. **Professional Scholarship** – Effective helping/teaching strategies informed by the critical evaluation of, and contributions to, the professional counseling literature.
5. **Clinician Self-Care** – Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.

PROGRAM OBJECTIVES

The **Objectives** of the Counselor Education Program at the University of Central Florida are:

1. To attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community;
2. To provide opportunities that encourage students to grow personally and engage in self-reflection and self-awareness;
3. To contribute to the local, regional, national, and international communities by:
 - a. providing professional development opportunities for practicing counselors;
 - b. training, consulting, and working with local schools and community agencies; and
 - c. providing counseling services to the community free of charge.
4. To provide students with experiential and didactic learning opportunities to acquire the necessary knowledge, skills, and dispositions to:
 - a. practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession;
 - b. work with an increasingly diverse and multicultural society;
 - c. work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan;
 - d. use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications;
 - e. demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills;
 - f. design and facilitate group interventions to serve clients in various settings;
 - g. select, administer, and interpret assessment tools;
 - h. utilize a variety of research methods, statistical procedures, needs assessments, and program evaluations designed to improve counselor effectiveness; and
 - i. develop a professional identity appropriate to their chosen career path.

DESCRIPTION OF THE PROGRAM

The College of Community Innovation & Education offers accredited graduate degrees in Counselor Education (with tracks in Clinical Mental Health Counseling and School Counseling) and Marriage, Couple, and Family Therapy. The Clinical Mental Health Counseling track prepares students for licensure in mental health counseling and practice in agencies, private practice, and other settings. The Marriage, Couples, and Family Therapy program prepares students for licensure in marriage and family therapy and practice in agencies, private practice, and other settings. The School Counseling track prepares students for certification as a professional school counselor in pre-K through postsecondary school settings. The following degrees are offered:

- Clinical Mental Health Counseling (M.A. in Counselor Education, Clinical Mental Health Counseling track)
- Marriage, Couple, and Family Therapy (M.A. in Marriage, Couple, & Family Therapy)
- School Counseling (M.A., M.Ed. in Counselor Ed; Ed.S. in Education—School Counseling)

The curricula for these degrees are designed by the Counselor Education faculty, who are also responsible for setting and moderating programmatic operational policies and procedures. The three programs (CMHC, MCFT, and SCH) comply with the standards for state and national accrediting groups and certification or licensure requirements. More importantly, the curriculum is designed to prepare students to be effective entry-level counselors in a variety of settings. The Counselor Education program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling track is also approved by the Florida Department of Education for School Counselor Certification. The program participates in professional involvement with the American Counseling Association and Chi Sigma Iota International Honor Society.

As part of the program's pragmatic approach to preparing counselors, in addition to classroom studies, all students complete clinical experiences in the UCF Community Counseling and Research Center (CCRC) and field-based experiences in the community. The UCF CCRC serves as a hub for training and research in the program, with graduate students providing services to over one thousand individuals each year through child, adult, couple and family counseling.

PROGRAM FACULTY

- **Sejal Barden, Ph.D., LPC, NCC, ACS, Associate Professor**
 - Coordinator of the Marriage, Couple, & Family Therapy Program
 - Executive Director, UCF Marriage and Family Research Institute
- **S. Kent Butler, Ph.D., LPC, NCC, NCSC, Professor**
 - Faculty Advisor for Chi Sigma Iota
- **W. Bryce Hagedorn, Ph.D., LMHC, NCC, MAC, QCS, Professor**
 - Program Director of Counselor Education
- **Gulnora Hundley, Ph.D., M.D., LMHC, LMFT, QCS, Associate Lecturer**
 - Field Experiences Coordinator
- **J. Richelle Joe, Ph.D., NCC, Associate Professor**
- **K. Dayle Jones, Ph.D., LMHC, NCC, Associate Professor**
- **Viki P. Kelchner, Ph.D., LPC, LPCS, NCC, CSC, Associate Professor**
- **Glenn Lambie, Ph.D., NCC, NCSC, CCMHC, Professor**
 - Associate Dean for Graduate Affairs
- **M. Ann Shillingford, Ph.D., NCC, Associate Professor**
 - Coordinator of the Counselor Education Doctoral Program
- **John Super, Ph.D., LMFT, NCC, Lecturer**
 - Clinical Director of the UCF Community Counseling and Research Center (CCRC)
- **Dalena Dillman-Taylor, Ph.D., LPC, LMHC, RPT, Associate Professor**
 - Coordinator of the Clinical Mental Health Counseling Program
 - Coordinator of the Play Therapy Certificate
- **Stacy Van Horn, Ph.D., Associate Lecturer**
 - Coordinator of the School Counseling Program
 - Coordinator of the Career Counseling Certificate
- **Melissa Zeligman, Ph.D., LPC, NCC, Assistant Professor**
 - Coordinator of the Human Services Undergraduate Minor Program

FACULTY ASSOCIATES

Ed Brand, Ph.D.
Susan Hambleton, Ph.D.
Tiffany Schiffner, Ph.D.

Vincent Giegel, Ph.D.
Shea Hughes-Brand, Ph.D.

POLICIES AND PROCEDURES

FACULTY ADVISORS

Upon acceptance into the program, students will be assigned a faculty advisor and notified in writing with their name and contact information. The importance of a graduate student's faculty advisor cannot be overemphasized. Advisors recommend and approve programs of study, monitor progress of advisees, approve selection of courses each term, approve selection of electives, assist students in securing practicum and internship placements, preparing their portfolio, preparing for the CPCE, and finally verifying students for graduation. The student and their designated advisor create the Program of Study to that is followed throughout the program.

DEADLINES AND MANDATORY ATTENDANCE AT MEETINGS

Upon acceptance into the Counselor Education Program, all students must attend the Counselor Education New Student Orientation held the week before their first semester of classes. The location and time of this meeting is stated on the letter of acceptance as well as in an email sent to newly admitted students. Final acceptance into the Counselor Education Program is contingent on attendance at this meeting.

As a student in the Counselor Education Program, **you are responsible for being at all mandatory meetings and submitting paperwork for all deadlines that correspond to your track and status.** Dates for these meetings and deadlines can be found on the “Current Students” page of the Counselor Education website. It is recommended that you work with your advisor to ensure that you know which meetings to attend. Below is a general guide as to when you should attend meetings and what deadlines apply to you.

Important things to remember about meetings and deadlines:

- If you are going to enroll in Practicum or Internship in the next semester, you need to pay attention to the application deadline in the semester *before* that experience as well as the mandatory Practicum or Internship Orientation that occurs the semester *before* that experience.
- If you are in your first semester of practicum (for SCH students only) **or** first semester of Internship (CMHC & MCFT students only), you need to pay attention to:
 - the CPCE application deadline for the exam that happens **next** semester.

- the date for the mandatory Graduation Orientation that occurs that **current** semester.

Consequences for missing a mandatory meeting – if you miss a mandatory meeting without an excused absence (defined below), or if you miss a deadline for an application, you will not be able to proceed in your plan of study. For example, if you miss the mandatory practicum meeting, you will not be able to take practicum the following semester, thus pushing your graduation date back by a full semester.

Excused absence – if you must miss a mandatory meeting, you need to notify your advisor immediately as well as the person responsible for leading that meeting. Excused absences would include a documented medical issue, a family emergency, and/or a documented religious observance. Vacations, conferences, work-place events, and the like will not qualify as an excused absence.

REGISTRATION PROCEDURES

Space in Counselor Education courses is limited and students are admitted to courses based on their cohort; therefore, students will be unable to register for courses until they are sent permission numbers, which are typically sent out via email at least 1-2 months before the new semester. Students will not be able to use these permission numbers until the date assigned to them by the University (be sure to check MyUCF for your appointment date and time). If you are unable to register for a course, contact the Counselor Education Program Liaison in ED322 to be placed on a wait list. Students are encouraged to stay on track with no more than 9 credit hours per semester and consult your advisor with any questions and/or concerns.

The clinical courses (practicum and internship) are designated as "closed." To register for clinical courses, students must complete the *Application for Enrollment in Practicum/Internship Courses* (found in the Appendix in this Handbook, the Clinical Experiences Handbook, and on the Counselor Education website) and submit it to the Counselor Education Program Liaison in ED322 by the due date. **Students must attach a current Graduate Plan of Study.** The Program Liaison will distribute permission numbers for these classes as well. *Please note:* You must have completed at least 9 courses (27 credit hours) prior to practicum in order to be enrolled.

PROGRAM EVALUATION

The UCF Counselor Education program faculty seeks to continually evaluate the program in order to provide quality training to students and to protect the interests of clients. To determine factors that are related to counselor effectiveness, counselor education practices and supervision of counseling, students in the Counselor Education Program will be given various questionnaires and instruments assessing a variety of variables including, but not limited to, self-efficacy, wellness, relationship dimensions, multicultural awareness, and counseling skills/knowledge. These instruments will be administered at various times throughout the students' program. While the primary reason for data collection is an ethical obligation to show effectiveness in teaching and learning and to monitor the outcomes of counselor trainee's impact on individuals seen in the clinic, the data base will be available to faculty and doctoral students for research purposes. All

collected data is stored under lock and key by college staff and electronic data is stored on a secure server with restricted access controlled by the Clinical Director of the CCRC and the Program Director. While data is maintained by these individuals in a confidential manner, data is released for authorized research with data in aggregate form that does not allow for individual identification.

COURSE SCHEDULES

Required courses are typically offered during the same semesters each year so that students may plan out their entire program well in advance. **However, there may be changes to schedules, so it is important for students to regularly consult with their advisor regarding their plan of study.**

Fall

EDF 6155	Lifespan Human Development and Learning
EDF 6481	Fundamentals of Graduate Research in Education
MHS 5005	Introduction to the Counseling Profession
MHS 6020	Mental Health Care Systems
MHS 6400	Theories of Counseling and Personality
MHS 6401	Techniques of Counseling
MHS 6403	Group and Family Play
MHS 6407	Wellness Counseling (even numbered years)
MHS 6420	Foundations of Multicultural Counseling
MHS 6431	Family Counseling II
MHS 6450	Addictions Counseling
MHS 6466	Foundations of Trauma & Crisis
MHS 6470	Human Sexuality and Relationships
MHS 6702	Ethical and Legal Issues
MHS 6803	Practicum in Counselor Education
MHS 6830	Counseling Internship
SDS 6308	Applied Practicum in Career Services
SDS 6347	Career Development
SDS 6620	Coordination of Comprehensive School Counseling Programs
SDS 6947	Internship in Professional School Counseling
SPS 6815	Legal and Ethical Issues in Professional School Counseling

Spring

EDF 6155	Lifespan Human Development and Learning
EDF 6481	Fundamentals of Graduate Research in Education
MHS 5005	Introduction to the Counseling Profession
MHS 6020	Mental Health Care Systems
MHS 6070	Diagnosis and Treatment in Counseling
MHS 6220	Individual Psychoeducational Testing I
MHS 6245	Assessment and Treatment in Addictions Counseling
MHS 6400	Theories of Counseling and Personality
MHS 6401	Techniques of Counseling
MHS 6421	Foundations of Play Therapy
MHS 6424	Filial Therapy
MHS 6430	Family Counseling I
MHS 6470	Human Sexuality and Relationships
MHS 6702	Ethical and Legal Issues
MHS 6803	Practicum in Counselor Education

MHS 6830 Counseling Internship
MHS 6938 Adv. Diagnosis & Treatment Approaches: Neuroscience
SDS 6411 Counseling with Children and Adolescents
SDS 6622 Career and College Readiness
SDS 6947 Internship in Professional School Counseling

Summer

EDF 6155 Lifespan Human Development and Learning
EDF 6481 Fundamentals of Graduate Research in Education
MHS 6070 Diagnosis and Treatment in Counseling
MHS 6220 Psychoeducational Testing I
MHS 6420 Foundations of Multicultural Counseling
MHS 6421 Foundations of Play Therapy (1-week course, M-F)
MHS 6422 Adv. Theories and Techniques of Play
MHS 6440 Couples Counseling
MHS 6450 Addictions Counseling
MHS 6465 Counsel Vics & Perps of Fam Violence (1-week course M-F) (odd numbered years)
MHS 6466 Foundations of Trauma & Crisis
MHS 6500 Group Procedures and Theories in Counseling
MHS 6803 Counseling Practicum
MHS 6830 Counseling Internship
MHS 6938 Trauma, Grief, and Loss (1-week course M-F) (even numbered years)
SDS 6347 Career Development

PROGRESS THROUGH THE PROGRAM

You are encouraged to keep track of your progress through the program through the use of the Program Checklists for Advisement found in the Appendix and on the Counselor Education website for Current Students. Overall, progress through the program will be less stressful if you remember the following guidelines:

- Become familiar with University policies/procedures for graduate students.
- Know your advisor. Personally meet with your advisor early in your coursework and complete a Program of Study form (*which is mandatory for graduation purposes*).
- Know the academic calendar, special dates, holidays, etc., both for the University and for the Program. The Program's calendar is on the Current Students website.
- Because this Program is competency and performance-based, coursework frequently invites students to deal with personal and professional issues, both situational and developmental in nature. Some courses will allow students the opportunity of taking psychological assessment instruments in order to learn how to interpret them. Others will contain small group activities that may foster self-disclosure. These tests and experiences are considered to be an integral part of the counseling students total growth process. Therefore, students will be required to take part in these experiences as training components of the program. If there are concerns regarding these experiences, seek the counsel of your advisor. If personal and professional issues arise during such in-class experiences that students feel a need to explore more fully, it will be recommended that they seek counseling with the UCF Counseling and Psychological Services (CAPS) or other appropriate sites.
- Also due to the experiential, competency, and performance-based nature of the courses taken by Counselor Education students, students are limited to taking a *maximum* of three (3) courses per semester. However, if students believe that they can verify a need to take more than three courses, they should consult with their academic advisor, who will determine the appropriateness of the request. If students are not satisfied with their advisor's decision, they may petition the Faculty, in writing, of their situation and the Faculty will make their decision during the next regularly scheduled Program meeting. Students who have not received prior approval, and who register for more than three courses per semester, will be administratively dropped from any courses over the maximum allowed.
- As professionals who adhere to the ethical standards of the profession, faculty are committed to an on-going screening process designed to assist students whose issues (academic, professional, and/or personal) interfere significantly with their progress in the program. This process is described in the "Student Review Process" section of this handbook.

- When faculty members identify students with developmental or remedial issues, they may be referred to the appropriate campus resources coordinated through Student Development and Enrollment Services (SDES).
- **Students can not earn more than two grades of “C” during the program.**
- **To successfully complete the Program,**
 - **Clinical Mental Health Counseling and Marriage, Couple, & Family Therapy students must:**
 - Maintain a minimum GPA of 3.0.
 - Achieve a “B” or better in MHS 5005, MHS 6401, MHS 6803, and MHS 6830.
 - Complete a total of 800 hours of clinical experiences, 200 of which will be in the UCF Community Counseling and Research Center (and/or its sister clinics) and 600 of which are field-based experiences in the community.
 - Complete a professional portfolio and receive approval by Counselor Education faculty.
 - Complete a professional exit examination (CPCE).
 - **School Counseling students:**
 - Maintain a minimum GPA of 3.0.
 - Achieve a “B” or better in MHS 5005, MHS 6401, MHS 6803, and SDS 6947.
 - Complete a total of 700 hours of clinical experiences, 100 of which will be in the UCF Community Counseling and Research Center (or its sister clinics) and 600 of which are field-based experiences in a school setting.
 - Complete a professional portfolio and receive approval by Counselor Education faculty.
 - Complete a professional exit examination (CPCE) and the Department of Education examinations.

CHANGE OF PROGRAM OR CHANGE OF ADVISOR

Students are accepted in the Counselor Education Program (which has two tracks: Clinical Mental Health Counseling and School Counseling) or the Marriage, Couple, and Family Therapy Program. Changing from the Clinical Mental Health Counseling or School Counseling tracks to the Marriage, Couple, and Family Therapy program is a change in the degree program and will require reapplication to the university. If interests change and a student desires to change from one track to another (e.g., from Clinical Mental Health to School or visa-versa) the student will need to discuss this change with her/his advisor and request permission from the program faculty (in the form of a letter requesting the change). Once approval is granted, a Program Change Form must be submitted to the Office of Graduate Student Services – ED115. Please know that the interview process and evaluation of application materials is based on the track for which the student is applying.

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.

TRAVELING SCHOLAR

Courses undertaken by UCF students at other accredited institutions may be transferred to the University of Central Florida 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 College of Graduate Studies. A Traveling Scholar Request Form located on the College of Graduate Studies website should be completed and filed in the College of Graduate Studies.
2. No transfer credit will be accepted below B level. Only up to six (6) transfer credits will be allowed.
3. The student must request that an official transcript be mailed to the Registrar's Office at the University of Central Florida upon completion of the course. The Traveling Scholar Request Form for this purpose is available in the College of Graduate Studies.

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 nine (9) transfer hours of credit may be accepted from another accredited institution or from UCF post baccalaureate status upon approval of the student's advisor and the Dean of the College of Graduate Studies.
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.

Transfer credits must be completely transferred before the beginning of the student's last semester.

TIME LIMITS

Students must complete their degrees within seven (7) years of being accepted into the master's program. When coursework becomes 7 years old, the credit hours become invalid. Therefore, additional coursework will be required and added to the program of study or previously taken courses may have to be repeated.

Students should make every effort to complete their degrees within the time limits established. In the event courses become out-of-date, the student has the option to petition by submitting documentation to the College of Education Master's Admissions and Retention Committee who will in turn make the final decision. A copy of the Graduate Petition Form is available in the College of Community Innovation & Education Student Services Office or online at their website (<https://ccie.ucf.edu/academics/student-affairs>).

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. More than one award is sometimes possible. For more detailed information, check with the [UCF Financial Aid Office](#). Students are automatically considered for College of Education & Human Performance fellowships upon completion of their application (though these typically are awarded to doctoral students). Some named scholarships are available after matriculation. Financial aid is offered through the UCF Financial Aid Office. Check with your advisor or other faculty members in the Department of Child, Family, & Community Sciences for employment possibilities associated with grants or graduate assistantships.

THE UCF GOLDEN RULE

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

THE COLLEGE OF COMMUNITY INNOVATION & EDUCATION PERSONAL AND PROFESSIONAL ATTRIBUTES

The Counselor Education Program is a professional preparation program that requires not only knowledge and skills but personal and professional attributes in order to be successful. Students must develop in all areas through participation in the program. Faculty will monitor student development in all areas to assure success. Students who have difficulty in any area (academic, professional, and/or personal) will be required to address those before or during continuation of the program as appropriate to the situation.

STUDENT REVIEW PROCESS

The Counselor Education faculty conducts an annual (minimum) systematic developmental assessment of each student's progress throughout the program, including consideration of the

student's academic performance, professional development, and personal development. Specific students may also be reviewed during each monthly Program Meeting when concerns are raised by program faculty, adjuncts, doctoral students, and/or other constituents (e.g., internship site supervisors). Faculty members contribute input based on students' academic performance, personal and professional behaviors in class, ability to get along with peers, openness to feedback and constructive criticism, as well as other aspects of their functioning as future counseling professionals. Evaluations of students will be made according to the standards established by the College of Community Innovation & Education Code of Professional Conduct, the Counselor Competency Scale-Revised (CCS-R), the American Counseling Association's (ACA) Code of Ethics, the UCF Golden Rule, and/or other University or Professional Standards as outlined in the student handbook.

Reasons for Remediation and/or Dismissal

Academic Reasons:

It is the general policy of the Counselor Education Program to recommend to the Dean of the College of Graduate Studies that students who have earned more than two grades of C or lower be dismissed from the program. Students may also be dismissed for overt violations of the current ACA Ethical Codes and Standards of Practice.

Personal/Professional Reasons:

Students may be dismissed for personal unsuitability for the profession. Judgments of unsuitability will be made by comparing students' behaviors with standards established by the College of Community Innovation & Education Code of Professional Conduct, the Counselor Competency Scale-Revised (CCS-R), the American Counseling Association's (ACA) Code of Ethics, the UCF Golden Rule, and/or other University or Professional Standards as outlined in the student handbook. Behaviors that would lead the faculty to professionally judge a student personally unsuitable for the profession might include (but are not limited to) the consistent inability to:

- Assess problem situations in a professional or educational setting and determine how to negotiate/compromise or otherwise resolve the situation.
- Recognize personal boundary/power issues which inhibit or prevent the student from learning appropriate professional behaviors/counseling skills.
- Work as a team member.
- Participate, without advisor consultation, in learning activities designed to promote and improve the student's self-understanding, self-analysis skills, and interpersonal skills.

Procedures for Remediation and/or Dismissal

The following guidelines explicitly describe procedures for remediation and/or dismissal from the program for other than academic reasons.

1. As a result of any evaluation of student progress, three options will be considered:
 - a) Student is identified as meeting adequate progress.
 - b) Student is identified as a "student of concern" warranting a meeting with the advisor.
 - c) Student is recommended for remediation (details to be determined by the faculty).
 - d) Student is recommended for dismissal from the program.

2. If option (a) is decided upon, no action is taken other than sharing this information individually with the student (if necessary).
3. If option (b) is decided upon, the student's advisor will make contact with the student to share the faculty's concerns. If the student acts upon these concerns and is no longer noted as a "student of concern" in subsequent evaluations, no further action is taken. On the other hand, if concerns continue, option (c) is enacted.
4. If option (c) or (d) is decided upon, a meeting will be scheduled with the student. This meeting usually includes selected faculty members and the student's advisor. The faculty's concerns and recommendations will be clearly explained to the student and the student will be allowed to discuss his or her thoughts, feelings, and reactions.
 - a) If option (c) is decided upon, the faculty advisor will develop a plan of remediation. This plan will be specific to remediating the identified behaviors, may involve outside parties (e.g., counseling professionals), and adherence will be determined by the student's advisor. If the student fails to adhere to the plan, this may result in dismissal from the program. As such, faculty will help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.
 - i. The written remediation plan will state the exact actions the student must take for remediation. This plan will:
 1. advise the student of the Faculty's concerns,
 2. provide the student with an opportunity to correct these concerns, and
 3. make the student aware of the consequences of not following through.
 - ii. The plan will clearly specify what changes in behavior are expected and what time limits are operative.
 - iii. All involved parties will sign the remediation plan and the student will be given a copy of the plan.
 - b) If option (d) is decided upon or option (c) is not completed by the student, faculty members will help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.
5. All situations involving any behavior that is in violation of the College of Community Innovation & Education Code of Professional Conduct, the American Counseling Association's (ACA) Code of Ethics, and/or the UCF Golden Rule will be report to the Student Conduct Board.

APPEALS PROCESS

Students may appeal any of the above decisions through the appropriate channels beginning with the Department Chair, who will then follow procedures for mediating and adjudicating student complaints and protests or dismissal actions. Students should follow the "Student Conduct Appeals" section of UCF "The Golden Rule Student Handbook" ([UCF Golden Rule](#)).

NON-DEGREE SEEKING STUDENTS

The Programs in Counselor Education (Clinical Mental Health Counseling Track and School Counseling Track) and Marriage, Couple, and Family Therapy are CACREP accredited and prepare students for licensure and/or certification as professional counselors. As such, students must be formally admitted to the program in order to take any program area courses. There are three exceptions to this restriction: (1) non-degree seeking students interested in exploring the

program prior to admittance may take *MHS 5005 Introduction to the Counseling Profession*, pending available space after admitted students have been placed in the course; (2) individuals who already possess a master's degree (or above) and are taking courses toward a Certificate Program (e.g., Play Therapy or Career Counseling) may take the necessary courses upon being accepted into the appropriate certificate program, and; (3) individuals who already possess a master's degree (or above) and are taking courses toward Florida licensure in (a) MHC may take *MHS 6070 Diagnosis and Treatment*, *MHS 6450 Addiction Counseling*, *MHS 6020 Mental Health Care Systems*, and/or *MHS 6470 Human Sexuality and Relationships*, or (b) MFT may take *MHS 6430 Family Counseling 1*, *MHS 6431 Family Counseling 2*, and/or *MHS 6440 Couples Counseling* (pending available space in these courses after admitted students have been placed).

STUDENTS EXPRESSING CONCERNS

From time to time, students may have a concern about a colleague, fellow student, supervisor, or faculty member (concerns about clients should be shared with the clinical supervisor). Similarly, the Counselor Education Program is committed to creating a welcoming and inclusive environment that includes ensuring that students feel safe and supported — physically, mentally and emotionally. In order to maintain the highest level of professionalism, as well as to ensure that concerns are heard and attended to in a timely manner, students should share their concerns in the following manner:

1. When possible, share the concern directly with the individual. Based on the nature/level of concern, students may need to begin with the 2nd step.
2. Share the concern with the student's Faculty Advisor, who will help determine next steps.
3. Share the concern with the Program Director, who in consultation with the Faculty Advisor, will help determine next steps.
4. Share the concern with the Department Chair, who in consultation with the Program Director, will help determine next steps.
5. If the concern is not being addressed, or if the student continues to encounter or suspects a safety issue or misconduct, the following link should be used to learn about the various campus resources and services that are available: <https://www.ucf.edu/contact-ucf/reporting>

Students are encouraged to obtain support from a colleague (i.e., a fellow student) and/or a faculty member (e.g., any faculty member, the Faculty Advisor, the Program Director) to aid them through this process. Students should *not share the concern in social media* and should avoid any form of gossip as that can negatively impact the concern-sharing process as well as reflect poorly on the person with the concern.

PROGRAM COURSE REQUIREMENTS

The student and their designated advisor create and individualized Graduate Plan of Study (GPS) to follow throughout the program. These GPSs are based on the following program course requirements and can be found on the Counselor Education Program Website and in the Appendix of this handbook.

**MASTER OF ARTS IN COUNSELOR EDUCATION
CLINICAL MENTAL HEALTH COUNSELING TRACK
COURSE REQUIREMENTS (63 HOURS)**

AREA A: CORE – 6 CREDIT HOURS

EDF 6155 Lifespan Human Development and Learning	3
EDF 6481 Fundamentals of Graduate Research in Education	3

AREA B: SPECIALIZATION – 36 CREDIT HOURS

MHS 5005 Introduction to the Counseling Profession	3
MHS 6020 Mental Health Care Systems	3
MHS 6070 Diagnosis and Treatment in Counseling	3
MHS 6220 Individual Psychoeducational Testing I	3
MHS 6400 Theories of Counseling and Personality	3
MHS 6401 Techniques of Counseling	3
MHS 6420 Foundations of Multicultural Counseling	3
MHS 6450 Addictions Counseling	3
MHS 6470 Human Sexuality and Relationships	3
MHS 6500 Group Procedures and Theories in Counseling	3
MHS 6702 Ethical and Legal Issues	3
SDS 6347 Career Development	3

AREA C: APPROVED ELECTIVES – 9 CREDIT HOURS

Elective approved by advisor	3
Elective approved by advisor	3
Elective approved by advisor	3

AREA D: PROFESSIONAL CLINICAL EXPERIENCES – 12 CREDIT HOURS

MHS 6803 Practicum in Counselor Education	3
MHS 6803 Practicum in Counselor Education	3
MHS 6830 Counseling Internship	3
MHS 6830 Counseling Internship	3

AREA E: PROGRAMMATIC COMPREHENSIVE EXAMINATION PROCESSES

Professional Portfolio
 Passing Score on the Counselor Preparation Comprehensive Examination (CPCE)

***Note:** Prerequisites for MHS 6803 Practicum in Counselor Education are the following: MHS 5005, 6070, 6400, 6401, 6500, and 6702. A minimum of 27 credit hours are required prior to beginning the Practicum. MHS 6420 is a Pre-requisite for MHS 6830.

****Note:** The prerequisite for MHS 6830 Counseling Internship is a “B” or better in all sections of MHS 6803.

**MASTER OF ARTS IN MARRIAGE, COUPLE, & FAMILY THERAPY
PROGRAM COURSE REQUIREMENTS (63 HOURS)**

AREA A: CORE – 6 CREDIT HOURS

EDF 6155 Lifespan Human Development and Learning	3
EDF 6481 Fundamentals of Graduate Research in Education	3

AREA B: SPECIALIZATION – 42 CREDIT HOURS

MHS 5005 Introduction to the Counseling Profession	3
MHS 6070 Diagnosis and Treatment in Counseling	3
MHS 6220 Individual Psychoeducational Testing I	3
MHS 6400 Theories of Counseling and Personality	3
MHS 6401 Techniques of Counseling	3
MHS 6420 Foundations of Multicultural Counseling	3
MHS 6430 Family Counseling I	3
MHS 6431 Family Counseling II	3
MHS 6440 Couples Counseling	3
MHS 6450 Addictions Counseling	3
MHS 6470 Human Sexuality and Relationships	3
MHS 6500 Group Procedures and Theories in Counseling	3
MHS 6702 Ethical and Legal Issues	3
SDS 6347 Career Development	3

AREA C: APPROVED ELECTIVE – 3 CREDIT HOURS

Elective approved by advisor	3
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AREA D: PROFESSIONAL CLINICAL EXPERIENCES – 12 CREDIT HOURS

MHS 6803 Practicum in Counselor Education	3
MHS 6803 Practicum in Counselor Education	3
MHS 6830 Counseling Internship	3
MHS 6830 Counseling Internship	3

AREA E: PROGRAMMATIC COMPREHENSIVE EXAMINATION PROCESSES

Professional Portfolio
 Passing Score on the Counselor Preparation Comprehensive Examination (CPCE)

***Note:** Prerequisites for MHS 6803 Practicum in Counselor Education are the following: MHS 5005, 6070, 6400, 6401, 6500, and 6702. A minimum of 27 credit hours are required prior to beginning the Practicum. MHS 6420 is a Pre-requisite for MHS 6830.

****Note:** The prerequisite for MHS 6830 Counseling Internship is a “B” or better in all sections of MHS 6803.

*****Note:** In order to obtain licensure in Marriage & Family Therapy with the State of Florida, Marriage & Family Therapy Students must complete 180 hours of marriage and family therapy services (over the course of their practica and internships) in a marriage and family therapy setting.

**MASTER OF ARTS IN COUNSELOR EDUCATION
SCHOOL COUNSELING TRACK
PROGRAM COURSE REQUIREMENTS (60 HOURS)**

AREA A: CORE – 6 CREDIT HOURS

EDF 6155 Lifespan Human Development and Learning	3
EDF 6481 Fundamentals of Graduate Research in Education	3

AREA B: SPECIALIZATION – 30 CREDIT HOURS

MHS 5005 Introduction to the Counseling Profession	3
MHS 6220 Individual Psychoeducational Testing I	3
MHS 6400 Theories of Counseling and Personality	3
MHS 6401 Techniques of Counseling	3
MHS 6420 Foundations of Multicultural Counseling	3
MHS 6500 Group Procedures and Theories in Counseling	3
SDS 6347 Career Development	3
SDS 6411 Counseling Children and Adolescents	3
SDS 6620 Coordination of Professional Comprehensive School Counseling	3
SDS 6815 Legal Ethical Issues in Professional School Counseling	3

AREA C: PROFESSIONAL CLINICAL EXPERIENCE - 9 CREDIT HOURS

MHS 6803 Practicum in Counselor Education	3
SDS 6947 Internship in Professional School Counseling	3
SDS 6947 Internship in Professional School Counseling	3

AREA D: APPROVED ELECTIVES – 6 CREDIT HOURS

Elective approved by advisor	3
Elective approved by advisor	3

AREA D: REQUIRED DEPT. OF EDUCATION CERTIFICATION - 9 CREDIT HOURS

TSL 5528 Teaching Language to Minority Students in K-12 Classrooms	3
RED 5147 Developmental Reading	3
EDG 6236 Principles of Instruction (Classroom Management)	3

AREA E: PROGRAMMATIC COMPREHENSIVE EXAMINATION PROCESSES

Professional Portfolio
 Passing Score on the Counselor Preparation Comprehensive Examination (CPCE)

AREA F: FLORIDA TEACHER CERTIFICATION EXAMINATIONS

FTCE: General Knowledge
 FTCE: Professional Educator
 FTCE: Subject Area (Guidance and Counseling)

***Note:** Prerequisites for MHS 6803: Practicum in Counselor Education are the following: MHS 5005, 6400, 6401, 6500, and SDS 6815. A minimum of 27 credit hours are required prior to beginning the Practicum. MHS 6420 is a Pre-requisite for SDS 6947.

****Note:** The prerequisites for SDS 6947 Internship in Professional School Counseling include SPS 6815 and a “B” or better in MHS 6803.

MASTER OF EDUCATION IN SCHOOL COUNSELING PROGRAM
COURSE REQUIREMENTS (51 HOURS)
(For Students with Teaching Certificates)

AREA A: CORE – 6 CREDIT HOURS

EDF 6155 Lifespan Human Development and Learning	3
EDF 6481 Fundamentals of Graduate Research in Education	3

AREA B: SPECIALIZATION – 30 CREDIT HOURS

MHS 5005 Introduction to the Counseling Profession	3
MHS 6220 Individual Psychoeducational Testing I	3
MHS 6400 Theories of Counseling and Personality	3
MHS 6401 Techniques of Counseling	3
MHS 6420 Foundations of Multicultural Counseling	3
MHS 6500 Group Procedures and Theories in Counseling	3
SDS 6347 Career Development	3
SDS 6411 Counseling Children and Adolescents	3
SDS 6620 Coordination of Comprehensive Professional School Counseling	3
SDS 6815 Legal Ethical Issues in Professional School Counseling	3

AREA C: PROFESSIONAL CLINICAL EXPERIENCE - 9 CREDIT HOURS

MHS 6803 Practicum in Counselor Education	3
SDS 6947 Internship in Professional School Counseling	3
SDS 6947 Internship in Professional School Counseling	3

AREA D: APPROVED ELECTIVES – 6 CREDIT HOURS

Elective approved by advisor	3
Elective approved by advisor	3

AREA E: PROGRAMMATIC COMPREHENSIVE EXAMINATION PROCESSES

Professional Portfolio
Passing Score on the Counselor Preparation Comprehensive Examination (CPCE)

AREA F: FLORIDA TEACHER CERTIFICATION EXAMINATIONS

FTCE: Subject Area (Guidance and Counseling)

***Note:** Prerequisites for MHS 6803: Practicum in Counselor Education are the following: MHS 5005, 6400, 6401, 6500, and SDS 6815. A minimum of 27 credit hours are required prior to beginning the Practicum. MHS 6420 is a Pre-requisite for SDS 6947.

****Note:** The prerequisites for SDS 6947 Internship in Professional School Counseling include SPS 6815 and a “B” or better in MHS 6803.

**EDUCATIONAL SPECIALIST IN SCHOOL COUNSELING
PROGRAM COURSE REQUIREMENTS (48 HOURS)**

(For Students with a Master's Degree in Education)

AREA A: CORE – 6 CREDIT HOURS

EDF 6155 Lifespan Human Development and Learning	3
EDF 6481 Fundamentals of Graduate Research in Education	3

AREA B: SPECIALIZATION – 30 CREDIT HOURS

MHS 5005 Introduction to the Counseling Profession	3
MHS 6220 Individual Psychoeducational Testing I	3
MHS 6400 Theories of Counseling and Personality	3
MHS 6401 Techniques of Counseling	3
MHS 6420 Foundations of Multicultural Counseling	3
MHS 6500 Group Procedures and Theories in Counseling	3
SDS 6347 Career Development	3
SDS 6411 Counseling Children and Adolescents	3
SDS 6620 Coordination of Comprehensive Professional School Counseling	3
SDS 6815 Legal Ethical Issues in Professional School Counseling	3

AREA C: PROFESSIONAL CLINICAL EXPERIENCE - 9 CREDIT HOURS

MHS 6803 Practicum in Counselor Education	3
SDS 6947 Internship in Professional School Counseling	3
SDS 6947 Internship in Professional School Counseling	3

AREA D: APPROVED ELECTIVES – 6 CREDIT HOURS

Elective approved by advisor	3
Elective approved by advisor	3

AREA E: PROGRAMMATIC COMPREHENSIVE EXAMINATION PROCESSES

Professional Portfolio
Passing Score on the Counselor Preparation Comprehensive Examination (CPCE)

AREA F: FLORIDA TEACHER CERTIFICATION EXAMINATIONS

FTCE: Subject Area (Guidance and Counseling)

***Note:** MHS 5005 Introduction to the Counseling Profession (3 credit hours) is required for those students who hold a Masters from a program other than Counselor Education

****Note:** Prerequisites for MHS 6803: Practicum in Counselor Education are the following: MHS 5005, 6400, 6401, 6500, and SDS 6815. A minimum of 27 credit hours are required prior to beginning the Practicum. MHS 6420 is a Pre-requisite for SDS 6947.

*****Note:** The prerequisites for SDS 6947 Internship in Professional School Counseling include SPS 6815 and a “B” or better in MHS 6803.

CERTIFICATE PROGRAMS

The Counselor Education program offers certificate programs in career counseling, play therapy and marriage and family therapy. These programs bring additional education and training in specific areas of counseling to our students as well as professionals in the community.

If you are a fully admitted master's degree student in Counselor Education and wish to enroll in one of the certificate programs, you have to apply for admission into a certificate program through the College of Graduate Studies (<http://www.graduate.ucf.edu/>). Your admission will be considered by the certificate program coordinator. Students must complete the certificate program within three years. **Students must apply to the certificate program with the College of Graduate Studies prior to the completion of the first course in the certificate.**

CERTIFICATE PROGRAM IN CAREER COUNSELING

The Certificate Program in Career Counseling is designed to offer additional training to counselors and other professionals who provide career counseling or consultation services. The 12 credit hour program is composed of three graduate courses addressing career counseling and at least one graduate-level specialization elective in some specific academic discipline to tailor their own area(s) of concentration.

The three required courses for the Certificate Program in Career Counseling are as follows:

- SDS 6347 Career Development
- SDS 6622: Career & College Readiness in Schools
- SDS 6308 Applied Practice in Career Services

One elective course for the Certificate Program in Career Counseling includes either:

- MHS 6020 Mental Health Care Systems or
- SDS 6620 Coordination of Professional Comprehensive School Counseling

CERTIFICATE PROGRAM IN PLAY THERAPY

The purpose of the Certificate Program in Play Therapy is to provide graduate students and professionals the opportunity to take advanced courses in play therapy. All school counselors and a large number of mental health counselors provide counseling services to children and adolescents. Thus, many students and counselors may find play therapy useful for their work with children and adolescents. Students who complete the 12 credit hour Certificate Program in Play Therapy will meet the educational requirements for national certification in play therapy through the Association for Play Therapy (APT).

The four required courses for the Certificate Program in Play Therapy are as follows:

- MHS 6421 Foundations of Play Therapy and Play Process (the prerequisite for other classes)
- MHS 6422 Advanced Theories and Techniques of Play Therapy
- MHS 6403 Group and Family Play Therapy
- MHS 6424 Filial Therapy

***UCF COLLEGE OF COMMUNITY INNOVATION &
EDUCATION COMMUNITY COUNSELING AND
RESEARCH CENTER***

Since 1975, the Counselor Education Program has operated the Community Counseling and Research Center in conjunction with MHS 6803: Counseling Practicum. The clinic 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. Counselor Education students and their immediate families are not eligible for services in the Community Counseling and Research Center.

PRACTICUM AND INTERNSHIP

As is the case in most clinical training programs, the actual clinical component of the Counselor Education program is the culminating experience in your program. This is the time that students begin doing what they have been learning. The clinical component is divided into two major sections: practicum and internship. In the Practicum in Counselor Education MHS 6803, primary focus is on demonstrating of individual and group counseling skills. In the Counseling Internship MHS 6830 or Internship in Professional School Counseling SDS 6947, the focus shifts to a comprehensive practice of the role of the counselor in an actual counseling setting.

Note: Because practicum and internship require students to work directly with clients in the community, the faculty has the responsibility to ensure that the public is well served. If students earn below a “B” in the course, they will be required to repeat the course (a maximum of one time).

To register for MHS 6803 *Practicum in Counselor Education*, students must have:

- Completed the following courses:
 - Clinical Mental Health Counseling and Marriage, Couple, & Family Therapy students
 - MHS 5005, MHS 6070, MHS 6400, MHS 6401, MHS 6500, and MHS 6702
 - School Counseling students
 - MHS 5005, MHS 6400, MHS 6401, MHS 6500, SPS 6815
- Earned a grade of “B” or better in MHS 5005 and MHS 6401
- Completed a minimum of 27 completed credit hours.
- Maintained a minimum GPA of 3.0 in the Counselor Education program

Additional components of the Practicum include:

- Clinical Mental Health Counseling and Marriage, Couple, & Family Therapy students will complete two semesters, for a total of 200 total clinical hours (approximately 10 hours/week) at the Community Counseling and Research Center (and/or its sister clinics)
- School Counseling students will complete one semester, for a total of: 100 clinical hours (approximately 10 hours/week) at the Community Counseling & Research Center (or its sister clinics)
- A complete application must be submitted prior to each semester of Practicum in order to enroll and register for this course (found on the Counselor Education website and in the Appendix of this handbook)
- In order to obtain licensure in Marriage & Family Therapy with the State of Florida, Marriage, Couple, & Family Therapy Students must complete 180 hours of marriage and family therapy services (over the course of their practica and internships) in a marriage and family therapy setting.

To register for MHS 6830: *Counseling Internship* or SDS 6947: *Internship in Professional School Counseling*, students must have:

- Completed all prerequisites for MHS 6803 (plus SDS 6620 for School Students)
- Completed MHS 6420 *Foundations of Multicultural Counseling*
- Earned a grade of “B” or better in MHS 6803 *Practicum in Counselor Education*
- Maintained a minimum GPA of 3.0 in the Counselor Education program

Additional components of the Internship include:

- Clinical Mental Health Counseling and Marriage, Couple, & Family Therapy students will complete two semesters totaling 600 clinical hours (approximately 20 hours/week). These hours must be spread over the course of two full semesters (i.e. the student cannot finish early).
- School Counseling students will complete one or two semester(s) totaling 600 clinical hours (approximately 40 hours/week if completed in 1 semester, 20 hours/week if completed in 2 semesters). Students are encouraged to consult with their advisor regarding their taking the 1 or 2 semester option.
- A complete application must be submitted prior to each semester of Internship in order to enroll and register for this course (found on the Counselor Education website and in the Appendix of this handbook)

The general policies regarding practicum and internship placements can be found in the Field Experiences Handbook.

LIABILITY INSURANCE

All graduate students enrolled in UCF Counselor Education clinical courses are required to obtain professional liability insurance prior to registration in MHS 6803 Counseling Practicum. Student liability insurance can be obtained by becoming a student member of the American Counseling Association, the American Mental Health Counselor Association, or the American School Counselor Association. Proof of liability insurance is **required** before the first class of your clinical courses.

PROFESSIONAL PORTFOLIO

The portfolio was developed so that students will develop connections between courses and integrate knowledge. When completed, the portfolio becomes a resource for students to review their learning and identify areas of strength and weakness. It serves as a way of determining if state and national standards have been covered in the student's preparation. In their professional life, students can utilize the portfolio to build confidence and credibility and to shape the direction of their careers. In addition, the portfolio encourages students to develop depth in knowledge of interest and specialty areas. It helps them connect their learning to career opportunities since the portfolio requires the development of a professional resume and asks them to focus on specific populations and diagnostic groups. In addition, it provides a medium for faculty to encourage extracurricular learning. By requiring extracurricular activities as part of the portfolio, it is expected that students will become more involved with those in the field and strengthen their professional identities. For the graduate faculty, the portfolio will provide an assessment tool. From it, we will begin to see if the curriculum is meeting the goals of the program. It allows us to take a look at a student's development from the beginning of a student's preparation to their completion and recognize growth. Second, the portfolio helps us gain a better understanding of the student's outside activities in volunteer work or other external learning experiences and therefore provides a stronger basis for faculty recommendations. (+ Gen. Know)

For the Format and Contents of the Portfolio, see the Appendix.

MASTERS FINAL COMPREHENSIVE EXAMINATION PROCESS

All Counselor Education students will complete a Comprehensive Examination prior to graduation (i.e. during their first semester of internship) known as the Counselor Preparation Comprehensive Examination (CPCE). School Counseling students are also responsible for passing the Florida Teacher Certification Examination as well as the subject area examination in Guidance and Counseling. For additional information about these School Counseling exams, go to the Florida DOE website.

Purpose

The purpose of the CPCE examination process is to help students synthesize their learning about counseling and to ensure that students have a thorough understanding of professional attitudes, skills, and knowledge related to the eight common-core areas as defined by CACREP's Standards for Preparation. Evaluation of students' examinations will provide the faculty an opportunity to appraise students' academic preparation.

Format and Description

The CPCE is an objective test developed by the Center for Credentialing & Education (CCE), an affiliate of the National Board for Certified Counselor (NBCC). The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP. The exam is a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs.

The CPCE consists of 160 items with 20 items per CACREP area. The exam is administered in whole and not by sections. The 8 core curriculum areas of the CPCE are:

1. **Human Growth and Development** – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. **Social and Cultural Foundations** – studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. **Counseling and Helping Relationships** – studies that provide an understanding of counseling and consultation processes.
4. **Group Counseling and Group Work** – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. **Career Development** - studies that provide an understanding of career development and related life factors.
6. **Assessment and Testing** – studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. **Research and Program Evaluation** - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. **Professional Counseling Orientation and Ethical Practice** – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Students should consult with their Advisor regarding their readiness to take the exam. Advisors will provide advice about preparation for the exam. Students with special needs should consult with their Advisors to obtain assistance in arranging individual examination requirements.

Process and Cost of the Exam

The CPCE is administered by computer in the UCF Testing Center. After students have submitted this application to the Counselor Education office (ED 322), they will receive information related to creating an account with Pearson VUE, the venue that administers the on-line exam. The total cost of the CPCE exam is \$90, \$75 of which goes to the Center for Credentialing & Education (CCE) and will be paid on-line through Pearson VUE. The remaining \$15 goes to the UCF Testing Center to cover their fee for proctoring the exam: this fee will also be paid online through a separate email prompt.

Students unable/unwilling to take the exam on the scheduled date (outside of the parameters listed below under the “Make-Up Exam Policy”) must contact their Advisor well in advance of the test date. The Advisor will send the Program Assistant the name of the student who will be sent information for registering for the exam at an off-campus location. The cost for the off-campus exam is \$150.

Criterion for Passing

The minimum passing score for the CPCE is at or above the national mean. This score may be adjusted from time to time in response to national trends.

Remediation Procedures

Students who do not pass the exam the first time will be able to re-take the exam during the current semester. The retake will involve the entire exam and the student is responsible for reapplying and repaying for the exam. In the event a student does not pass the comprehensive examination the second time, the Counselor Education faculty will develop appropriate remediation procedures. These procedures may include such things as: (a) completing an essay exam/case study specific to the area(s) that was/were not passed on the CPCE, (b) writing a comprehensive paper specific to the missed content, (c) waiting until the following semester to re-take the entire exam, and/or (d) retaking the course where the failed content was covered. Students will not be able to complete their Internship (i.e. will receive an “Incomplete”) and therefore will not be able to graduate until after they successfully pass the comprehensive examination.

Administration of Comprehensive Examination

The four (4) hour exam will be administered during the student’s last semester of internship, usually at the mid-semester point. Administration dates and payment deadlines will be distributed via email and the Counselor Education website. Those that do not pass the exam will need to follow through with the remediation plan discussed above.

- The examination will begin promptly at the posted times.
- Food and drinks are not allowed in the examination room.
- Please bring a **picture ID** for identification purposes.

Make-Up Exam Policy

If due to extenuating circumstance (i.e. a documented medical issue, a family emergency, and/or a documented religious observance) you are unable to take the CPCE exam when it is offered, you must obtain preauthorization through your academic Advisor. Your Advisor will need documented evidence from you as to the circumstance that is interfering with your taking the exam. Please note that social plans (e.g., tickets for a vacation) will not be approved for a Make-Up Exam and instead you will need to follow the procedures for taking the exam off campus (as explained above). Once you have acquired your Advisor's approval in writing, you must obtain an ACCESS CODE from the Counselor Education office in order to schedule a time during the week prior to the exam date with the UCF Testing Center to take the exam. Please note that the Testing Center will not approve an alternate date without the Counselor Education Program's approval and Access Code.

Further Questions

Please address any questions you may have to your Advisor.

CHI SIGMA IOTA

[Chi Sigma Iota](#) is an international academic honorary society specifically in the area of graduate programs in Counselor Education. The association is very active and provides opportunities for professional development for students and professionals in the Central Florida area. The association promotes a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. The CSI mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. A Membership Application can be found in Appendix F.

PROFESSIONAL ASSOCIATIONS

Students and counseling professionals should belong to professional associations 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 at least one organization. Membership dues are usually less for students and members receive professional newsletters, journals and announcements of professional activities (as well as student liability insurance). All students are required to join the [American Counseling Association](#) (ACA) and/or one of the ACA Divisions. These divisions include the [American Mental Health Counseling Association](#), the [American School Counseling Association](#), and/or the [International Association of Marriage and Family Counselors](#). Most national organizations have state divisions that students may join (e.g., FCA, FMHCA, FSCA, etc.). Additional organizations include:

American Counseling Association

6101 Stevenson Ave, Suite 600.
Alexandria, VA 22304
Phone: 800.347.6647 www.counseling.org

American Mental Health Counseling Asso

801 N. Fairfax Street, Suite 304
Alexandria VA 22314
Phone: 703.548.6002 www.amhca.org

American School Counseling Association

1101 King Street, Suite 625
Alexandria, VA 22314
Phone: 703.683.2722
www.schoolcounselor.org

International Association of Marriage and Family Counselors

6101 Stevenson Ave.
Alexandria, VA 22304
www.iamfconline.org

Association for Play Therapy

401 Clovis Avenue, Suite 107
Clovis, CA 93612
Phone: 559.298.3400 <http://www.a4pt.org>

American Dance Therapy Association

10632 Little Patuxent Parkway, Suite 108
Columbia, MD 21044-3263
Phone: 301.589.3300 www.adta.org

American Association for Marriage and Family Therapy

112 South Alfred Street
Alexandria, VA 22314-3061
Phone: 703.838.9808 www.aamft.org

American Music Therapy Association

8455 Colesville Road, Suite 1000
Silver Spring, MD
Phone: 301.589.3300
www.musictherapy.org

American Association for Sex Educators, Counselors and Therapists

1444 I Street NW, Suite 700
Washington, DC 20005
Phone: 202.449.1099 www.aasect.org

Certification Board for Addiction Prof

1715 South Gadsden Street
Tallahassee, FL 32301
Phone: 850.222.6314
www.flcertificationboard.org

The American Art Therapy Association,

225 North Fairfax Street
Alexandria, Virginia 22314
Phone: 888.290.0878 www.arttherapy.org

National Board for Certified Counselors

3-D Terrace Way
Greensboro, N.C. 27403
Phone: 336.547.0607 www.nbcc.org

LICENSURE AND CERTIFICATION POLICIES AND PROCEDURES

Depending on the degree program, graduate students in the Counselor Education Program will be qualified at the completion of the degree with all necessary course work to apply for either Florida Certification as School Counselors, and/or as Florida Licensed Mental Health Counselors, and/or Florida Licensed Marriage and Family Therapists. The latter two have additional post-degree requirements.

Mental Health Counselors and Marriage and Family Therapists must be licensed in the State of Florida to practice their profession. Students seeking certification as a School Counselor will be certifiable after completion of their state exams (which are taken during their internship course). Students seeking licensure as a Mental Health Counselor and/or Marriage and Family Therapist must complete a minimum of 2 years of post-degree clinical hours and pass the state board exam in order to be eligible for licensure. Additionally, in order to obtain licensure in Marriage & Family Therapy with the State of Florida, Marriage & Family Therapy Students must complete 180 hours of marriage and family therapy services (over the course of their practica and internships) in a marriage and family therapy setting. Information on licensure may be obtained by contacting the Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling at 850-488-0595 or find them on-line. School counselors must be certified by the Florida Department of Education.

If students investigate requirements and inform themselves of various credentials while they still are in graduate school, often they can select electives and sites for practica and internships that will meet credential requirements.

ENDORSEMENT POLICY

This policy pertains to recommendations to the State Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling (491 Board) for licensing as a Mental Health Counselor or Marriage and Family Therapist and to the Department of Education for state certification as a School Counselor.

After graduation, students should complete the necessary documentation (which can be found on the Counselor Education website and in the Appendix of this handbook) and then send that to the Counselor Education Program Liaison. This individual or designee will check the student's records to verify that the necessary courses have been completed and then will send a signed letter to the 491 Board or the Department of Education endorsing the graduate for licensure/certification.

COUNSELING CREDENTIALS CURRENTLY AVAILABLE

In addition to licensure in Mental Health Counseling or Marriage and Family Therapy and/or certification in School Counseling, many other credentials are available to counselors. All students should become familiar with the state and national organizations that offer credentials that match their particular interests. At a minimum, all students are encouraged to become National Certified Counselors through the National Board of Certified Counselors after graduation.

CONTINUOUS ENROLLMENT

Students have seven years from the date of admission (prerequisite, articulation, and foundation courses are exempt) to complete their degree. Students who do not maintain continuous enrollment (missing enrollment at the university for a period of three consecutive semesters) must file for readmission to the university, although seven years is measured from when the student was first admitted to the program.

CAMPUS SERVICES

COUNSELING AND PSYCHOLOGICAL SERVICES

(COUN Bldg., 407-823-2811)

The University Counseling Center (<http://caps.sdes.ucf.edu>) offers a professional staff of counselors and psychologists to assist students through educational, vocational, and career counseling; as well as 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. Center services are free to UCF students.

UCF CAREER SERVICES AND EXPERIENTIAL LEARNING CENTER

(CSEL Bldg. 140, 407-823-2361)

The UCF Career Resource Center (<http://www.crc.ucf.edu>) assists students in looking for professional positions as they near graduation. Students should tell all of their professors if they are looking for a position. Many job leads are passed informally to professors. If faculty members know students are searching, they will assist students in any way possible. The College of Community Innovation & Education and the University hold a number of job fairs throughout the year. For information on these job fairs contact the UCF Career Resource Center.

UCF WRITING CENTER

(MOD 8-608, 407-823-2197)

The University Writing Center is a free service to UCF students available in 3 [locations](#). The UWC is designed to help foster a community of scholarship and shared leadership at UCF through peer consultation. Peer consultation is a one-on-one method between students that share common intellectual and academic development with the goal to improve their writing. Students become better writers when they engage in this highly effective process that cannot be mimicked in the classroom. Through [peer consultation](#), students learn by teaching each other.

UWC student clients can expect to receive help overcoming writer's block; developing critical thinking skills; understanding the material to be written; planning, organizing, revising, and editing papers; designing oral presentations; and analyzing the rhetorical demands of a writing task. Students create a committed and caring writer's community in the UWC which helps them achieve excellence in their writing both in and out of class.

UCF VICTIM SERVICES

(12201 Research Pkwy, Ste. 450, 407-823-2425)

All UCF Victim Services (<http://victimservices.ucf.edu>) are confidential and free to students, faculty, and staff of the University of Central Florida

UCF Victim Services maintains confidentiality with all clients who utilize the program's services. Client names, identifying information and disclosures will be kept completely confidential unless an advocate receives written permission from the client to release information to a third party, **with the following exceptions.**

- A judge orders the program to release information to the court.
- An advocate receives knowledge of a client's suicidal or homicidal thoughts.

- An advocate receives knowledge of that child or elder abuse has occurred.

Advocates are available 24 hours a day to assist victims by phone, or to respond to the scene of a crime. To contact an advocate after hours call **(407) 823-5555**, please give your first name and a phone number where the advocate can contact you. Advocates can provide crisis counseling and emotional support along with other resources as needed.

UCF LIBRARY SERVICES

(Main Library, 407-823-2580)

The University of Central Florida Library (<http://library.ucf.edu/>), a center for discovery and intellectual enlightenment, offers outstanding resources and services in support of a large metropolitan research university. The Library partners with academic, professional, and local communities to share and develop resources and foster life-long learning and information skills.

By providing information resources and services, facilities and technology, the University of Central Florida Library supports learning and teaching, research, creation of knowledge, intellectual growth, and enrichment of the academic experience.

UCF STUDENT ACCESSIBILITY SERVICES

(Ferrell Commons, Rm. 132, 407-823-2371)

Student Accessibility Services (<http://sds.sdes.ucf.edu/>) is committed to providing qualified students with academic accommodations to ensure equal accessibility to educational opportunities offered at all UCF campuses. Academic accommodations may include, but are not limited to, assistance with classroom accommodations (including examination accommodations), assistance with course registration, and information and referral to campus and community services for students with disabilities.

UCF OFFICE OF DIVERSITY INITIATIVES

(12424 Research Parkway, Suite 169, 407-823-6479)

The mission of the Office of Diversity Initiatives (<http://www.diversity.ucf.edu>) is to assist the University of Central Florida in reaching its strategic goal to "Become More Inclusive and Diverse" by facilitating diversity processes, programs, and policies that promote social justice, enhance cultural competencies, and develop capacious leaders. Our students, colleagues, and constituents represent diverse peoples and perspectives across multiple generations.

STUDENT DEVELOPMENT & ENROLLMENT SERVICES

(Millican Hall, Rm 282, 407-823-4625)

Student Development and Enrollment Services (<https://publishing.ucf.edu/sites/sdes>) is a division of the university comprised of a wide-ranging array of programs and services dedicated to providing students with opportunities for learning and a broad, collegiate experience.

UCF VETERAN SERVICES

(Veterans Academic Resource Center, Knights Plaza, 407-823-2707)

Veteran Services (<http://www.va.ucf.edu/>) is a part of the UCF Registrar's Office. The goal of Veteran Services is to be a one-stop resource for all of student veterans' Educational Benefit needs.

APPENDICES
APPENDIX A – Programs of Study

COUNSELOR EDUCATION
CLINICAL MENTAL HEALTH COUNSELING (M.A.)
Planned Program of Study

Student's (UCFID): _____

Last Name: _____

First Name: _____

E-mail: _____

Telephone: _____ (c)

Admitted Term (Sem/Yr): _____ Current Term (Sem/Yr): _____

Anticipated Semester of Graduation (Sem/Yr): _____ Cohort (e.g, A – Fall): _____

College: CCIE Degree Program/Track: Counselor Ed.—Mental Health Counseling

Academic Advisor: _____

*Programmatic requirements & course offerings are **SUBJECT TO CHANGE***

Please follow the Cohort model of courses on page 3 for full-time students. Place the actual (or anticipated) year next to the day that the advisee has (or intends to) take the course offered for that semester.
 All course offerings must meet minimum enrollment requirements.

Cohort Model	Fall	Spring	Summer
MHS 5005: <i>Introduction to the Counseling Profession</i> (3 credits)	W _____	W _____	
MHS 6400: <i>Theories of Counseling & Personality</i> (3 credits)	R _____	R _____	
MHS 6702: <i>Legal & Ethical Issues</i> (3 credits).	M _____	M _____	
EDF 6155: <i>Lifespan Human Development & Learning</i> (3 credits)	O _____	O _____	O _____
MHS 6070: <i>Diagnosis & Treatment</i> (3 credits) Prerequisites: MHS 5005		T _____	M _____
MHS 6500: <i>Group Procedures & Theories in Counseling</i> (3 credits) Prerequisites: MHS 5005, MHS 6400		R _____	R _____
MHS 6401: <i>Techniques of Counseling</i> (3 credits) Prerequisites: MHS 5005, MHS 6400	R _____		R _____
MHS 6420: <i>Foundations of Multicultural Counseling</i> (3 credits) Prerequisites: MHS 5005	M _____		M _____
MHS 6450: <i>Addictions Counseling</i> (3 credits) Prerequisites: MHS 5005, MHS 6400	W _____		W _____
EDF 6481: <i>Fundamentals of Graduate Research in Education</i> (3 credits)	O _____	O _____	O _____
MHS 6020: <i>Mental Health Care Systems</i> (3 credits) * Fall Cohort	W _____	W _____	
Elective (Number and name of course) * Spring Cohort	_____	_____	_____
MHS 6803: <i>Practicum in Counselor Education</i> (3 credits) Prerequisites: MHS 5005, MHS 6070, MHS 6400, MHS 6401, MHS 6500, MHS 6702 Must have completed 27 graduate credits prior to taking practicum	_____	_____	_____

MHS 6220: Individual Psychoeducational Testing I (3 credits) <u>Pre or Co-requisite:</u> EDF 6481		T _____ R _____	T _____ R _____
Elective (Number and name of course)	_____	_____	_____
MHS 6803: Practicum in Counselor Education (3 credits) <u>Prerequisites:</u> MHS 6803 (Practicum I)	_____	_____	_____
SDS 6347: Career Development (3 credits) <u>Prerequisites:</u> MHS 5005, MHS 6400	T _____		T _____
Elective (Number and name of course)	_____	_____	_____
MHS 6830: Counseling Internship (3 credits) <u>Prerequisites:</u> MHS 6803 (Practicum I & II) and MHS 6420 Students must submit a planned program of study (POS) & Intent to Graduate Form PRIOR to final semester in the program	_____	_____	_____
MHS 6470: Human Sexuality & Relationships (3 credits) <u>Prerequisites:</u> MHS 5005, MHS 6400	R _____	R _____	
MHS 6020: Mental Health Care Systems (3 credits) * Spring Cohort	W _____	W _____	
Elective (Number and name of course) * Fall Cohort	_____	_____	_____
MHS 6830: Counseling Internship (3 credits) <u>Prerequisites:</u> MHS 6830 (Internship I)	_____	_____	_____

Extra Electives (if desired)

Elective (Number and name of course)	_____	_____	_____
Elective (Number and name of course)	_____	_____	_____

List of Approved Electives

Three (3) Advisor Approved Electives (9 credits)
Suggested Electives: MHS 6245, MHS 6403, MHS 6407, MHS 6421, MHS 6422, MHS 6424, MHS 6430, MHS 6431, MHS 6440, MHS 6465, SDS 6411, SDS 6938, or EGC 6971 (Thesis: 6 credit hours)

Programmatic Comprehensive Examination Processes	Date Completed
Professional Portfolio	_____
Passing Score on the Counselor Preparation Comprehensive Examination (CPCE)	_____

Note: Upon completing your Plan of Study, submit the signed document to ED 115.

Student's Signature

Date

Academic Advisor's Signature

Date

Plan of Study for Fall Cohort (CMHC)

CMHC First Year Schedule

Fall	Spring	Summer
MHS 5005 Intro (W)	EDF 6155 Lifespan (O)	MHS 6401 Techniques (R)
MHS 6400 Theories (R)	MHS 6070 Diagnosis (T)	MHS 6420 Multicultural(M)
MHS 6702 Ethics (M)	MHS 6500 Group (R)	MHS 6450 Addiction (W)

CMHC Second Year Schedule

Fall	Spring	Summer
EDF 6481 Research (O)	MHS 6220 Testing (T, R)	SDS 6347 Career (T)
MHS 6020 MHC Sytm (W)	Elective	Elective
MHS 6803 Practicum I	MHS 6803 Practicum II	MHS 6830 Internship I (T)

CMHC Third Year Schedule

Fall
MHS 6470 Human Sexuality (R)
Elective
MHS 6830 Internship II (T)

Plan of Study for Spring Cohort (CMHC)

CMHC First Year Schedule

Spring	Summer	Fall
MHS 5005 Intro (W)	EDF 6155 Lifespan (O)	MHS 6401 Techniques (R)
MHS 6400 Theories (R)	MHS 6070 Diagnosis (M)	MHS 6420 Multicultural(M)
MHS 6702 Ethics (M)	MHS 6500 Group (R)	MHS 6450 Addiction (W)

CMHC Second Year Schedule

Spring	Summer	Fall
EDF 6481 Research (O)	MHS 6220 Testing (T, R)	SDS 6347 Career (T)
Elective	Elective	Elective
MHS 6803 Practicum I	MHS 6803 Practicum II	MHS 6830 Internship I (T)

CMHC Third Year Schedule

Spring
MHS 6020 MHC Sytm (W)
MHS 6470 Human Sexuality (R)
MHS 6830 Internship II (T)

COUNSELOR EDUCATION
MARRIAGE, COUPLE, AND FAMILY THERAPY (M.A.)
Planned Program of Study

Student's (UCFID): _____

Last Name: _____

First Name: _____

E-mail: _____

Telephone: _____ (c)

Admitted Term (Sem/Yr): _____ Current Term (Sem/Yr): _____

Anticipated Semester of Graduation (Sem/Yr): _____ Cohort (e.g, A – Fall): _____

College: CCIE Degree Program/Track: Marriage, Couples, and Family Therapy

Academic Advisor: _____

*Programmatic requirements & course offerings are **SUBJECT TO CHANGE***

Please follow the Cohort model of courses on page 3 for full-time students. Place the actual (or anticipated) year next to the day that the advisee has (or intends to) take the course offered for that semester.
 All course offerings must meet minimum enrollment requirements.

Cohort Model	Fall	Spring	Summer
MHS 5005: <i>Introduction to the Counseling Profession</i> (3 credits)	W _____	W _____	
MHS 6400: <i>Theories of Counseling & Personality</i> (3 credits)	R _____	R _____	
MHS 6702: <i>Legal & Ethical Issues</i> (3 credits).	M _____	M _____	
EDF 6155: <i>Lifespan Human Development & Learning</i> (3 credits)	O _____	O _____	O _____
MHS 6070: <i>Diagnosis & Treatment</i> (3 credits) Prerequisites: MHS 5005		T _____	M _____
MHS 6500: <i>Group Procedures & Theories in Counseling</i> (3 credits) Prerequisites: MHS 5005, MHS 6400		R _____	R _____
MHS 6401: <i>Techniques of Counseling</i> (3 credits) Prerequisites: MHS 5005, MHS 6400	R _____		R _____
MHS 6420: <i>Foundations of Multicultural Counseling</i> (3 credits) Prerequisites: MHS 5005	M _____		M _____
MHS 6440: <i>Couples Counseling</i> (3 credits) Prerequisites: MHS 5005, MHS 6400			W _____
EDF 6481: <i>Fundamentals of Graduate Research in Education</i> (3 credits)	O _____	O _____	O _____
Elective (Number and name of course)	_____	_____	_____
MHS 6803: <i>Practicum in Counselor Education</i> (3 credits) Prerequisites: MHS 5005, MHS 6070, MHS 6400, MHS 6401, MHS 6500, MHS 6702 Must have completed 27 graduate credits prior to taking practicum	_____	_____	_____

MHS 6220: Individual Psychoeducational Testing I (3 credits) <u>Pre or Co-requisite:</u> EDF 6481		T _____ R _____	T _____ R _____
MHS 6430: Family Counseling I (3 credits)		W _____	
MHS 6803: Practicum in Counselor Education (3 credits) <u>Prerequisites:</u> MHS 6803 (Practicum I)	_____	_____	_____
SDS 6347: Career Development (3 credits) <u>Prerequisites:</u> MHS 5005, MHS 6400	T _____		T _____
MHS 6450: Addictions Counseling (3 credits) <u>Prerequisites:</u> MHS 5005, MHS 6400	W _____		W _____
MHS 6830: Counseling Internship (3 credits) <u>Prerequisites:</u> MHS 6803 (Practicum I & II) and MHS 6420 Students must submit a planned program of study (POS) & Intent to Graduate Form PRIOR to final semester in the program	_____	_____	_____
MHS 6470: Human Sexuality & Relationships (3 credits) <u>Prerequisites:</u> MHS 5005, MHS 6400	R _____	R _____	
MHS 6431: Family Counseling II (3 credits)	T _____		
MHS 6830: Counseling Internship (3 credits) <u>Prerequisites:</u> MHS 6830 (Internship I)	_____	_____	_____

Extra Electives (if desired)

Elective (Number and name of course)	_____	_____	_____
Elective (Number and name of course)	_____	_____	_____

List of Approved Electives

One Advisor Approved Electives (3 credits)

Suggested Electives: MHS 6020, MHS 6245, MHS 6403, MHS 6407, MHS 6421, MHS 6422, MHS 6424, MHS 6465, SDS 6411, SDS 6938, or EGC 6971 (Thesis: 6 credit hours)

Programmatic Comprehensive Examination Processes	Date Completed
Professional Portfolio	_____
Passing Score on the Counselor Preparation Comprehensive Examination (CPCE)	_____

Note: Upon completing your Plan of Study, submit the signed document to ED 115.

Student's Signature

Date

Academic Advisor's Signature

Date

Plan of Study for Fall Cohort (MCFT)

MCFT First Year Schedule

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
MHS 5005 Intro (W)	EDF 6155 Lifespan (O)	MHS 6401 Techniques (R)
MHS 6400 Theories (R)	MHS 6070 Diagnosis (T)	MHS 6420 Multicultural(M)
MHS 6702 Ethics (M)	MHS 6500 Group (R)	MHS 6440 Couples (W)

MCFT Second Year Schedule

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
EDF 6481 Research (O)	MHS 6220 Testing (T, R)	MHS 6450 Addiction (W)
Elective	MHS 6430 Family I (W) – 1	SDS 6347 Career (T)
MHS 6803 Practicum I	MHS 6803 Practicum II	MHS 6830 Intern I (T)

MCFT Third Year Schedule

<u>Fall</u>
MHS 6431 Family II (T)
MHS 6470 Human Sexuality (R)
MHS 6830 Internship II (T)

COUNSELOR EDUCATION: SCHOOL COUNSELING TRACK

MASTER OF ARTS / MASTERS OF ED / EDUCATIONAL SPECIALIST

Planned Program of Study

Student's (UCFID): _____
 Last Name: _____ First Name: _____
 E-mail: _____
 Telephone: _____ (c)
 Admitted Term (Sem/Yr): _____ Current Term (Sem/Yr): _____
 Anticipated Semester of Graduation (Sem/Yr): _____ Cohort (e.g, A – Fall): _____
 College: CCIE Degree Program/Track: School Counseling M.A. M.Ed. Ed.S.
 Academic Advisor: _____

*Programmatic requirements & course offerings are **SUBJECT TO CHANGE***

Please follow the Cohort model of courses on page 3 for full-time students. Place the anticipated year next to the day that the advisee has (or intends to) take the course offered for that semester. All course offerings must meet minimum enrollment requirements.

Cohort Model	Fall	Spring	Summer
MHS 5005: Introduction to the Counseling Profession (3 credits)	W _____	W _____	
MHS 6400: Theories of Counseling & Personality (3 credits)	R _____	R _____	
SPS 6815: Legal & Ethical Issues in School Counseling (3 credits)	M _____		
EDF 6155: Lifespan Human Development & Learning (3 credits)	O _____	O _____	O _____
SDS 6411: Counseling Children & Adolescents (3 credits) Prerequisites: MHS 5005; MHS 6400		W _____	
MHS 6500: Group Procedures & Theories in Counseling (3 credits) Prerequisites: MHS 5005, MHS 6400		R _____	R _____
Elective (Number and name of course: e.g., SDS 6622: Elective #1– Career Counsel Cert.)		_____	
MHS 6401: Techniques of Counseling (3 credits) Prerequisites: MHS 5005, MHS 6400	R _____		R _____
MHS 6420: Foundations of Multicultural Counseling (3 credits) Prerequisites: MHS 5005	M _____		M _____
SDS 6347: Career Development (3 credits) Prerequisites: MHS 5005, MHS 6400	T _____		T _____
EDF 6481: Fundamentals of Graduate Research in Education (3 credits)	O _____	O _____	O _____
SDS 6620: Coordination of School Counseling Programs (3 credits)	W _____		
MHS 6803: Practicum in Counselor Education (3 credits) Prerequisites: MHS 5005, MHS 6400, MHS 6401, MHS 6500, SPS 6815 Pre or Co-requisite: MHS 6420, SDS 6411 Must have completed 27 graduate credits prior to taking practicum	_____	_____	_____
Elective (Number and name of course: e.g., SDS 6308: Elective #2– Career Counsel. Cert.)	_____		

MHS 6220: Individual Psychoeducational Testing I (3 credits) <u>Pre or Co-requisite:</u> EDF 6481		T _____ R _____	T _____ R _____
Education Course (TSL 5085; RED 5147; EDG 6415) Waived for M.Ed. Students (Number and name of course)	_____	_____	_____
SDS 6947: Internship in School Counseling (6 credits if taken in 1 sem) <u>Prerequisites:</u> MHS 6803 (Practicum I); SDS 6620; Passed FTCEs: GKT, and Subject Area Note: Students must submit an Intent to Graduate Form PRIOR to final semester in the program	_____	_____	
Education Course (TSL 5085; RED 5147; EDG 6415) Waived for M.Ed. Students (Number and name of course)	_____	_____	_____
Education Course (TSL 5085; RED 5147; EDG 6415) Waived for M.Ed. Students (Number and name of course)	_____	_____	_____
SDS 6947: Internship in School Counseling (3 credits) * Only If needed* <u>Prerequisites:</u> MHS 6803 (Practicum I); Passed FTCE, GKT, and Subject Area	_____	_____	

Additional Electives (if desired)			
Elective (Number and name of course)	_____	_____	_____
Elective (Number and name of course)	_____	_____	_____

List of Approved Electives

Two(2) Advisor Approved Electives Required (6 credits): SDS 6622; SDS 6308; EGI 6417; MHS 6421; EDF 6725; MHS 6450; MHS 6430; MHS 6407; MHS 6938; MHS 6403

Note: Courses in Graduate Certificate Programs (e.g., career counseling, play therapy, supporting high needs populations, gifted education, marriage, couple, & family, etc...) also count towards your elective requirements.

Florida Teacher Certification Examinations (FTCE)	Date Completed
FTCE: General Knowledge (Must pass PRIOR to SDS 6947: Internship in School Counseling)	_____
FTCE: Subject Area (Guidance & Counseling) (Must pass PRIOR to SDS 6947: Internship in School Counsel.)	_____
FTCE: Professional Educator (Must pass PRIOR to graduation)	_____

Programmatic Comprehensive Examination Processes	Date Completed
Professional Portfolio (submitted to faculty advisor your final semester)	_____
Passing Score on the Counselor Preparation Comprehensive Examination (CPCE)	_____

Note: Upon completing your Plan of Study, review with faculty advisor for approval, and submit the signed document to ED 115.

Student's Signature

Date

Academic Advisor's Signature

Date

Plan of Study for Fall Cohort (SCH)

SCH First Year Schedule

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
MHS 5005 Intro (W)	EDF 6155 Lifespan (O)	MHS 6401 Techniques (R)
MHS 6400 Theories (R)	SDS 6411 Child/Adol.(W)	MHS 6420 Multicultural(M)
SPS 6815 Ethics (M)	MHS 6500 Group (R)	SDS 6347 Career Dev. (T)
	Elective 1 (e.g., SDS 6622)	

SCH Second Year Schedule

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
EDF 6481 Research (O)	MHS 6220 Testing (T, R)	Education Course (O)
SDS 6620 Coord. of School (W)	Education Course (O)	Education Course (O)
MHS 6803 Practicum I	SDS 6947 School Internship	
Elective 2 (e.g., SDS 6308)		

SCH Third Year Schedule (if needed)

<u>Fall</u>
SDS 6947 School Internship (if needed)

APPENDIX B – *PRACTICUM AND INTERNSHIP APPLICATIONS*

**Application for Enrollment in MHS 6803 Practicum
Counselor Education Program
(Submit one Application for each semester of Practicum)**

Name: _____

Mailing Address: _____

Phone: _____

Email: _____

PID #: _____

Assigned Academic Advisor: _____

Degree Area: Marriage, Couple, and Family Therapy Clinical Mental Health School Counseling

Graduate Certificate Program (if applicable): Marriage, Couple, and Family Therapy Play Therapy

I am applying for Practicum for the following **Semester** (F, SP, SU) and **Year**: Semester: _____ Year: _____

I have attached a Graduate Plan of Study (from MyUCF) to this application: Y N

I have completed a *minimum* of 27 credit hours in the Counselor Education Program: Y N

I am applying for: Practicum I Practicum II Practicum III (Permission required)

I prefer placement in a day, evening, or School setting: Day Evening School Setting (afternoon)
(F and SP semesters only)

Note: *Whereas every effort will be made to place you in your preferred timeframe, there are no guarantees.*

List the course(s) (including the day of the week) for which you are **currently** registered during the upcoming semester (when you'll be taking practicum) (e.g., "MHS 6450 – Wednesday evening"):

- _____
- _____
- _____ (a fourth course must be approved by your advisor)

MHC Pre-requisites for Practicum: MHS 5005, MHS 6070, MHS 6400, MHS 6401, MHS 6500, & MHS 6702
MCFT Pre-requisites for Practicum: MHS 5005, MHS 6070, MHS 6400, MHS 6401, MHS 6500, & MHS 6702
SCH Pre-requisites for Practicum: MHS 5005, MHS 6400, MHS 6401, MHS 6500, SDS 6411, SPS 6815

Application Due Dates:

- June 1st for admission into Fall Practicum
- October 1st for admission into Spring Practicum
- March 1st for admission into Summer Practicum

Registration Process:

- Return your signed and completed application form and a current Graduate Plan of Study from MyUCF (which lists all the courses that you've taken thus far) to the Counselor Education Suite (ED 322) by the identified deadline.
- As spaces in Practicum are limited, there are no guarantees that students applying for Practicum will be enrolled in their preferred time frame. Enrollment preferences will be given to students with the most credit hours earned prior to applying for Practicum.
- Any student turning in the Practicum Application after the identified deadline will *not* be guaranteed enrollment in Practicum that semester.

By signing this form, I give the Counselor Education Program permission to register me for MHS 6803.

Student Signature: _____ (Date)

Academic Advisor's Signature attesting that he or she has reviewed your application & graduate plan of study:

Advisor Signature: _____ (Date)

**Application for Enrollment in MHS 6830 Internship (MCFT/CMHC)
Counselor Education Program
(Submit one Application for each semester of Internship)**

Name: _____

Mailing Address: _____

Phone: _____

Email: _____

PID #: _____

Assigned Academic Advisor: _____

Degree Area: Marriage, Couple, and Family Therapy Clinical Mental Health Counseling

Graduate Certificate Program (if applicable): Marriage, Couple, and Family Therapy Play Therapy

What other languages (if any) do you speak in addition to English? _____

I am applying for Internship for the following Semester (F, SP, SU) and Year: Semester: _____ Year: _____

I have attached a Graduate Plan of Study (from MyUCF) to this application: Y N

I am applying for: Internship I Internship II Internship III (Permission required)

For Internship I Applicants: I have earned at least a “B” in both Practicum I and II:

Y N

For Internship II Applicants: I have earned at least a “B” in Internship I:

Y N

Due to my course schedule, I would like placement in the following section of Internship (all sections on Tuesday):

Early Section (4:00-5:30pm) Later Section (6:00-7:30pm) I can do either section

Note: Whereas every effort will be made to place you in your preferred timeframe, there are no guarantees.

Number of credit hours for which you are registering for Internship (usually 3): _____

List the course(s) (including the day of the week) for which you are currently registered during the upcoming semester (when you’ll be taking Internship) (e.g., “MHS 6450 – Wednesday evening”):

- _____
- _____
- _____ (a fourth course must be approved by your advisor)

CMHC Pre-requisites for Internship:

MHS 5005, MHS 6070, MHS 6400, MHS 6401, MHS 6420, MHS 6500, MHS 6702, & MHS 6803 (I & II)

MCFT Pre-requisites for Internship:

MHS 5005, MHS 6070, MHS 6400, MHS 6401, MHS 6420, MHS 6500, MHS 6702, & MHS 6803 (I & II)

Application Due Dates:

- June 1st for admission into Fall Internship courses
- October 1st for admission into Spring Internship courses
- March 1st for admission into Summer Internship courses

Registration Process:

- Return your signed and completed application form and a current Graduate Plan of Study from MyUCF (which lists all the courses that you’ve taken thus far) to the Counselor Education Suite (CEDHP 322) by the identified deadline.
- As spaces in Internship are limited, there are no guarantees that students applying for Internship will be enrolled in their preferred time frame. Enrollment preferences will be given to students with the most credit hours earned prior to applying for Internship.
- Any student turning in the Internship Application after the identified deadline will *not* be guaranteed enrollment in Internship that semester.

By signing this form, I give the Counselor Education Program permission to register me for MHS 6830.

Student Signature: _____ (Date)

Academic Advisor’s Signature attesting that he or she has reviewed your application & graduate plan of study:

Advisor Signature: _____ (Date)

APPENDIX C - *PORTFOLIO*

Student Portfolio Directions
Portfolio Rubric

Counselor Education Program Student Portfolio

Students are required to complete a portfolio comprised of required documents, activities, and forms which will be presented during their final semester in the program. Each student must meet with their academic advisor to review these requirements and save them onto a Compact Disk (CD). The following pages outline the student portfolio checklist that will be used with your advisor to verify successful completion of the portfolio requirement. Every student must complete a portfolio and receive approval by Counselor Education faculty in order to successfully graduate from the program. Directions for how to save each of these documents to a CD are provided below. NOTE: each document on the CD must be named according to the name as it is listed on this document (i.e. the underlined words below indicated the name each saved file). Similarly, the **bolded words below should serve as folders on the CD**.

Required Portfolio Documents

- **Introductory Documents**
 - Professional Reflection Paper – The portfolio begins with an introduction into the student’s personal reflections on becoming a professional counselor. This is a brief (2-3 page) paper that summarizes the journey each student has taken in the program and how this experience has affected their development as a reflective practitioner.
 - Professional Resume – This document is an updated and “polished” resume that contains the student’s current and future (i.e. after graduation) contact information. This requirement serves as a way for students to highlight their accomplishments and achievements as they prepare for their professional career in counseling.
 - Evidence of Completing the Graduate Graduating Student Survey – Students must complete the Online Graduating Graduate Student Survey and print out (i.e. save to disk) proof of completion (found on the final page of the survey). This serves as documented participation of our students’ providing the Program with feedback about their educational experiences. This is vital to ensure our Program continues to aim for the highest quality and standards.
- **Final Counselor Competency Scale-Revised (CCS-R) Forms**
 - The final CCS-R forms from the following courses are required for your portfolio. This instrument provides evidence of your growth and development in counseling skills, behaviors, and dispositions.
 - Final CCS=R from Intro to the Counseling Profession (MHS 5005)
 - Final CCS-R from Techniques of Counseling (MHS 6401)
 - Final CCS-R from Practicum in Counselor Education I (MHS 6803) (CMHC, MCFT, SC)
 - Final CCS-R from Practicum in Counselor Education II (MHS 6803) (CMHC & MCFT)
- **Field Experience Documents**
 - Hour Logs – Each student is required to submit *signed* hour logs from all semesters of practicum and internship. School Counseling students will have logs for Practicum I and Internship I and II, whereas Mental Health and Marriage, Couple & Family Therapy students will submit logs for Practicum I and II and Internship I and II.
 - Internship Site Supervisor Final Evaluation Form – Students from all tracks are required to provide their *final* evaluation forms for all internship sites.

- CCRC Documentation Letter – In order to verify that all CCRC documents have been completed during practicum, students must solicit a signed letter from the CCRC staff attesting to this fact.
- **Professional Development Activities**
 - Evidence of Attendance – Students must submit proof of their attendance at **BOTH**:
 - a state, regional, national, or international conference **AND**
 - the UCF Counselor Education Conference (or the UCF Play Therapy Conference)
 - Professional Membership – Students must submit proof of membership in at least one professional counseling organization.
- **Comprehensive Final Exam Forms**
 - Evidence of passing the CPCE – Students in all tracks must take and successfully pass the CPCE prior to completing their final semester of internship. Evidence of successfully passing this exam must be provided.
 - Evidence of passing the FTCE (School Counseling students only) – School Counseling students must take and successfully pass the three sections of the Florida Teacher Certification Exam (FTCE).
 - General Knowledge Exam
 - Professional Educator Exam
 - Subject Area Exam in Guidance & Counseling
- **Accomplishments Report Form**
 - Evidence of completing the Accomplishments Report Form (at least one)

Directions for Loading Documents to the CD

1. All documents should be saved to the CD as Word (.doc) or Adobe (.pdf) files.
2. For those documents that are in “hard copy” format (e.g., anything that is signed, letters verifying the passing of an exam, evidence of membership, etc.), you will need to scan these files. Scanners can be found in the CMC on the first floor of the College of Education.
3. Scanned documents can be saved as PDF files on some computers (which would be ideal) or as images. If an image is saved, cut-and-paste that image onto a Word document.
4. Once you have gathered all the necessary files, it is time to “burn” (i.e. load) them to a CD. If you require assistance with this process, you are encouraged to consult with your colleagues, your instructors, CMC personnel, or tech-support personnel.
5. Before submitting your final portfolio on CD, place the CD in another computer and ensure that each file **can be opened** and that **each file is legible** – if your advisor cannot open it or read it, it will be marked as “unmet.”

Student's Name: _____

Academic Advisor's Name: _____

Student's Program Track: Mental Health

Marriage, Couple, & Family

School

Counseling

Final Semester: Fall

Spring

Summer

Year:

Directions: Students are required to meet with their university advisor and provide evidence of the following required portfolio documents and activities. They are required to save them on a CD.

Required Portfolio Documents	Met	Unmet	Not Applicable
Introductory Documents			
1. Professional Reflection Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Professional Resume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Evidence of completing the Graduating Graduate Student Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final Counselor Competency Scale-R (CCS-R) forms for the following:			
1. Final CCS-R from Intro to the Counseling Profess (MHS 5005)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Final CCS-R from Techniques of Counseling (MHS 6401)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Practicum in Counselor Education (MHS 6803)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Final CCS-R from Practicum I (all tracks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Final CCS-R from Practicum II (CMHC & MCFT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Experience Documents			
1. Hour Logs for <u>all</u> clinical experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Internship Site Supervisor Final Evaluation Form (all tracks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Internship I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Internship II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. CCRC Documentation Letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development Activities			
1. Evidence of Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• at a state, regional, national, or international conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the UCF Counselor Education Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Professional Membership – in at least 1 counseling association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive Final Exam Forms			
1. Evidence of passing the CPCE (all tracks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Evidence of passing the FTCE (school track only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• General Knowledge Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Professional Educator Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Subject Area Exam in Guidance & Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accomplishments Report Form			
1. Evidence of completing Accomplishments Report (all tracks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments from advisor:

Advisor's full name and PID (serves as a signature):

APPENDIX D - GRADUATION DOCUMENTS

Clinical Experience Hours for Licensure/Certification

Counselor Education Program Clinical Experience Hours for Licensure/Certification

Instructions: Upon graduating and applying for licensure/certification in your area of counseling (Mental Health, Marriage & Family, or School), you will need a letter from the Program verifying your completed hours to the State of your choosing. In order for us to generate that letter, you must complete this summary report (please use the “forms” in this document rather than handwriting your answers). Additionally, if you are applying for a Marriage & Family Therapy license, be sure to include the appropriate verification document(s) that demonstrate you have met the 180-hour marriage and family services requirement. Email all documents (and specify what you are requesting) to counsel@ucf.edu.

Full Name:

Pronoun:

UCF ID (used to confirm passing grades on all clinical experience courses):

Last 4 digits of your Social Security # (placed on the letter for the state):

State to which you are applying for licensure/certification:

Address for the Licensing Board/Department of Education to which you are applying:

Practicum

[MHS 6803 Practicum in Counselor Education I \(all programs\)](#)

Semester/year (**and dates**) completed (e.g., **Fall 2017: 8/21/17 – 12/2/17**):

Location where you completed your Practicum I experience (choose one): CCRC

- Contact hours
 - Direct client contact hours:
 - Indirect contact hours:
 - Total Practicum I hours:
- Supervision hours
 - Individual/triadic supervision hours (total):
 - Group supervision hours (total):

[MHS 6803 Practicum in Counselor Education II \(CMHC & MCFT\)](#)

Semester/year (**and dates**) completed (e.g., **Spring 2018: 1/8/18 – 4/23/18**):

Location where you completed your Practicum II experience (choose one): CCRC

- Contact hours
 - Direct client contact hours:
 - Indirect contact hours:
 - Total Practicum II hours:
- Supervision hours
 - Individual/triadic supervision hours (total):
 - Group supervision hours (total):

Grand Total of Practicum Hours:

- Contact hours
 - Direct client contact hours:
 - Indirect contact hours:
 - Total Practicum I and II hours:
- Supervision hours
 - Individual/triadic supervision hours (total for all Practica):
 - Group supervision hours (total for all Practica):

Internship

Internship I: Site name, contact person, and phone number:

[MHS 6830/SDS 6947 Counseling Internship I](#)

Semester/year (**and dates**) completed (e.g., **Summer 2018: 5/14/18 – 8/3/18**):

- Contact hours
 - Direct client contact hours:
 - Indirect contact hours:
 - Total Internship I hours:
- Supervision hours
 - Individual/triadic supervision hours (total):
 - Group supervision hours (total):

Internship II: Site name, contact person, and phone number:

[MHS 6830/SDS 6947 Counseling Internship II](#)

Semester/year (**and dates**) completed (e.g., **Fall 2018: 8/20/18 – 12/1/18**):

- Contact hours
 - Direct client contact hours:
 - Indirect contact hours:
 - Total Internship II hours:
- Supervision hours
 - Individual/triadic supervision hours (total):
 - Group supervision hours (total):

Grand Total Internship Hours:

- Contact hours
 - Direct client contact hours:
 - Indirect contact hours:
 - Total Internship I and II hours:
- Supervision hours
 - Individual/triadic supervision hours (total for all Internships):
 - Group supervision hours (total for all Internships):

GRAND TOTAL PRACTICUM AND INTERNSHIP HOURS:

- Contact hours
 - Direct client contact hours for ALL CLINICAL EXPERIENCES:
 - Indirect contact hours for ALL CLINICAL EXPERIENCES:
 - Total Practicum and Internship hours for ALL CLINICAL EXPERIENCES:
- Supervision hours
 - Individual/triadic supervision hours for ALL CLINICAL EXPERIENCES:
 - Group supervision hours for ALL CLINICAL EXPERIENCES:

APPENDIX E - PROGRAM CHECKLISTS FOR ADVISEMENT

Clinical Mental Health/Marriage, Couple, and Family Counseling Program Checklist
School Counseling Program Checklist

Counselor Education – Clinical Mental Health / Marriage, Couple, & Family Program / Track Checklist

Name: _____ Advisor: _____

The following is a checklist of program / track requirements & suggestions for Clinical Mental Health Counseling & Marriage, Couple, and Family Therapy students to guide them through their program. Program & track requirements are subject to change; therefore, please consult with your assigned advisor to any possible pragmatic adjustments.

Step	Done (√)	Task / Requirement
1		Attend Counselor Education Program Orientation ☺
2		Receive & review the Counselor Education Program's <i>Graduate Student Handbook</i> .
3		Schedule a meeting with your assigned advisor to complete a <i>Tentative Program of Study</i> , outlining the sequencing of courses & verifying that you will complete all programmatic requirements.
4		It is suggested that all students enroll in both MHS 5005: <i>Introduction to the Counseling Profession</i> & MHS 6400: <i>Theories of Counseling & Personality</i> during their first semester in the program.
5		Construct your Planned Program of Study – Clinical Mental Health Counseling or Marriage & Family Therapy and turn-in to the College of Education's Office of Student Services (Ed 110) once signed by your Academic Advisor. http://education.ucf.edu/counselored/corner.cfm (click on Important Downloads)
6		Begin constructing your Professional Portfolio . Information regarding counselor education students' professional portfolio should be disseminated & discussed in the MHS 5005: <i>Introduction to the Counseling Profession</i> course. Additional information regarding students' profession portfolios is available at: http://education.ucf.edu/counselored/corner.cfm (click on Important Downloads)
7		You must complete your Application for Enrollment in MHS 6803: Counseling Practicum course. <u>(These same steps need to be repeated for both Practicum I & Practicum II)</u> <ol style="list-style-type: none"> 1. Prerequisites: Students must have successful completion of MHS 5005 (<i>Introduction to the Counseling Profession</i>) – B or better, MHS 6400 (<i>Theories of Individual Counseling</i>), MHS 6401 (<i>Techniques in Counseling</i>) – B or better, MHS 6500 (<i>Group Procedures in Counseling</i>), MHS 6702 (<i>Legal & Ethical Issues</i>), and MHS 6070 (<i>Diagnosis & Treatment in Counseling</i>). 2. Must have completed <u>27 graduate credit</u> hours prior to taking MHS 6803. 3. Download the Application for Practicum and Internship from the Counselor Ed website http://education.ucf.edu/counselored/corner.cfm (click on Important Downloads) 4. Attach your academic degree audit for your advisor to review (found on your MyUCF). 5. Return completed application and degree audit to program assistant, in COE Suite 322 no later than the specified due date. 6. Practicum I students must attend the mandatory Counseling Practicum Orientation (<i>date & time of orientation available on Counselor Education Program web page and via e-mail</i>). Begin to look for internship sites the first part of your second semester of Practicum. The list of approved sites can be found on the Counselor Ed website.
8		You must complete your Application for Enrollment in MHS 6830: Counseling Internship course. <u>(These same steps need to be repeated for both Internship I & Internship II)</u> <ol style="list-style-type: none"> 1. Prerequisites: Students must have successfully completed of all prerequisites for MHS 6803, have successfully completed two semesters of MHS 6803 with a grade of B or better, and taken MHS 6420 2. Download the Application for Practicum and Internship http://education.ucf.edu/counselored/corner.cfm (click on Important Downloads) 3. Attach your academic degree audit for your advisor to review (found on your MyUcf).

		<p>4. Return completed application and degree audit to program assistant, in COE Suite 322 no later than the specified due date.</p> <p>You should have secured an internship site during the beginning of your second semester of practicum. Processes for creating a relationship with a new site are found on the website.</p>
9		<p>In order to transfer the electives you've taken into your degree program, you must submit a Graduate Course Substitution Form to your advisor (found on the College of Education's Office of Student Affairs website): http://education.ucf.edu/StudentAffairs/forms.cfm#graduate and attach a copy of your degree audit.</p>
10		<p>Students should register for graduation the semester prior to their intended graduation date. You can complete your Intent to Graduate through your MyUCF. Please visit the College of Education's Office of Student Affairs for more information at: http://education.ucf.edu/StudentAffairs/</p>
11		<p>You must register & complete the Counselor Preparation Comprehensive Examination (CPCE) during your first semester of internship. Information regarding the CPCE is available at: http://education.ucf.edu/counselored/docs/Graduate_Student_Handbook.pdf</p>
12		<p>Students need to complete & turn-in their Professional Portfolio during their final semester of internship. It needs to be submitted to your advisor for approval. <i>It is important to turn it in weeks before graduation, in order to allow enough time for your advisor to review it.</i></p>

Please contact your assigned advisor if you have any questions throughout your program.

**Counselor Education – School Counseling (M.A., M.Ed., Ed.S.)
Program / Track Checklist**

Name: _____ Advisor: _____

The following is a checklist of program / track requirements & suggestions for School Counseling track students to guide them through their program. Program & track requirements are subject to change; therefore, please consult with your assigned advisor to any possible pragmatic adjustments.

Step	Completed (√)	Task / Requirement
1		Attend Counselor Education Program Orientation ☺
2		Receive & review the Counselor Education Program's <i>Graduate Student Handbook</i> . (http://education.ucf.edu/counselored/docs/Graduate_Student_Handbook.pdf)
3		Schedule a meeting with your assigned advisor to complete a <i>Tentative Program of Study</i> , outlining the sequencing of courses & verifying that you will complete all programmatic requirements (<i>develop your plan</i>).
4		It is suggested that all school counseling students enroll in both MHS 5005: Introduction to the Counseling Profession & MHS 6400: Theories of Counseling & Personality their first semester in the program.
5		Students must successfully completed the Florida Teacher Certification Examination (FTCE) – General Knowledge Examination during their first semester in the program www.fl.nesinc.com
6		Construct your Planned Program of Study – School Counseling and turn-in to the College of Education's Office of Student Services (ED 110) once signed by your Academic Advisor. http://education.ucf.edu/counselored/downloads.cfm
7		Begin constructing your professional portfolio. Information regarding counselor education students' professional portfolio should be disseminated & discussed in their MHS 5005: Introduction to the Counseling Profession course. Additional information regarding students' profession portfolio is available at: http://education.ucf.edu/counselored/ http://education.ucf.edu/counselored/downloads.cfm
8		Students should complete their <i>Application for Enrollment in MHS 6803: Counseling Practicum I</i> course. 7. Prerequisites: Students must have successful completion of MHS 5005 (<i>Introduction to the Counseling Profession</i>), MHS 6400 (<i>Theories of Individual Counseling</i>), MHS 6401 (<i>Techniques in Counseling</i>), MHS 6500 (<i>Group Procedures in Counseling</i>), SPS 6815 (<i>Legal & Ethical in PSC</i>), & SDS 6411 (<i>Counseling Children & Adolescents – suggested, not required</i>) 8. Must have completed 27 graduate credit hours prior to taking MHS 6803 9. Attach your academic degree audit to the application for your advisor to review (found on MyUCF). 10. Schedule a meeting with your advisor to review your Portfolio. 11. Return completed application form to the program assistant, in COE Suite 322 no later than the specified due date. (Check the website and/or the application for due dates.) 12. Attend a mandatory Counseling Practicum Orientation (<i>date & time of orientation available on Counselor Education Program web page and you will also be notified via e-mail</i>).
9		It is suggested that all school counseling students schedule a meeting with their assigned advisor the semester prior to their enrollment in SDS 6947: Internship in Professional School Counseling to discuss the student's internship plans.

		<ul style="list-style-type: none"> • Students may only enroll in one other course the semester of internship if he or she is completing all 600 hours in one semester (6 credits)
10		Students intending to enroll in SDS 6947: <i>Internship in Professional School Counseling</i> must complete a Graduate Internship Application – School Counseling through the Office of Clinical Experiences (ED 110) the semester prior to registering for internship (the specific date the <i>Graduate Internship Application</i> is due to the Office of Clinical Experiences is available at: http://education.ucf.edu/clinicalexp/index.cfm)
11		To enroll in SDS 6947: <i>Internship in Professional School Counseling</i> – students must have completed: <ul style="list-style-type: none"> <input type="checkbox"/> MHS 5005: Introduction to the Counseling Profession <input type="checkbox"/> MHS 6400: Theories of Individual Counseling <input type="checkbox"/> MHS 6401: Techniques in Counseling <input type="checkbox"/> MHS 6420: Foundations in Multicultural Counseling <input type="checkbox"/> MHS 6500: Group Procedures in Counseling <input type="checkbox"/> SPS 6815: Ethical & Legal Issues in Professional School Counseling <input type="checkbox"/> SDS 6411: Counseling Children & Adolescents <input type="checkbox"/> SDS 6620: Coordination of Comprehensive Professional School Counseling Programs <input type="checkbox"/> MHS 6803: Counseling Practicum I
12		School counseling student-intern candidates must complete all fingerprinting documentation / processes (Please visit the College of Education’s Office of Clinical Experience for clarification at: http://education.ucf.edu/clinicalexp/index.cfm)
13		Attend a mandatory Professional School Counseling Internship Orientation facilitated by the Counselor Education Program (<i>date & time of orientation available on Counselor Education Program web page</i>).
14		Students must register and complete the Florida Teacher Certification Examinations (FTCE) prior to beginning their professional school counseling internship experience . More specifically, students need to pass (a) the FTCE General Knowledge Examination, (b) the FTCE Subject Examination (<i>Guidance & Counseling</i>), and (c) the FTCE Professional Education Examination. Information regarding all the FTCE is available at the UCF College of Education’s Office of Student Affairs at: www.fl.nesinc.com & http://education.ucf.edu/StudentAffairs/
15		Students should register for graduation the semester prior to their intended graduation date Please visit the College of Education’s Office of Student Affairs at: http://education.ucf.edu/StudentAffairs/
16		Students must register & complete the Counselor Preparation Comprehensive Examination (CPCE) during their final semester of internship (eligible to take CPCE once student has successfully completed all his or her “counseling” courses). Information regarding the CPCE is available at: http://education.ucf.edu/counselored/docs/Graduate_Student_Handbook.pdf
17		Students need to complete & turn-in their Professional Portfolio during their final semester of internship. Additionally, students will present their professional portfolios, demonstrating their professional knowledge, skills, and dispositions in specified areas during a SDS 6947: <i>Internship in Professional School Counseling</i> supervision meeting.

Please contact your assigned advisor if you have any questions throughout your program.