



**Department of Counselor Education & School Psychology**  
**2024 - 2025**



Welcome to the Ph.D. in Education, Counselor Education track at the University of Central Florida! This handbook is your key to success in the program. It outlines program policies and procedures, introduces campus services, and offers valuable guidance as you navigate through your studies. Keep it in a secure place for easy reference.

While this handbook covers essential information specific to the Counselor Education Program, it does not duplicate content found in the UCF Graduate Catalog or the Ph.D. Student Handbook for the College of Community Innovation and Education. Familiarize yourself with those resources as well.

While written materials are valuable, building personal connections is invaluable. We encourage you to engage closely with our faculty. Thoughtful planning can preempt issues, so don't hesitate to seek assistance from the Faculty and Staff in the Department of Counselor Education and School Psychology.

Remember, you are our priority, and we're here to support your journey. Enjoy your new journey! Embrace every opportunity.

Dr. Sejal Barden

Doctoral Program Coordinator





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## Student Responsibility Form

University of Central Florida  
College of Community Innovation and Education  
Department Counselor Education and School  
Psychology Ph.D. in Education, Counselor  
Education

I have received the Counselor Education Doctoral (PhD) Degree Program Handbook. I will review these materials carefully, and if I have any questions concerning these materials, I will ask for clarification from my doctoral faculty advisor.

I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein. I understand that policy changes are made at the University, College of Community Innovation and Education, and departmental levels and agree to assume responsibility for remaining up-to-date on such changes. I agree to check the appropriate website, graduate school, college, and department resources to find the most current forms, deadlines, and information.

I further agree that the faculty of the Counselor Education Program at the University of Central Florida has the right and responsibility to monitor my academic progress, my clinical skills, my professional ethical behavior, and my personal characteristics that impact my abilities as a counselor/counselor educator.

*I understand that I am responsible for the information presented in the Ph.D. in Education, Counselor Education Degree Program Handbook. I further assume full responsibility for meeting the current requirements of the Graduate School and the College of Education as outlined in the UCF Graduate Catalog.*

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Signature

Date

# Introduction

## Counselor Education Mission

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.

## Counselor Education 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.

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

## Accreditation, Core Curriculum and Program Objectives

The CACREP Accredited Counselor Education track in the Education PhD program is designed specifically for those who wish to pursue careers as counselor educators at the university level or as supervisors in schools or agencies. The Counselor Education PhD program offers courses and supervision that emphasize competence in teaching adult learners, counseling practice, clinical supervision, research/scholarship, and leadership/advocacy. As part of the program's pragmatic approach to preparing counselor educators, in addition to classroom studies, all doctoral students complete clinical and supervisory experiences in the UCF Community Counseling and Research Center.

The UCF Community Counseling and Research Center serves as a hub for training and research in the program, with doctoral students providing (a) counseling services to children, adolescents, and adults through the provision of individual, couples, and family therapy and (b) supervisory services to master's students during their practicum. The CCRC serves more than 1400 individuals, couples, and families in the central Florida community. Our programs objectives are centered on a primary goal, which is the education of outstanding counselor educators prepared to assume leadership roles in diverse settings.

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

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

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

## Program Faculty

**Dr. Sejal Barden**

Professor

*Marriage, Couple, & Family Therapy*

**Dr. Nadiya Boyce-Rosen**

Assistant Professor

*Mental Health Counseling*

**Dr. S. Kent Butler**

Professor

*Mental Health Counseling*

**Dr. Melissa Zeligman**

Associate Professor

*Mental Health Counseling*

**Dr. W. Bryce Hagedorn**

Professor

*Mental Health Counseling*

**Dr. Gulnora Hundley**

Senior Lecturer

*Mental Health Counseling*

**Dr. Richelle Joe**

Associate Professor

*School Counseling*

**Dr. Dayle Jones**

Associate Professor

*Mental Health Counseling*

**Dr. B. Grant Hayes**

Professor

*Dean*

**Dr. Glenn Lambie**

Professor

*Associate Dean*

**Dr. Ann Shillingford**

Associate Professor

*School Counseling*

**Dr. John Super**

Associate Lecturer

*Marriage, Couple, & Family Therapy*

**Dr. Stacy Van Horn**

Senior Lecturer

*School Counseling*

**Dr. Gregory Meek**

Lecturer

*Mental Health Counseling*

**Dr. Caitlyn Frawley**

Post-doctoral Research Scholar

*Mental Health Counseling*



## Program Overview

- UCF's Counselor Education doctoral program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs.
- The doctoral program is a full-time "day program", uses a cohort model, and is structured to be completed in three years (eight to nine semesters). Doctoral students learn together, present at conferences, support each other and form bonds that last throughout their careers.
- Each academic year, five to seven highly qualified students (i.e. those who have completed a master's degree in counseling and have obtained post-master's experience) are selected to join the doctoral program. It is our goal to secure funding to support students' journey throughout the doctoral program.
- Doctoral students hone their clinical skills and learn supervision skills in the UCF Community Counseling and Research Center (CCRC). The CCRC serves as an outstanding training facility for our master's and doctoral students and provides free counseling services to over 1,200 Central Florida residents.
- The Counselor Education faculty take an active role in mentoring the doctoral students in their research, teaching, supervision and professional development.
- The Counselor Education faculty and doctoral students are very active in service to the counseling profession and to both the local and global communities.
- Through attendance and presenting at such conferences as the Association for Counselor Educators and Supervisors and the Florida Counseling Association, doctoral students become recognized leaders for their service and research.
- The Counselor Education program hosts several events each year (e.g., the UCF Counseling Conference, the UCF Counseling Symposium on Integrated Care, etc.). Doctoral students help to coordinate these events and often present their research to attendees.



## Admissions Requirements & Procedures

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

1. A Graduate Degree in Counseling (or a closely related field), preferably from a CACREP accredited College or University.
2. Prior to admission, those graduating from a non-CACREP accredited university will have their transcripts evaluated to ensure that they have met the CACREP core curricular standards, professional practice standards, and specialty area standards.
3. A Cumulative Grade Point Ratio of 3.0 on a 4.0-point scale (or its equivalent on another computational scale) for all graduate work completed prior to application.
4. Two letters of recommendation
5. A competitive Graduate Record Examination (GRE) score. Generally, a 300 or above is considered a competitive score. Final admission decisions also consider the pool of applicants.
6. A Resume or Vita documenting work experience and related achievements and/or activities
7. Strongly preferred: minimum of two years of clinical work experience in the field of counseling or related areas.
8. A Letter of Intent which includes the following:
  - a. Long term goals in terms of benefits (to self and society).
  - b. Potential barriers to achieving those goals.
  - c. Skills or competencies needed to achieve the goals.
  - d. If admitted, how long you expect to be in the program before you complete your degree.
  - e. If admitted, how you plan to meet the residency requirement.
9. Interviews: After all applications are examined and screened by the Counselor Education Faculty, specific applicants are required to attend a full-day interview with the faculty. These interviews are usually scheduled in January of each year.

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

## Plan of Study

<b>YEAR 1</b>	Fall	MHS 7801: Adv. Practicum MHS 7700: Literature & Leadership IDS 7501: Issues & Research in Ed. EDF 6401: Statistics & Ed. Data
	Spring	EDF 7403: Quant. Foundations EDF 7475: Qualitative Research EDF 7916: Analysis & Synthesis of Ed. Literature
	Summer	MHS 7611: Supervision in Couns. Ed. MHS 7497: Adv. Multiculturalism IDS 7500: Research Seminar in Ed.
<b>YEAR 2</b>	Fall	MHS 7840: Internship in Couns. Ed. MHS 7808: Internship in Couns. Sup. MHS 7311: Scholarship & External Funding in Couns. Ed.
	Spring	MHS 7840: Internship in Couns. Ed. MHS 7406: Adv. Theories MHS 7730: Research Seminar in Couns. Ed.
	Summer	IDS 7502: Case Studies in Ed. Res. EDF 7463: Analysis of Survey
<b>YEAR 3</b>	Fall	MHS 7980: Dissertation
	Spring	
	Summer	

# Practicum & Internship

## Practicum

Doctoral students must complete an Advanced Practicum (MHS 7801) during their first semester of study. Practicum consists of a minimum of 100 hours (of which 40 hours must be providing direct counseling services) in the Community Counseling and Research Center. Supervision is provided by a counselor education program faculty member who has relevant certifications and/or licenses, knowledge of the program's expectations, requirements, and evaluation procedures for students, and relevant training in counseling supervision. Supervision occurs weekly and consists of (a) one hour of individual and/or triadic supervision and (b) 90 minutes of group supervision. Doctoral students must obtain individual professional counseling liability insurance prior to seeing clients (more information below).

## Internship

Doctoral students must complete advanced Internships that total a minimum of 600 clock hours. These 600 hours include supervised experiences in teaching, supervision, and leadership/advocacy and occur during the following courses: MHS 7808 (Internship in Supervision) and MHS 7840 (Internship in Counselor Education). Group supervision occurs on a regular schedule and is provided by a counselor education program faculty member (i.e., the instructor of MHS 7808 and MHS 7840). Individual and/or triadic supervision occurs on average of one hour per week and is provided by a counselor education program faculty member. These "site supervisors" consist of the following individuals:

- The supervisor of the Master's practicum class that the doctoral student is co-supervising (the Supervision Internship)
- The instructor of the Master's course that the doctoral student is co-teaching (the Teaching Internship)
- The instructor of the MHS 7497 Advanced Multicultural class (the Leadership/Advocacy Internship)
- Doctoral students must maintain individual professional counseling liability insurance during the Internship.

### Liability Insurance for Supervised-Activities

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

### Non-Supervised Counseling Activities of Graduate Students

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

## Internship Activities

The Council for Accreditation of Counseling & Related Educational Programs (CACREP, 2024) requires that PhD students complete a minimum of 600 hours of internship in at least three of five subject areas (Counseling, Supervision, Teaching, Research, Leadership/Advocacy). Specific internship activities are noted below and are required for completion by all doctoral students in the program. Keep in mind that other internship opportunities and/or responsibilities may become available to students throughout the three years at UCF. All Ph.D. Students are expected to participate:

Year 1			Hours
<b>Fall</b>	<i>Leadership</i>	<input type="checkbox"/> Join a counseling association and join a committee or interest network <input type="checkbox"/> Join CESNET	1 hour
	<i>Counseling</i>	<input type="checkbox"/> Facilitate small groups in MHS 5005 course	10 hours
	<i>Supervision</i>		
	<i>Research</i>	<input type="checkbox"/> Write a conference proposal <input type="checkbox"/> Begin manuscript (intro, rationale, lit review) <input type="checkbox"/> Meet with 2 faculty members about faculty research activities and share student led research ideas	15 hours
	<i>Teaching</i>	<input type="checkbox"/> Observe two faculty members teaching a master's class	6 hours
<b>Spring</b>	<i>Leadership</i>	<input type="checkbox"/> Participate in the planning and delivery/moderation of the UCF Counseling Conference <input type="checkbox"/> Attend and participate in PhD interviews	10 hours
	<i>Counseling</i>	<input type="checkbox"/> Facilitate small groups in the MHS 5005 course	10 hours
	<i>Supervision</i>		
	<i>Research</i>	<input type="checkbox"/> Present/co-present a conference proposal with a faculty member or advanced doctoral student (i.e., UCF conference, state conference, national conference) <input type="checkbox"/> Meet with faculty member for further development and feedback of manuscript <input type="checkbox"/> Attend a research/grant meeting <input type="checkbox"/> Assist faculty member with research/grant activity for 10 hours	20 hours
	<i>Teaching</i>	<input type="checkbox"/> Observe two faculty members teaching a master's class	6 hours
<b>Summer</b>	<i>Leadership</i>		
	<i>Counseling</i>	<input type="checkbox"/> Support facilitation of small groups in the MHS 6500 course; master students co-lead weekly, doc students' model 2 sessions	10 hours
	<i>Supervision</i>	<input type="checkbox"/> Observe 1 practicum class	6 hours

	<i>Research</i>	<input type="checkbox"/> Submit manuscript for publication in a peer reviewed journal	20 hours
	<i>Teaching</i>		
		<b>Total Hours for Year 1</b>	114 hours
<b>Year 2</b>			<b>Hours</b>
<b>Fall</b>	<i>Leadership</i>	<input type="checkbox"/> Master's student orientation <input type="checkbox"/> Master's student interviews <input type="checkbox"/> Manage CEDSO as board members (i.e. President, Vice President, Treasurer, etc.) Serve on a professional counseling association committee or interest network	15-20 hours
	<i>Counseling</i>		
	<i>Supervision</i>	<input type="checkbox"/> Supervise two dyads (4 master's students) weekly o Group supervision provided by the MHS 7808 Instructor o Individual/triadic supervision provided by the MHS 6803 Instructor o Attend entire weekly Practicum class to include group supervision, live supervision, and triadic supervision.	8 hours/week x 14 weeks = 104 hours
	<i>Research</i>	<input type="checkbox"/> Present/co-present a conference proposal with a faculty member or advanced doctoral student (i.e., state conference, national conference) <input type="checkbox"/> Research mini proposal, pilot study plan, annotated bibliography	25 hours
	<i>Teaching</i>	<input type="checkbox"/> Co-teach a master's level course	55 hours (45 hours in classroom; 10 hours of prep/supervision)
	<i>Leadership</i>	<input type="checkbox"/> Master's student orientation <input type="checkbox"/> Master's student interviews <input type="checkbox"/> Manage CEDSO as board members (i.e. President, Vice President, Treasurer, etc.) <input type="checkbox"/> Serve on a professional counseling association committee or interest network <input type="checkbox"/> Attend and participate in PhD interviews	25 hours
	<i>Counseling</i>		

<b>Spring</b>	<i>Supervision</i>	<input type="checkbox"/> Supervise two dyads (4 master's students) weekly <input type="checkbox"/> Group supervision provided by the MHS 7840 instructor <input type="checkbox"/> Individual/triadic supervision provided by the MHS 6803 Instructor/MHS 6830	3 hours/week x 14 weeks= 40 hours
	<i>Research</i>	<input type="checkbox"/> Submit a grant proposal for a counseling division <input type="checkbox"/> Identify Dissertation Chair and Committee	10 hours
	<i>Teaching</i>	<input type="checkbox"/> Co-teach a master's level course	55 hours (45 hours in classroom; 10 hours of prep/supervision)

<b>Summer</b>	<i>Leadership</i>	<input type="checkbox"/> Participate in the planning and hosting of the PhD orientation/welcome gathering <input type="checkbox"/> Serve on a professional counseling association	10 hours
	<i>Counseling</i>		
	<i>Supervision</i>	<input type="checkbox"/> Supervise two dyads (4 master's students) weekly <input type="checkbox"/> Group supervision provided by the MHS 7497 Instructor <input type="checkbox"/> Individual/triadic supervision provided by the MHS 6803 Instructor	3 hours/week x 12 weeks = 36 hours
	<i>Research</i>	<input type="checkbox"/> Complete Comprehensive Exams	N/A
	<i>Teaching</i>	<input type="checkbox"/> Co-teach a master's level course	55 hours (45 hours in classroom; 10 hours of prep/supervision)
<b>Total Hours for Year 2</b>			435 hours

<b>Year 3</b>			<b>Hours</b>
<b>Fall</b>	<i>Leadership</i>	<input type="checkbox"/> Serve on a professional counseling association committee or interest network	5 Hours
	<i>Counseling</i>		
	<i>Supervision</i>	<input type="checkbox"/> Supervise two dyads (4 master's students) weekly <input type="checkbox"/> Group supervision provided by the MHS 7497 Instructor <input type="checkbox"/> Individual/triadic supervision provided by the MHS 6803 Instructor	3 hours/week x 13 weeks= 40 hours
	<i>Research</i>	<input type="checkbox"/> Complete Dissertation Proposal	
	<i>Teaching</i>	<input type="checkbox"/> Co-teach a master's level course <ul style="list-style-type: none"> <li>o Individual supervision provided by the master's course Instructor</li> </ul>	55 hours (45 hours in classroom; 10 hours of prep/supervision)
<b>Spring</b>	<i>Leadership</i>	<input type="checkbox"/> Attend Doctoral Student Interviews	25 hours
	<i>Counseling</i>		
	<i>Supervision</i>		
	<i>Research</i>	<input type="checkbox"/> Defend Dissertation	10 hours
	<i>Teaching</i>		
<b>Summer</b>	<i>Leadership</i>	<input type="checkbox"/> Participate in the planning and hosting of the PhD Orientation/Welcome Back Gathering <input type="checkbox"/> Serve on a professional counseling association committee or interest network	10 hours
	<i>Research</i>	<input type="checkbox"/> Graduate!	
<b>Total Hours for Year 3</b>			140 hours



## **Comprehensive Examination**

To enter candidacy for the Ph.D., students must have an overall 3.0 GPA on all graduate work in the program and passed all required examinations.

The Counselor Education Program stipulates that all students enrolled in the doctoral program must successfully complete a comprehensive written and oral doctoral qualifying examination prior to admission to candidacy for the doctoral degree. The intent of the doctoral comprehensive examinations are to assess a student's mastery of the primary factors of counselor education (e.g., research, scholarship, & grant funding [research design, data collection and analyses, ethical practice and policies], teaching & learning [e.g., theories of learning and teaching, research relating to counselor development and learning, and accountability], supervision [e.g., theories and models of supervision, research relating to counselor supervision and development], counseling theories [e.g., theories of counseling, research relating to counselor effectiveness with diverse clients in various settings], and leadership & advocacy [e.g., theories and models of leadership and advocacy, and multiculturalism and research related to leadership & advocacy in counseling practice, research, and teaching]). Additionally, the doctoral comprehensive examinations serve as a gate-keeping role to evaluate a student's overall readiness to become a doctoral candidate, as evidenced by personal (social-emotional, developmental) and professional (academic, cognitive, and skills acquisition) dispositions.

### **Take Home Exam Protocol**

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

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

## Dissertation Selection Process

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

### Dissertation Advisory Committee Selection

Doctoral students must have a Dissertation Advisory Committee prior to the Candidacy exam. The committee must be comprised of a *minimum* of four members, of which two of the members must be graduate faculty members in counselor education and one must serve as chair. The fourth member must be an approved graduate faculty scholar from either outside the student's program area at UCF or outside the university. The UCF Graduate Ph.D. Handbook recommends at least five (5) committee members as a cautionary measure in the event a member "leaves the university, becomes ill, or for some other reason cannot continue on the dissertation committee."

A visiting faculty member may not serve as the chair but may serve as a co-chair. A Graduate Faculty Scholar may not serve as chair. A Graduate Faculty outside of UCF's counselor education program may not serve as chair. These individuals may however serve as co-chairs. One of the co-chairs must satisfy faculty qualifications for serving as chair of a dissertation advisory committee. The other co-chair must satisfy the minimum requirements for serving as a member of a dissertation advisory committee.

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

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

## Faculty & Student Engagement

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

### **Doctoral students collaborate with faculty in the following ways:**

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



## Faculty Mentors

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

In a counselor education PhD program, the roles of a good mentor and mentee are crucial for fostering a productive and supportive learning environment. Here's a breakdown of the key roles each party plays:

### Roles of a Mentor:

1. **Guide and Supporter:** Offer academic and professional guidance, helping the mentee navigate the complexities of their research, coursework, and practical experiences.
2. **Role Model:** Demonstrate effective counseling practices, ethical behavior, and professional standards, serving as a model for the mentee to emulate.
3. **Advisor:** Provide constructive feedback on research proposals, dissertations, and other academic work, helping the mentee refine their ideas and approaches.
4. **Network Facilitator:** Introduce the mentee to professional networks, conferences, and other opportunities to expand their academic and professional connections.
5. **Resource Provider:** Share resources such as research materials, funding opportunities, and career advice to support the mentee's growth and development.
6. **Encourager:** Offer encouragement and reassurance, helping the mentee build confidence and resilience, especially during challenging times.
7. **Collaborator:** Engage in collaborative projects or research, providing the mentee with practical experience and contributing to their academic progress.
8. **Listener:** Actively listen to the mentee's concerns, ideas, and challenges, providing empathetic and insightful responses.

### Roles of a Mentee:

1. **Proactive Learner:** Take initiative in their own learning and development, actively seeking out opportunities for growth and engaging with the mentor's advice.
2. **Prepared and Organized:** Be well-prepared for meetings with the mentor, bringing relevant questions, updates, and materials to discuss.
3. **Open Communicator:** Communicate openly and honestly about their goals, progress, challenges, and needs, fostering a transparent and productive mentoring relationship.
4. **Receptive to Feedback:** Receive and act upon constructive criticism and feedback from the mentor, using it to improve their work and professional skills.
5. **Respectful and Professional:** Demonstrate respect for the mentor's time and expertise, maintaining a professional demeanor in all interactions.
6. **Active Participant:** Engage actively in discussions, meetings, and collaborative projects, contributing to the mentoring relationship and making the most of the opportunities provided.
7. **Reflective Practitioner:** Reflect on their own experiences, learning from them, and incorporating insights into their academic and professional development.
8. **Goal-Driven:** Set clear, realistic goals for their academic and professional development, working with the mentor to achieve these goals and adapt them as needed.

## Feedback, Evaluation & Dismissal

### *Continuous Feedback*

The Counselor Education faculty provide annual (minimally) formative and summative feedback to students through the administration of the Counselor Educator-In-Training Assessment Scale (CETAS). The CETAS is designed to assess students' professional dispositions and behaviors and provide students with concrete programmatic feedback regarding specific areas of strength and areas necessitating improvement to support their continuous development as competent, ethical, and effective counselor educators. The CETAS is intended to be completed (a) by faculty members who teach and/or interact with the doctoral student (e.g., through classes, assistantships, research projects, etc.) and (b) by the doctoral students themselves. Any item marked as Near or Below Expectations will trigger a meeting between the doctoral student and the faculty mentor team to discuss areas warranting improvement/remediation. Items scores include the following:

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

## The Process of Evaluation & Dismissal

### Process of Evaluation and/or Dismissal:

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

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

- A faculty member who is concerned about the behavior or performance of a student will first let the student know of those concerns and discuss an improvement plan. Should that not lead to improvements, the student's behaviors will be brought to the rest of the faculty who will then recommend a more formal discussion between the student, mentor, and academic advisor. Should that process also not result in changes, the Program faculty will discuss next steps.

### **Out of this discussion, three options are considered:**

1. No recommendations are made to the student.
2. Student is recommended for remediation (to be determined by the faculty)
3. Student is recommended for dismissal from the program.

If options 2 or 3 are decided upon, a formal meeting is scheduled with the student. This meeting may include the entire selection committee or the student's advisor. Faculty's concerns and recommendations are clearly explained to the student. The student will be allowed to discuss his or her thoughts, feelings, and reactions.

Should remediation be recommended, the student will be presented with a written document stating the exact actions the student must take for remediation. This recommendation will clearly specify what changes in behavior are expected and what time limits are operative. It will also include a statement to the effect that a failure of remediation may result in dismissal from the program. (This constitutes "due process" - the student is advised of his or her shortcomings, is given an opportunity to correct them, and is made aware of the possible consequences of failure.)

If there is insufficient improvement within the specified time period, the student will be so advised and given a period of time (2 weeks) to prepare her/his case for rebuttal. If the decision is for dismissal, it will be presented to the student in writing, summarizing the nature of the problem, opportunities for remediation and the basis for the final decision. The student will be offered an opportunity to facilitate his/her change into another more appropriate area through career counseling available at the UCF Counseling & Testing Center.

The committee and/or the student are free to consult with other faculty, professionals or perhaps the campus attorney to assist in making a more objective, informed decision. Results of all meetings and consults will be documented and kept in the student's confidential file. The student may choose to comply with recommendations or use the appeals process already in place at the university.

## Dismissal from the Program

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

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

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

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

## Appeals Process

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



## **Tuition Funding & Waivers**

### **Financial Aid Funding**

Limited financial aid opportunities in the form of grants, loans, assistantships, and fellowships, are available for graduate students. However, we strive to fund ALL of our PhD students through graduate assistantships. Students should apply for all assistance programs that interest them. Students are automatically considered for University and College Fellowships at the time they make application. More than one award is sometimes possible and other awards are available from sources in the state and nationally both for first and or second year studies as well as special programs for dissertation research.

For more detailed information about sources of financial assistances, check with the UCF Financial Aid Office, fellowships clearing houses or special interest groups or associations.

*Check with your advisor or other faculty and staff members in the Department and/or University for employment possibilities.*

### **Tuition Waivers**

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

### **College of Graduate Studies Program Guidelines**

See the College of Graduate Studies Handbook for information on the following:

- Residency requirements
- Time limitations on degree completion
- Continuous Enrollment
- Grade point average & course grade requirements
- Application for graduate degree
- Transfer credits from other institutions

Website: <https://graduate.ucf.edu/>

Phone: 407-823-6442

Email: [graduate@mail.ucf.edu](mailto:graduate@mail.ucf.edu)



# Professional Identity & Organizations

## *Counselor Education Professional Identity & Contributions to the Profession*

All Ph.D. students in the Counselor Education program must make at least one professional presentation at an appropriate meeting of a professional organization and/or publish an article in a refereed journal prior to graduation. Students have an opportunity to prepare and submit a presentation proposal during the MHS 7700 Literature & Leadership and IDS 7500 courses.

### Professional Organizations

Doctoral students participate in professional organizations and associations, including the Association for Counselor Educators and Supervisors (ACES) and other associations appropriate to their career goals. They are encouraged to seek out leadership roles in these organizations, and program faculty are instrumental in helping students find leadership positions.

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

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

### Student Associations

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

Chi Sigma Iota (CSI). This is an academic honorary society specifically in the area of graduate programs in Counselor Education. Chi Sigma Iota offer workshops and professional development activities for the counseling community and undertakes philanthropic projects and offers opportunities to serve the Orlando community.

Counselor Education Doctoral Student Organization (CEDSO). This organization is the primary communication link between faculty and students. It organizes professional and social activities for students.

Professional Associations. All students must join the American Counseling Association (ACA) and/or one of its Divisions in order to be bound by the association's Ethical standards and in order to obtain group malpractice insurance. Counselors and student development professionals should belong to professional associations after they earn their degrees if they are to stay current in the field and keep abreast of new trends and issues. Active participation in professional associations is vital to professional success. At a minimum, each graduate student is expected to join appropriate associations.

## Campus Resources

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

Since 1975, the Counselor Education Program has conducted a community counseling and research center in conjunction with MHS 6803: Counseling Practicum and, more recently, MHS 7901 Advanced Practicum in Counselor Education. The counseling center is available free of charge to the community (excluding enrolled UCF faculty, staff, and students). Graduate students render counseling services to a variety of clients as a part of their coursework and under the supervision of the Counselor Education faculty. Counseling services include individual, couples, family, and group counseling.

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

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

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

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

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

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

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

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

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

## **Post-Graduation Considerations**

### **Competency and Credentialing**

- All doctoral students in the Counselor Education program will receive a Ph.D. in Education upon successful completion of all coursework and responsibilities. Graduates are expected to practice only in the areas of competency; the development of competency includes supervised experience in the use of a particular technique or approach. A graduate will be endorsed by the counseling faculty only for a position or credential for which the graduate has been prepared.
- Post-graduate supervision, such as that required for licensure as a Professional Counselor, is the responsibility of the student.
- For graduates seeking licensure in states other than Florida, information on requirements can be found at the relevant state's licensure website. Students are encouraged to keep course syllabi for supporting evidence in cases where courses are reviewed when pursuing licensure outside of Florida.

### **Employment Opportunities**

**Counselor Educators:** Most counseling doctoral students are seeking the PhD because they want to become counselor educators—that is, teach at the graduate level. Opportunities for counselor educators vary widely according to specialty, type of position preferred, and willingness to relocate. Students are encouraged to follow counselor educator position announcements posted via Chronicle of Higher Education, CESNET listserv, and NFIN listserv.

**Clinicians:** Some counseling doctoral students seek the PhD to improve their clinical skills to become more competent in the direct delivery of mental health services, including counseling, assessment and supervision. Students should, however, be aware that because the Florida law is master's level based, a PhD in counseling may not be beneficial in receiving third party payment in the managed care arena.

**Student Services:** Some counseling doctoral students seek the PhD to make themselves more competitive for positions in counseling/student services administration, ex: Director of Counseling/Student Services in a school district.



