



FLORIDA ATLANTIC UNIVERSITY

College of Education

Department of Counselor Education

STUDENT HANDBOOK

2013-2014

**Department of Counselor Education
777 Glades Rd., Bldg. 47 Rm. 270
Florida Atlantic University
Boca Raton, FL 33431-0991**

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Preface

The Department of Counselor Education has developed this handbook to assist students in the understanding of important policies and procedures. The handbook contains statements of procedures and/or regulations, guidelines for professional behavior, and documents pertinent to all aspects of being a student. Therefore, the Student Handbook is a required reference for students enrolled in a program of studies within the Department of Counselor Education.

Please, note that students are responsible to consult the FAU Graduate Catalog upon admission to a program of studies. It can also be accessed on line at <http://www.fau.edu/registrar/registration/catalog.php>

It is expected that students will become knowledgeable of the material in this handbook and the FAU Graduate Catalog. Students should retain a copy of this handbook and the FAU Graduate Catalog. It is the student's responsibility to fulfill the requirements stipulated in the version of these documents which were in effect when accepted into the program in order to receive the degree(s) sought. The Handbook may also be downloaded from the department website at coe.fau.edu/academicdepartments/ce/.

I. DEPARTMENT VALUES, MISSION, GOALS AND OBJECTIVES

Department Vision

To become the premier graduate program in counseling in Florida within 4 years and a top rated national program within 10 years in light of the following core values, mission statement, goals and objectives.

Core Values

- **Cooperation and Professional Collaboration**
- **Scholarly Inquiry and Research**
- **Personal Accountability for Providing the Highest Level of Ethical and Competent Counseling Practice**
- **Personal and Professional Development, including Life-long Learning**
- **Social and Cultural Diversity**
- **Social Justice**
- **Ethically-Informed Professional Leadership**
- **Advocacy for Clients and the Counseling Profession**

Cooperation and Professional Collaboration

Neither the practice of the helping profession nor the creation of knowledge exists in isolation. It is essential for professionals to be able to communicate and work in collaborative relationships with other professionals. Faculty members bring a wealth of experiences and training from other disciplines, and instill students with an appreciation of cooperation in practice, training, and scholarly research.

Scholarly Inquiry and Research

The faculty believes that research is essential for the development of professionals within the various helping professions. Information from current research is emphasized in all programs and structured learning experiences. Therefore, the faculty members encourage and expect for all students to be knowledgeable of pertinent professional research and to develop proficient research skills. Additionally, students are encouraged to develop research-based best practices.

Personal Accountability for Providing the Highest Level of Ethical and Competent Counseling Practice

The academic programs in the Department of Counselor Education are established to prepare graduates to enter counseling professions. The faculty members believe that helping professionals must assume responsibility for their personal and professional behaviors. in accordance with the highest level of ethical and competent counseling practice. Therefore, personal and professional accountability are emphasized in all aspects of the student's life. Students are encouraged and expected to be accountable for their personal, and professional behaviors and activities.

Personal and Professional Development, including Life-long Learning

The faculty members believe that effective professionals are continually evolving and improving as persons and as professionals. Therefore, opportunities for personal and professional growth and development are encouraged in all programs. Students are encouraged to take advantage of those opportunities.

Social and Cultural Diversity

The faculty believe that cultivating a concern for one's fellow human beings is a crucial part of good mental health. This is especially true in matters of inequality based on culture, gender, socio-economic status, age, religious affiliation, or sexual orientation. In addition, to being a part of good ethical practice, this upholds the best traditions and aspirations of the counseling profession. As a result, students are encouraged to develop their skills in ways that will facilitate their own and their clients' recognition of these inequalities, and take an active stance to rectify injustice.

Social Justice

In addition to having concerns for social and cultural diversity within the scope of an individual's practice, the faculty believe that the counseling professions can be a force for positive societal change in matters where there is injustice. As a result, students and faculty strive to make a wider impact on the local, regional and national community in the hopes of providing effective solutions to long-standing issues and alleviating the suffering of others.

Ethically-Informed Professional Leadership

The department believes that fully functioning professionals strive for and assume positions of professional leadership. The department faculty members strive to model professional leadership behaviors for students and to facilitate student awareness of opportunities for professional leadership at the local, national and international level. Therefore, students in the department are encouraged to be and become leaders within the profession, as well as expected to act in accordance with the highest professional standards.

Advocacy for Clients and the Counseling Profession

The faculty believes that all counselors have an obligation to take an active role in their professional practice. This is accomplished when counselors act in the best interests of their clients and represent the profession to the community at large. This advocacy is modeled by the faculty in their professional interactions within the local, state, national and international community.

Mission Statement

Our mission is to educate students for professional counseling practice and leadership in local, national, and international domains. Mindful that education extends beyond coursework, faculty and students collaborate with schools, communities, agencies and other professionals, to conduct research, and provide services in accord with the highest ethical and professional standards and values in response to the personal, educational, and vocational needs of individuals and families living in diverse and multicultural environments including persons with disabilities. Faculty aspire to produce new knowledge and relevant research, create dynamic atmospheres for learning, and inspire students to actualize their potential, all with the goal of achieving just solutions to human concerns.

Goals

In order to accomplish this mission, the faculty in collaboration with students enrolled in departmental programs endeavor to achieve the following three goals:

1. An ethically-informed professional identity;
2. A disciplined scholarly inquiry and research agenda; and
3. A commitment to efficacious professional service.

Objectives

1. To achieve an ethically-informed professional identity, faculty and student are expected to:
 - Understand and articulate their unique professional identity including the history, values and scope of practice of the counseling profession.
 - Recognize and respect the possibilities and limits of their personal and professional perspectives, knowledge, skill, and authority, and to behave in accord with the highest ethical and professional standards.
 - Consult with their advisor(s), supervisor(s), and professional colleagues regarding ethical, programmatic, counseling practice and other professional choices.
 - Participate in and contribute to local, state, regional, national, and international activities promoting the counseling profession.
 - Work cooperatively and collaboratively with other professionals in the university, schools, agencies and other institutions.
 - Demonstrate knowledge of and commitment to and advocacy for our clients including persons with disabilities, communities, and the counseling profession.
2. To achieve a disciplined scholarly inquiry and research agenda, faculty and student are expected to:
 - Collaboratively develop and maintain an orientation toward scholarly inquiry respecting diversity of methods, approaches and findings.
 - Master research methods and strategies that promote analytic-based studies being

- mindful of the ongoing nature of research.
 - Promote the connection between research and practice.
 - Promote the production and dissemination of science-based research.
 - Involve themselves in life-long personal and professional development.
 - Advocate the value and reliance on scholarly knowledge in framing a professional identity.
3. To achieve a commitment to efficacious professional service, faculty and student are expected to:
- Provide compassionate and competent ethically-and-culturally sensitive professional counseling service including persons with disabilities.
 - Critically analyze, synthesize and differentially apply counseling knowledge and skills in multiple contexts.
 - Demonstrate competency in the use of supervision and consultation.
 - Practice effectively in organizations and service delivery systems, and understand the process of advocacy for organizational change.
 - Promote equal and just educational, employment, and self-development opportunities for all individuals including persons with disabilities.
 - Provide leadership that enhances professional efficacy.

II. DEPARTMENTAL INFORMATION

Administrative and Faculty Member's Offices

The administrative office of the Department of Counselor Education is located on the second floor in room 270 of the College of Education Building, Boca Raton Campus. The office of the department's chairperson is located in the department. The department staff and full-time faculty are housed at this location. The complete mailing address for the department is: **Department of Counselor Education, College of Education, Florida Atlantic University, 777 Glades Rd., Bldg. ED 47 Rm. 270, Boca Raton, FL 33431-0991**. All faculty members receive mail through the department administrative office. The department telephone number is **(561) 297- 3602**. The regular hours of operation are between 8:30 am and 5:00 pm, Monday through Friday. Additional faculty offices are located at the Davie, Jupiter, and Port St. Lucie campuses.

Faculty Members

The following individuals, listed alphabetically by surname, hold full-time faculty appointments in the Department of Counselor Education.

Hannah Bowers, Ph.D.	Assistant Professor	School Counseling
Greg Brigman, Ph.D.	Professor	School Counseling
Brian Canfield, Ed.D.	Professor	Clinical Mental Health Counseling
Kelly Emelianchik-Key, Ph.D.	Associate Professor	Clinical Mental Health Counseling
Michael Frain, Ph.D.	Professor	Clinical Rehabilitation Counseling
Carman Gill, Ph.D.	Chair and Professor	Clinical Mental Health Counseling
Melissa Mariani, Ph.D.	Assistant Professor	School Counseling
Paul R. Peluso, Ph.D.	Senior Associate Dean and Professor	Clinical Mental Health Counseling
Len Sperry, M.D., Ph.D.	Professor	Clinical Mental Health Counseling
Ayse Torres, Ph.D.	Assistant Professor	Clinical Rehabilitation Counseling
Elizabeth Villares, Ph.D.	Professor	School Counseling

Faculty Academic Ranks and Standings

There are four possible academic ranks for teaching faculty. The first rank is "Instructor or Adjunct Professor" which is usually assigned to a teaching faculty who may hold a doctoral

degree, but is not in a tenure-track position. The next three academic ranks, in order of progression, are “Assistant,” “Associate,” and “Full” professor. Teaching faculty are promoted in academic rank based on peer and administrative evaluations of the faculty member’s performance in the department, college and university in the areas of teaching, research and service.

All permanent faculty members in the department hold the academic rank of assistant professor or above. Therefore, within the department, a faculty member’s academic rank generally does NOT have implications for instructional or other assigned duties and functions (e.g., supervision of students in practica or internships). Rather, such assignments are based on each faculty member’s area of expertise, interests, and professional preparations and experiences.

Faculty Office Hours

The faculty and staff are committed to be accessible via email, voicemail, as well as formal office hours and individual appointments. All faculty members are required to establish and keep at least six hours of “office hours” per week. Accordingly, faculty members may be contacted during posted office hours. It is important for students to understand that faculty members have many professional responsibilities other than teaching. These responsibilities consume large amounts of time and, therefore, it is sometimes difficult to contact them. However, most faculty members prefer scheduled individual appointments that can be set within or outside the stipulated office hours. An effective manner to contact faculty members is via email. Email addresses can be found at the department’s web site.

Please note that, as a general rule and due to budgetary constraints, faculty members are discouraged to return long-distance telephone calls. Therefore, if students call long-distance and the faculty member is unavailable at that time, inquire as to when the faculty member will be available to talk with you and call back at that time. Also, it is helpful for students to have the secretary leave a message for the faculty member that you will be calling back at that time.

Communicating Information to Students

In order to best serve the needs of the student, and to allow for the most immediate communication with students, the faculty is committed to provide information in formats that are complete and easily accessible. Therefore, the department website (<http://www.fau.edu/education/academicdepartments/ce/>) will serve as the main conduit and will contain the most current information on practica, course schedules, news, faculty information, and important links for students. Sample syllabi and course material may also be found on the webpage at the discretion of each individual faculty member. Information will also be available in the department for students.

Additionally, there is a bulletin board located in the fourth floor of the College of Education building, between rooms number 457 and 464. Students are encouraged to check this bulletin board several times each semester. This bulletin board is used for announcements concerning department policies and procedures, class offering announcements, Chi Sigma Iota

announcements, professional conference brochures, joint publications, and other business matters.

Information is periodically distributed to students electronically; thus, students are expected to provide the department with their email addresses so they can be included in the distribution list.

Office Staff

The departmental office staff facilitates the implementation of department business matters and assists the faculty with the conduct of their professional activities.

Ms. Mikaela von Kursell, MFA.- Program Assistant

Ms. Darlene Epperson - Office Assistant

The department staff is prohibited from giving information about faculty members and students, or grades over the telephone. In order to protect students' rights, privacy, and safety, this information is not provided.

Department telephones and materials (e.g., letter-head paper, envelopes, and other office supplies) are not available for use by students. Students are not permitted to use the office telephones except in cases of medical emergency, nor are they permitted to use materials except with directed authorization from a faculty member.

Adjunct Faculty Members and Field Supervisors

Adjunct faculty and Field Supervisors assist the department through provision of instructional services, supervision of students in practica and internships, and/or other activities. Persons who hold adjunct faculty or field supervisor status are approved by the department's chairperson, and are appointed for specific time period such as an academic term or year.

Technology Support

The College of Education has a dedicated computer lab for which it has sole responsibility and to which only College of Education Students have access located on the 3rd floor. The Department of Counselor Education provides multiple rooms equipped with video/audio-tape capabilities that are used for counseling demonstrations and instruction located on the 4th floor of the college of Education Building.

III. DEGREE PROGRAMS AND PROGRAM OBJECTIVES

Professional Philosophy

The department does not espouse a singular counseling philosophy. Rather, the department believes that, given effective preparation, students will adopt an individualized theoretical stance, be it unitary or eclectic. Therefore, the department exposes students to a wide variety of professional orientations, and encourages and expects that students will individually determine which one(s) is (are) appropriate for him/her.

Program Accreditations

The Department of Education of the State of Florida (DOE) approves programs for all state university colleges of education that enable program graduates to be certified by the State of Florida. The Department of Counselor Education's School Counseling program is approved by the State of Florida DOE.

The programs offered by the Colleges of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE).

The M.Ed. in Mental Health Counseling and School counseling, as well as the Ph.D. in Counseling Program have been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Additionally, the rehabilitation counseling Program was accredited by the Council on Rehabilitation Education (CORE) through 2018.

Evaluation of the Program

In order to maintain the highest standards of academic rigor in its programs, the department engages in several levels of evaluation of its performance. This includes faculty evaluation of students in specific courses that involves knowledge, attitudes and skills; as well as student evaluation of the faculty each term. On an annual basis, overall student progress is evaluated according to a set of specific criteria of performance. Additionally, data, pertaining to program objectives, is collected annually from students, graduates and employers. This data is analyzed and becomes the base for program enhancements. Lastly, every three years the entire program undergoes as evaluation and substantive revisions are made to improve performance or update content and teaching methodology.

Degrees Granted

Master of Education (M.Ed.). This degree is granted to students upon successful completion of a minimum of 60 acceptable, post-baccalaureate semester credit hours. The programs that culminate in the Master of Education (M.Ed.) degree in Counselor Education are: Clinical Mental Health Counseling (MHC), School Counseling (SCH), and Clinical Rehabilitation Counseling (RHC). The CMHC, SCH, and RH programs are fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

It should be noted that graduates of the CMHC program are eligible to participate in the State of Florida licensure. Graduates of the School program (SCH) are eligible for K-12 school/guidance counseling certification in the state of Florida. Also the graduates from the RHC program are eligible for the certification as a Certified Rehabilitation Counselor (CRC). CRC students can also participate in state licensure in addition to certification. Additionally, graduates from all three programs are eligible to participate in the certification for the National Board of Certified Counselors (NBCC). The program requires successful completion of a minimum of sixty (60) semester credit hours.

Educational Specialist (Ed.S). This degree is granted to students who have previously received a master degree in counseling, or closely related field, comparable to the one in the FAU Department of Counselor Education, upon successful completion of a minimum of 12 acceptable, post-M.Ed. semester credit hours.

Joint M.Ed./Ed.S. This degree is 72 hours long, and allows for students to receive more in-depth training beyond their beginning training in specialty areas like substance abuse, marriage and family counseling, integrated behavioral practice, and clinical supervision.

Doctor of Philosophy (Ph.D). A research-oriented program designed for those who have completed a 60 hours master's degree in counseling, hold licensure or certification as a professional counselor, and demonstrate the potential for assuming major leadership roles in the counseling profession. The program consists of a minimum of 60 credit hours including general required courses and a specialized coursework as well as involvement with a related faculty-led research group. It is intensive and selective, can be completed in three years of full-time study, and enrolls up to 6 incoming students per year.

Group Experience Requirement

During enrollment in MHS 6510, students are required to participate in approximately ten hours of professional growth group counseling with other students from the class. Attendance alone is utilized for grading this portion of the class; depth and content of participation is not. The experience is conducted in a way that protects the confidentiality of group members, and dual relationships for faculty and students are explicitly discussed.

Statement of Coursework Expectation

In keeping with the core values of training professionally-minded leaders in the field of counseling, it is expected that all written coursework assignments (papers, manuscripts, etc.) should be formatted according to the writing guidelines contained *Publication Manual of the American Psychological Association (7th ed.)*. It is at the discretion of the instructor to refuse to accept any assignment that does not conform to these guidelines. Students may consult with their advisors or professors if they have any questions about this requirement.

Clinical Mental Health Counseling (CMHC)

The M.Ed. track in Clinical Mental Health Counseling fulfills all the academic requirements necessary for students to become licensed as mental health counselors in Florida.

The M.Ed. track in Clinical Mental Health Counseling prepares students for positions as Mental Health Counselors in community, state, federal, private social service agencies and for EAP positions in business and industry. Graduates provide services such as child, youth, family, employment, health, multicultural, substance abuse, and/or wellness counseling.

The goals of the M.Ed. track in Clinical Mental Health Counseling are to prepare graduates who:

1. Have general knowledge of and experience with treatment modalities appropriate for a broad range of mental health service recipients and mental health service settings.
2. Have specialized knowledge and skills for mental health service delivery within a specific mental health service setting and/or with specific, targeted mental health service recipients.
3. Establish a professional identity as Mental Health Counselors.
4. Interact effectively with the full spectrum of mental health professionals.
5. Provide competent professional service and leadership within the mental health field upon graduation.

All mental health programs have common core CACREP-equivalent course requirements, including the first practicum, in which the fundamentals of professional counseling practice are applied. Graduates of the department are expected to have comprehensive knowledge of and experience with the prospective environments/settings in which they will be employed and the professional concepts and practices appropriate to those environments/settings.

In the M.Ed. degree, students complete a total of three supervised practice experiences. The first experience, Beginning Practicum MHS 6800, consists of at least 150 service hours of which 40% are to be face-to-face client contact hours. The Advanced Practicum, MHS 6801, consists of 250 service hours of which 40% are to be in face-to-face client contact hours. **All students in the M.Ed. Counselor Education Program within the Clinical Mental Health Counseling (CMHC) track are required to successfully complete four consecutive semesters of beginning and advanced practicum and internship. (The internship is divided into two consecutive semesters unless approved otherwise in advance).**

Upon graduation the student will have gained a minimum of 1000 hours of clinical experience and over 400 hours of face-to-face client contact.

Students are directed to the Clinical Mental Health Counseling Handbook, located on the department website for additional information.

Clinical Mental Health Counseling Track Suggested Course Sequence Full Time Students (Boca Campus)

Cohort Model for CMHC Program with Courses Listed—Combined M.Ed./Ed.S. 2016 and Beyond

Fall	Spring	Summer
Year 1		
<MHS 6701 Issues in MH Counseling> (MHS 6430 Family Counseling) (MHS 6510 Group Counseling)	<MHS 6450 Substance Abuse> (MHS 5005 Processes) MHS 5428 Special Needs	(MHS 6700 Legal and Ethical) (MHS 6401 Theories and Techniques) [STA 6113 Statistics]
Year 2		
<MHS 6070 Psychopathology> (MHS 6482 Lifespan Develop-Online) [MHS 6710 Evidence-Based Practice]	MHS 6220 Appraisal <MHS 6470 Human Sexuality> <MHS 6800 Beginning Practicum>	<MHS 6801 Advanced Practicum> [MHS 6466 Trauma Course] MHS 6340 Career Develop-Online)
Year 3		
<MHS 6830 Internship> { <i>Couples Counseling</i> }	<MHS 6830 Internship> { <i>Integrated Behavioral Health</i> }	{ <i>Supervision Course</i> }
		{ <i>Externship in Integrated Beh. Hlth</i> }

Legend- (-) - Core Courses, <>- MH Specialty Courses, [] - Research and Elective {- Ed.S. Course

Note: Ed.S. Courses are suggestions at this time.

**Cohort Model for CMHC Program with Courses Listed—Combined M.Ed./Ed.S.
Fall Entry 2020 and Beyond**

Fall	Spring	Summer
Year 1		
<MHS 6701 Issues in MH Counseling> (MHS 6482 Lifespan Develop-Online) (MHS 6510 Group Counseling)	<MHS 6450 Substance Abuse> (MHS 5005 Processes) MHS 5428 Multicultural Counseling for Diverse Populations	(MHS 6700 Legal and Ethical) (MHS 6401 Theories and Techniques) [STA 6113 Statistics]
Year 2		
<MHS 6070 Psychopathology> MHS 6430 Family Counseling) [MHS 6710 Evidence-Based Practice]	MHS 6220 Appraisal <MHS 6470 Human Sexuality> <MHS 6800 Beginning Practicum>	<MHS 6801 Advanced Practicum> [MHS 6466 Trauma Course] (MHS 6340 Career Development (Online)
Year 3		
<MHS 6830 Internship> {Ed.S. Course}	<MHS 6830 Internship> {Ed.S. Course}	{Ed.S. Course} {Ed.S. Course}

Legend- ()- Core Courses, <>- MH Specialty Courses, []- Research and Elective {}- Ed.S. Course

Note: Ed.S. Courses rotations are being developed at this time.

School Counseling (SCH)

The Master of Education Degree with a specialization in School Counseling is geared to prepare graduates to implement comprehensive school counseling programs based on research and national standards. Graduates will be eligible for certification as school counselors K-12.

The emphasis of this master's degree program is developmental in nature and focuses on prevention and early intervention, and the skills children and adolescents need in order to be successful.

FAU graduates receive coursework and supervised field experience in four direct counseling services which become the backbone of their program as school counselors. These four direct services are: Individual counseling, group counseling, classroom guidance and consulting with teachers and parents.

Some of the specific group and classroom guidance topics professional school counselors lead include: school success skills, social skills, career awareness, anger management, conflict resolution, violence prevention, and dealing with divorce and loss.

This 60 hour master's degree program provides a solid foundation in counseling theory and techniques, plus specialty courses in counseling children, counseling adolescents, foundations of school counseling and consulting with parents and teachers. A practicum and an internship in a school setting are the culminating experiences for this program.

Course work emphasizes experiential and active learning and practical application.

Graduates emerge as experienced providers of the essential counseling services included in a comprehensive school-counseling program. FAU school counseling graduates are highly sought after and have an excellent track record after being hired, having a rehire rate of 100%.

School Counselor Coursework

Core Courses

MHS 5005 Counseling Processes
MHS 6401 Counseling Theories and Techniques
MHS 6482 Lifespan Development
MHS 6700 Legal, Ethical & Professional Issues in Counseling
MHS 6430 Family Counseling
MHS 5428 Counseling Special Needs Populations
MHS 6510 Group Counseling
MHS 6220 Appraisal & Evaluation in Counseling
MHS 6340 Career Development
EDF 6481 Educational Research
STA 6113 Educational Statistics

School Counseling Specialization

SDS 5010 Fundamentals of School Guidance
MHS 6600 Consultation and Behavior Management
MHS 6421 Counseling Children (pre-req for elementary practicum)
MHS 6423 Counseling Adolescents (pre-req for middle/high practicum)
MHS 6800 Practicum in School Counseling
SDS 6820 Internship in School Counseling
Two (2) Approved Electives

School Counseling Electives

MHS 5422 Play Techniques
SDS 6426 Counseling Gifted Students
SDS 6316 Data Driven Practices in School Counseling

Required Electives for FL Initial Teacher Certification

Choose 1 reading course:

- RED 4335 Content Reading: Middle and Secondary Schools
- RED 6361 Teaching Secondary and Middle School Reading

Choose 1 ESOL course:

- TSL 4324 ESOL Strategies for Content Area Teachers
- TSL 5345 Methods of Teaching ESOL

Certification in School Counseling

In order to be a practicing school counselor in Florida, students must become certified by the State of Florida Department of Education (DOE). Please, remember that school counselor certification by the state is distinctly different from licensure by the state and from national certifications (e.g., by NBCC). Academic and experiential requirements for DOE certification in school counseling are established by the Florida DOE.

It is possible to achieve eligibility for certification in school counseling through the M.Ed. (only), M.Ed./ Ed.S., or Ed.S. (only) programs in School Counseling. However, such eligibility is **not** automatic; it requires successful completion of a properly planned program.

Information on Florida DOE certification requirements for school counseling is available from several sources: (1) program information is included in the school counseling program description materials and (2) state DOE publications and materials are available in the Student Services Office material, 2nd floor, College of Education. In addition, school counseling program faculty are available to provide assistance in the interpretation of certification materials.

**School Counseling Track Suggested Course Sequence
Full Time Students**

Year I	
<p style="text-align: center;">Fall: MHS 6482 Life Span Development (online only) MHS 6700 Legal, Ethical & Professional Issues in Counseling One specialty course: <i>SDS 5010 Fundamentals of School Guidance (Jupiter campus – odd years)</i> <i>MHS 6421 Counseling Children (pre-requisite for Elem. Practicum – Jupiter campus – even years)</i> <i>MHS 6423 Counseling Adolescents (pre-requisite for Middle or High Practicum – Boca campus)</i></p>	
<p style="text-align: center;">Spring: MHS 5005 Processes in Counseling STA 6113 Educational Statistics One specialty course: <i>SDS 5010 Fundamentals of School Guidance – Boca campus</i> <i>MHS 6423 Counseling Adolescents (Jupiter campus – odd years)</i> <i>MHS 6600 Consultation and Behavior Management (Jupiter campus – even years)</i></p>	
<p style="text-align: center;">Summer: MHS 6401 Counseling Theories & Techniques (pre-req MHS 5005) MHS 6510 Group Counseling One specialty course or <u>Approved Elective</u>: <i>MHS 6421 Counseling Children (Boca campus)</i> <i>MHS 6600 Consultation and Behavior Management (Boca campus)</i></p>	
Year II	
<p style="text-align: center;">Fall: MHS 6430 Family Counseling MHS 5428 Counseling Special Needs Populations* One specialty course: <i>SDS 5010 Fundamentals of School Guidance (Jupiter campus – odd years)</i> <i>MHS 6421 Counseling Children (Jupiter campus – even years)</i> <i>MHS 6423 Counseling Adolescents (Boca campus)</i></p>	
<p style="text-align: center;">Spring: MHS 6340 Career Development* (online only) MHS 6220 Appraisal and Evaluation in Counseling* MHS 6800 Practicum in School Counseling (150 hours)</p>	
<p style="text-align: center;">Summer: EDF 6481 Educational Research Methods One specialty course or <u>Approved Elective</u>: <i>MHS 6421 Counseling Children (Boca campus)</i> <i>MHS 6600 Consultation and Behavior Management (Boca campus)</i></p>	
Year III	
<p style="text-align: center;">Fall: SDS 6820 Internship in School Counseling (600 Hours – 6 credits) (The school internship can be split over the course of two semesters – 300 hours for each term)</p>	

- Indicates the course can be taken along with MHS 6800 Practicum in School Counseling

School Counseling Electives	Electives for Initial FL Teacher Certification	
MHS 5422 Play Techniques SDS 6426 Counseling Gifted Students SDS 6316 Data Driven Practices in School Counseling	<u>PICK ONE:</u> TSL 4324 ESOL Strategies OR TSL 5345 Methods of Teaching ESOL	<u>PICK ONE:</u> RED 4335 Content Reading OR RED 6361 Teaching Secondary and Middle School Reading

Notes:

* Up to two of these courses may be taken simultaneously with practicum (unless otherwise noted); however, all required counseling education courses must be completed before the internship.

- All classes are 3 credits. If you plan on completing a full time internship in one semester you must register for 6 credits for internship in the same semester.
- In order to be eligible for MHS 6800 Practicum in School Counseling students must register for the Florida Teacher Certification Exams (FTCE). Proof of registration must be included with practicum applications.
- FTCE score reports must be included with internship applications before enrolling in SDS 6820 Internship in School Counseling. Both Student Services and the Department of Counselor Education must have your FTCE score reports on file to be eligible for graduation. Visit <http://www.coe.fau.edu/counsel/certification.htm> for additional information.
- Students are required to meet with their advisor and submit an official Program of Study before applying for the practicum field experience. Students must apply online for field experiences. The annual deadlines are Sept. 15th and Jan 31st. Visit <http://www.coe.fau.edu/academicdepartments/ce/practicum/sc.aspx> for additional information.

Rehabilitation Counseling (RHC)

The Master of Education Degree in Counselor Education with a specialization in Rehabilitation Counseling is an interdisciplinary field of study specifically designed to train professional rehabilitation counselors to work for and with persons with disabilities in both the public and private sectors. The program encourages students with disabilities to apply for admission. Educational accommodations are worked out in cooperation with the FAU Office for Students with Disabilities (OSD). Some financial assistance may be available through the FAU OSD and students are encouraged to enquire at the office for assistance.

The RHC program prepares individuals for professional leadership, administration, direct service delivery, private practice and forensic practice. The Master of Education Degree in Counselor Education with a specialization in Rehabilitation Counseling combines academic instruction with clinical and experiential learning. The program is designed to give students the competencies to provide a wide range of services and apply a variety to clinical modalities to assist persons with disabilities.

Graduates of this program may pursue positions as counselors, administrators, independent consultants, and case managers in a variety of organizations and settings including state rehabilitation agencies, private-independent practice, rehabilitation hospitals, forensic practice, insurance-based systems such as workers' compensation, and private industry. In each of these settings rehabilitation counselors are instrumental in service provision, personal & family counseling, and advocacy.

Rehabilitation Counselors become eligible to apply for several credentials as a result of successful completion of the FAU training course. Graduates are eligible for national certification as a Certified Rehabilitation Counselor (CRC). Further national certifications may also include Certified Disability Management Specialist (CDMS), and Certified Case Manager (CCM). A special program is available to RHC students that allows them to also seek licensure as a mental health licensure (LMHC) in the State of Florida.

Rehabilitation Counselor Coursework

Foundation Courses

MHS 5005 Counseling Processes
MHS 6401 Counseling Theories and Techniques
MHS 6482 Lifespan Development

Core Courses

MHS 6700 Legal, Ethical & Professional Issues in Counseling
MHS 6430 Family Counseling
MHS 5428 Counseling Special Needs Populations
MHS 6510 Group Counseling
MHS 6220 Appraisal & Evaluation in Counseling
MHS 6340 Career Development
EDF 6481 Educational Research
STA 6113 Educational Statistics

Rehabilitation Specialization

MHS 6070 Psychopathology in Counseling
MHS 6450 Substance Abuse Counseling
RCS 6320 Occupational Information and Job Placement
RCS 6031 Foundations of Rehabilitation
RCS 6080 Medical & Psychosocial Aspects of Disability
RCS 6644 Case Management
RCS 6801 Practicum in Rehabilitation Counseling
RCS 6805 Advanced practicum in Rehabilitation Counseling
RCS 6825 Internship in Rehabilitation Counseling

Rehabilitation students who entered the Masters Degree program after the Spring of 2008 must take the CRC certification qualifying exam before graduation. In addition, students enrolling after Spring 2008 must take RCS 6644 (Case Management) as a part of their program of study.

Rehabilitation Counseling Track Suggested Course Sequence

Full Time Students

ALL STUDENTS must complete those courses listed prior to each field experience course (i.e. practicum, adv practicum and internship) to be eligible for these field placement experiences.

YEAR 1

<u>Fall:</u>	
Foundations of Rehab	(RCS 6031)
Special Needs	(MHS 5428)
Lifespan Devel.	(MHS 6842)
<u>Spring:</u>	
Med. & Psysoc.	(RCS 6080)
Legal & Ethical	(MHS 6700)
Psychopathology	(MHS 6070)
<u>Summer:</u>	
Appraisal & Eval	(MHS 6220)
Family Cnslng.	(MHS 6430)
Educational Research	(EDF 6481)

YEAR II

<u>Fall:</u>	
Occ. Info/Job PL	(RCS 6320)
Group Cnslng.	(MHS 6510)
Processes Cnslng.	(MHS 5005)
<u>Spring:</u>	
Counseling Theo & Tech	(MHS 6401)
RH Practicum	(RCS 6801)
Case Management	(RCS 6644)
60 hr CRC seq.	
<u>Summer:</u>	
Substance Abuse (MHS 6450)	
RH Internship *(RCS 6825)	

YEAR III

60 hr CRC seq.	
<u>Fall:</u>	
Career Develop. (MHS 6340)	
Statistics (STA 6113)	
RH Internship *(RCS 6825)	

For course Syllabi please visit our website: <http://www.coe.fau.edu/counsel>

*Internship may be taken in one semester for 6 credits (600 clock hours of field placement) OR, over two semesters for 3 credits each semester (300 clock hours of field placement per semester).

Practicum and Internship

The Department of Counselor Education considers the supervised field experiences to be among the most important professional preparation activities that a student can be engaged in. Supervised field experiences allow students to synthesize and apply knowledge and skills learned in other academic experiences. Also, supervised experiences facilitate the refinement of previously learned skills. In addition, students' practicum and internship experiences are one of the main avenues that link the department and professionals in the field. Because of the importance of students' practicum and internship experiences the department has carefully constructed procedural guidelines in order for students to participate in practica and/or internships. Go to the Department of Counselor Education website to find the link to application forms and other information about applying for school practicum and internship:
<http://www.coe.fau.edu/counsel>.

General Application Information

Students must apply for the Fall and Summer semester Practicum/Internship experience in the preceding Spring academic term. Also, students must apply for the Spring Practicum/Internship experiences in the preceding Fall semester. Students must complete the prerequisite courses according to their program requirements before beginning the practicum. Application forms are available in the department website. Students' application must be completed and submitted to the department in a timely fashion. Application deadlines are strictly enforced and no application is accepted after these stipulated deadlines.

The department has approved many settings (i.e., "sites") for students' practica or internships. However, students may develop contacts with new (i.e., not previously approved) settings applicable to their respective areas of specialization. If a student identifies a setting in which he/she would like to do a practicum or internship, and the site previously has not been approved, the student should contact the department Practicum/Internship Coordinator and request approval of the site.

At times students may want to do practicum and internships at their place of work. Although it is not the intention of the faculty to place an undue burden on students, this practice is discouraged by the faculty for three reasons: 1). Often the roles and qualifications of supervisors do not fulfill the minimum requirements for clinical supervisors, 2). The student's work experience does not provide experiences that are sufficiently clinical in nature, or 3). There is an inherent dual relationship that a student who is employed at his/her Practicum/Internship site is placed in when they are receiving training at the same time that he/she is acting as an employee, which should be avoided. The faculty recognizes that there are circumstances when this is the only option. In such cases, the student and the work site must make every effort to minimize the concerns raised above, which should be communicated to the Practicum/Internship Coordinator.

Some agencies and most public school systems require additional application forms. The department's faculty members and staff will do everything possible to help students arrange for an appropriate practicum or internship. However, registration for the appropriate course(s) is(are) the student's responsibility.

General Requirements for Practica

Students enrolled in initial practicum experiences must accumulate (and be able to document) a minimum of one hundred fifty (150) hours in the setting during the academic term. Therefore, a student enrolled in a practicum must spend (the equivalent of) a minimum of ten (10) hours per week in the setting during the Fall or Spring academic terms, or a minimum of twelve and one-half (12 & 1/2) hours per week in the setting during the Summer "C" academic term. **This does not apply to School Counseling students as practicum and internship is not available during the summer.**

All clinical courses require that the hours spent in practicum or internship include 40% of the student time be spend in direct face-to-face interaction with the client. Thus, all students enrolled in the first counseling practicum are required to accumulate (and be able to document) at least sixty (60) hours of individual and/or small group counseling (i.e., in "direct contact" with clients) during the experience. The remainder of the time (i.e., 90 hours) may be spent in "counseling related activities" such as staff meetings, documentation, in-service workshops, conferring with site supervisors, or other setting-applicable professional activities. **Participation in class (i.e., group consultation and individual supervision conducted by the FAU instructor) does not account for any field experience hours.**

Only Mental Health students participate in a second practicum of 250 hours. That is, a student enrolled in the Mental Health program participates in Advanced Practicum (i.e., MHS 6801). The student must spend (the equivalent of) a minimum of seventeen (17) hours per week in the setting during the Fall or Spring academic terms or a minimum of twenty-one (21) hours per week in the setting during the Summer "C" academic term. Students enrolled in the second counseling practicum are required to accumulate (and be able to document) at least one hundred (100) hours in individual and/or small group counseling (i.e., in "direct contact" with clients) during the second practicum. As in the first practicum, the remainder of the time may be spent in "counseling related activities" and classroom participation does not qualify for field experience hours.

Clinical Mental Health Students are directed to the Clinical Mental Health Counseling Handbook, located on the department website for additional information.

General Requirements for Internship

All students enrolled in all full-time internships must spend (and be able to document) a minimum of six hundred (600) hours in the setting during the academic term. Students enrolled in a internship must spend (and be able to document) a minimum of three hundred (300) hours in the setting during each of the two academic term. Similarly, students enrolled in a halftime internship must spend a minimum of twenty (20) hours per week in the setting during the Fall or Spring academic terms or (the equivalent of) a minimum of twenty-five (25) hours per week during the Summer "C" academic term. **All students in the M.Ed. Counselor Education Program within the Clinical Mental Health Counseling track are required to successfully complete four consecutive semesters of beginning and advanced practicum and internship.**

(The internship is divided into two consecutive semesters unless approved otherwise in advance). These hours do not apply to School Counseling students as practicum and internship is not available during the summer.

Students enrolled in Mental Health and Rehabilitation internships also are required to accumulate (and be able to document) at least half or three hundred (300) total hours of counseling in "direct contact" with clients. Direct contact with clients includes individual, small group, and/or family counseling.

It is strongly suggested that students enrolled in full-time internships do not register for more than six (6) additional credit hours of coursework during the academic term in which the respective internships are taken (because internship is considered a "full-time" experience and warrants appropriate attention).

Students enrolled in practica and internships are required to present audio and/or video tape of actual counseling sessions to their respective professor's during the academic term. The tapes presented must be of GOOD quality. Inaudible tapes or tapes of poor auditory quality (in the judgment of the individual professor) are NOT acceptable.

Emphasis on an Area of Study

The students of the Department of Counselor Education use the Practicum and Internship field experiences (as well as elective courses) as means to acquire specialized training according to an area or a population of interest. We strongly suggest that field experiences be carefully coordinated with the faculty advisor.

Practicum, Advanced Practicum & Internship Course Work

All students enrolled in practicum and internship are required to have at least one (1) hour per week of individual supervision on site and one and one-half (1 & 1/2) hours per week of group consultation as a part of the Practicum, Advanced Practicum or Internship course. Additionally, while in Practicum 1 hour per week of individual supervision with the FAU supervisor is required. Students enrolled in advanced practicum or Internship will be required to meet several times in a semester with their FAU supervisor.

The Practicum/Internship Sites

A practicum or internship setting is a public or private community agency; elementary, middle, or secondary school; community or junior college; university; for-or not-for-profit agency, rehabilitation center, rehabilitation service delivery agency, other privately funded service program; or other appropriate setting which accepts a graduate student fully (i.e., not conditionally) enrolled in a program in the Department of Counselor Education.

Site Supervisor

Each student enrolled in a practicum or an internship has a "site supervisor." The site supervisor is a professional employed in the setting who (usually) has volunteered to provide supervision and must meet FAU minimum requirements.

The School Counseling program requires that the site supervisor have three years of experience and is a certified school counselor. The Rehabilitation Program requires the site supervisor to be a Certified Rehabilitation Counselor. The Mental Health program requires the site supervisor to be licensed to practice in the state of Florida.

The Clinical Mental Health program requires that the site supervisor should be licensed in the state of Florida either as a Mental Health Counselor (preferred), Clinical Social Worker, Marriage and Family Therapist, or Psychologist. They must also have two years post-licensure, which is the minimum requirement for designation as a "Registered Supervisor" in the state of Florida.

The site supervisor has the final authority for all decisions made and/or actions taken about roles and activities while the student is at the site.

Site supervisors automatically qualify to receive tuition (fee) waivers for serving as supervisors for students in practicum or internship. Fee waivers earned by site hosts (for supervision of students in practicum or internship) are not transferable. The university supervisor is a faculty member who conducts the practicum and/or internship course.

A student enrolled in a practicum or internship is NOT permitted to serve as a supervisor for another student enrolled in a similar or a higher level of supervised field experience. For example, a student enrolled in an internship is not permitted to supervise another student enrolled in an internship, or one enrolled in practicum.

Assessing Student Progress

At the beginning of each practicum/internship each student and supervisor will review the levels of competence expected for a particular practicum, compare available assessments of current competence (including the student's self-assessment) with relevant program expectations, identify growth needs, and establish performance goals. Then, at the end of the supervised experience, the student's progress in reaching these goal/competence levels will be assessed in writing by both their on-site (agency) and university supervisors. A sample evaluation form is included at the end of the handbook.

Note that evaluation is an ongoing process conducted by the university supervisor. It takes the form of evaluation of the audio/video taped sessions conducted with clients at sites external to Florida Atlantic University.

All assessments may be shared with the student and then forwarded to the Department of Counselor Education for preservation in the student's file. All assessments will be available to future supervisors upon request.

The purpose of all assessments is first to monitor student progress toward and readiness for the internship, and subsequently to determine their readiness for professional practice. The goal of the practicum is preparation for internship; the goal of the internship is preparation for entrance into the profession.

Practicum and Internship in Clinical Mental Health Counseling

Students have considerable influence in the selection of the settings where the practica and internship experiences take place. Therefore, students are encouraged to work with faculty members to select practicum and internship sites carefully; based on professional goals, interests, abilities, and skills and on the type of clientele served in the setting, types of services provided in the setting and staffing needs of the sites.

Though students are given considerable freedom in the selection of a practicum or internship settings, the choices are subject to approval by the department's faculty members and the department's Practicum/Internship Coordinator. *Students are not permitted to complete their practicum or internship in their current work setting.* Also note that practicum and internship are separate, sequential experiences; concurrent registration in a practicum and an internship or in two practica, or in two internships is not permitted.

Students are encouraged to consult the Clinical Mental Health Counseling Handbook (available online) for more information.

Practicum and Internship Information for School Counseling

The Practicum consists of a **minimum** of 150 hours on site during the semester involving counseling and related activities. Direct contact with clients individually and in groups must constitute 40% (60hrs) of the practicum hours. Direct contact hours include the following four services: individual counseling, small group counseling, classroom guidance and consultations with parents and teachers. Non-direct hours in guidance related activities will be determined by the Cooperating Counselor and the University Supervisor.

Internship: The Internship consists of a minimum of 600 hours on site during the semester involving counseling and guidance related activities. Direct contact with clients individually and in groups must constitute 40% (240 hours) of the internship hours. Classroom guidance and consultations with parents and teachers count as part of the direct contact hours. A parent/teacher workshop is required. The remaining 60% (360 hours) must involve guidance related activities. The definition of "Guidance Related" activities will be determined by the Cooperating Counselor and the University Supervisor.

Practicum and Internship for students in the school counseling track provide opportunities to move concepts and skills from the classroom to the field. These supervised experiences allow students to demonstrate key competencies necessary for the implementation of a developmental school counseling program. It is important that students follow the guidelines for course completion prior to practicum and internship and note application deadlines to allow for successful school site experiences. Applications for spring field experiences are due September

15th with applications for a fall placement being due January 31st to the *Office of Student Teaching*.

Practicum and Internship in Rehabilitation Counseling

A rehabilitation practicum or internship site is a rehabilitation setting that provides **direct services to persons with disabilities**. Students are encouraged to work with faculty members to select practicum and internship sites carefully. Site choices should be based on professional goals, interests, abilities, and skills and the site's ability to provide sufficient direct client hours with persons with disabilities. Additionally the types of services provided in the setting and staffing needs of the sites are issues that need to be addressed.

The site choices are subject to approval by the department's rehabilitation faculty members and the department's Practicum/Internship Coordinator. ***The Site Supervisor should be a Certified Rehabilitation Counselor (CRC). In the case where the site supervisor is not CRC, please note that all University Supervisors are CRC.*** Practicum and Internship are separate, sequential experiences; concurrent registration in a practicum and an internship or in two practica is not permitted.

Remediation

In instances in which the student does not achieve the minimum levels of competence and/or experience established for a particular practicum or internship, the department's faculty members (as a group) will evaluate the student's level of performance and potential for improvement. As a result of this evaluation, recommendations will be made to the student. Decisions regarding the maintenance of students in the program are made by the entire faculty and are not the responsibility of any single faculty member. Each student's faculty advisor will report the substance of this evaluation to the student and follow-up as needed.

M.Ed. Midpoint Evaluation

For students enrolled in the M.Ed., a "Midpoint Evaluation" is conducted prior to each student's initial participation in Practicum in Counseling. Typically, nine courses must be taken prior to enrollment in the first Practicum experience. The "Midpoint Evaluation" is a process intended to allow department faculty to provide input and feedback to the student about the student's progress in the program.

The "Midpoint Evaluation" process is enacted via the application for Practicum. Therefore, application for the first practicum experience alerts the faculty of the student's readiness for a "Midpoint Evaluation." This evaluation allows each (regular) faculty member to evaluate a student's academic and professional development, and readiness to enter the practical phase of training. Topics evaluated include professional relationships with faculty and peers, oral and written communication skills, professional involvements, and progress in the program of studies.

Students do **NOT** have to apply to have the "Midpoint Evaluation" process; rather, the evaluation is automatically implemented upon your application for the first practicum.

Late in the academic term preceding Practicum, a list of students who have applied for Practica or Internship will be distributed to each regular faculty member in the department. In the next regularly scheduled faculty meeting, each faculty member will in turn either indicate an inability (i.e., insufficient knowledge) to evaluate you or will provide a rating on as many as possible of the dimensions listed (i.e., only for those which the faculty member has sufficient knowledge of the student to provide a rating). Each faculty member also is asked to indicate whether the student can be permitted to continue in the program of studies, and if not, to provide a rationale for the recommendation.

Upon completion of the process, the "Midpoint Evaluation" will be recorded in the minutes of the faculty meeting. Any student requiring follow-up as deemed by the faculty will be contacted by either his/her Advisor or by the Program Coordinator.

Independent Study

The Department of Counselor Education, in keeping with professional standards pertinent to programs in the department, values individualized, student-centered research learning activities for graduate students. Accordingly, students enrolled in all programs in the department may elect to complete research projects prior to graduation.

Students enrolled in a M.Ed. (only), or M.Ed./Ed.S., or Ed.S. (only) programs who desire to complete an independent, supervised research project should consult with their faculty advisors and follow the guidelines presented below.

Types of acceptable Independent Study

The following types of research may be used for receipt of for an independent study:

1. **Data-based** This type of research involves the collection, analysis, and interpretation of numeric data. The research project may be either descriptive or experimental in nature.
2. **Field Study** This type of research involves the design, implementation, and evaluation of a field-based counseling or student personnel/development activity. The final project report must include information and empirical evidence regarding the relative effectiveness of the activity.
3. **Literature Review** This type of research involves the collection, evaluation, and interpretation of both researches and theoretical discourses on a topic. It necessitates extensive review of published and unpublished information on the topic.

4. Theory-Based Counseling Case Study

This type of research involves extensive review of the literature and research for a chosen theoretical counseling orientation and application of the knowledge gained to a counseling case.

Procedures

The first step in preparation to engage in an independent study is to secure the supervision services of a department's faculty member. **No student will be permitted to register for an independent study until the student has arranged to have the activity supervised by a department faculty member.** To arrange for such supervision, the student should make an appointment with a prospective faculty supervisor, present the plan for the research project, and request supervision for the project.

The next step is to complete the form for independent study (available through all faculty members) by providing the information requested on it. Next, a copy of the form will be forwarded to the chairperson. The chairperson will review the form submitted to determine if the information provided is complete and if there is sufficient information provided such that the department will have an accurate and effective record of the student's research activity. The chairperson does **not** approve or disapprove (i.e., evaluate) the nature and/or quality of the research proposed.

If approved, the faculty member who will supervise the independent study must contact the student's faculty advisor who must include the independent study agreement in the student's program of studies. Students should retrieve one of the copies from their faculty advisor and give one to the faculty member who is to supervise the independent study.

General Comments Regarding Independent Study

The responsibility for adhering to the independent study guidelines lies with the student.

1. Students should schedule regular meetings with the project supervisor during the period in which the study is being conducted to discuss progress. Students are entitled to and expected to have periodic supervision during the entire project.
2. Final written reports of the research project must be prepared and presented in accord with the guidelines of the Publication Manual of the American Psychological Association (latest edition).
3. If students conduct research involving human subjects (either on or off campus), they are required to have the proposal approved by the Florida Atlantic University Institutional Research Review Board (aka, "Human Subjects Committee") **prior** to initiating the research activities. Students should discuss this requirement with the project supervisor.
4. If copyrighted instruments or other materials are used in the research, students must

obtain, in writing, appropriate approval from authors and/or publishers.

5. Students are strongly encouraged to use research advisors who have expertise in the topic area of investigation. In the event that the student cannot identify such a research supervisor/advisor, she/he should solicit suggestions from department faculty.

Evaluation

The final grade for the independent study will be determined by the faculty member who supervises the project.

IV. POLICIES AND PROCEDURES

This Student Handbook serves as a guide for the student through the specific operations of, and requirements for completion of the various programs offered in the Department of Counselor Education. In addition, several policies and procedures for the department, College of Education, and Florida Atlantic University are presented below. This handbook reflects and amplifies the description and requirements in the Graduate Catalog for the College of Education, which is available through the Office of Academic and Student Services.

Use and Purpose of Student Handbook

The faculty of the Department of Counselor Education respects the autonomy of each student in the program. As a result, the primary responsibility for a student's effective progression through their program falls upon him/her. The university, department, faculty members, staff, or advisor can only serve in a consultative capacity, but it is assumed that the student will bear the responsibility of planning, implementing, and adhering to the requirements of the program. In order to insure a student's successful completion of his/her program, this Handbook must be carefully read, understood and followed by the student. All students are bound by the policies and program requirements of the student handbook and graduate catalog for the year in which they are fully accepted into the program. All students are encouraged to download the latest copy for the department website. The policies, procedures, and program requirements are reviewed and revised at least every three years. All students will be made aware of any changes to this document via e-mail distribution list, website announcement, or bulletin board announcement.

New Student Orientation

The department holds a new student orientation meeting each academic term. The purposes of this meeting are to:

1. To facilitate good communication and promote student retention.
2. Acquaint new students with the department faculty members and staff.
3. Provide information essential to new students to begin their respective programs.
4. Introduce new students to the current student association officers.
5. Inform new students of their assigned faculty advisors.
6. Respond to questions students may have about the department and its operations.

Financial Aid

The faculty believes that every effort should be made to allow students to pursue the training that they seek as mental health, school, or rehabilitation counselors. Therefore, it is the goal of the department to make available the financial resources, whenever possible, to help relieve the burden of tuition on students and their families through the use of stipends, teaching assistantships, and research assistantships. It is the faculty's commitment to pursue avenues of funding that will help support this aim.

While it is not possible to provide tuition assistance to all students, there are a variety of financial aid opportunities within the university that students may access. The office of financial aid can be reached at <https://www.fau.edu/graduate/resources/index.php>

Advisement

An academic advisor is assigned to students upon admission to the Department of Counselor Education. Academic advisement must be sought **no later than by the end of the first semester following admission**. Advisement may be defined as a process wherein the student and the advisor discuss the academic plans; academic requirements; and the department and/or university policies, regulations, and procedures. If, for some reason, a student is unable to determine an effective response to a question or concern from reading this Handbook, or the department's web site, the first priority is to contact the faculty advisor. If the faculty advisor is not able to provide an effective response to a question or concern, s/he should contact the department Chairperson, as appropriate. This line of communication is essential to the effective operation of the department for several reasons. First, the Chairperson is unable to advise all the students in the department. Second, it is essential that the faculty advisor know what the student is doing. Failure to consult the faculty advisor first will be strongly discouraged by the faculty and the chairperson. If the assigned faculty advisor is unavailable, the department will do whatever it is able to address the student's needs.

Change of Advisors

Each student has an assigned faculty advisor (who is a regular member of the department faculty) at all times during which the student is enrolled in a program of studies. The initial faculty advisor assignment is made for each student by the chairperson. It is the students' responsibility to know who is serving as the faculty advisor. Students are strongly encouraged to meet with their faculty advisor as soon as possible following admission.

Planned Program of Study

Each student must complete a program of study soon after enrollment. The purpose of the program of study is to specify the curricular experiences necessary to complete to receive the degree(s) sought. Successful completion of the curricular experiences stipulated on the planned program insures that the student will receive the degree(s) to which she/he is entitled (except in the case of dismissal from a program for other than academic performance reasons).

It is essential (and required) that students have on file in the department an approved planned program form by **no later than the last day of regularly scheduled classes of the first semester following admission to the program**. Note that this deadline is applicable regardless of the number of courses and/or credit hours taken during either of the terms of enrollment, or whether the courses taken were offered through the department. This deadline applies to all students in all programs in the department. Department policy stipulates that failure to have an approved planned program on file in the department by the deadline is sufficient cause for dismissal from courses, the program, department and university.

Change of Planned Program

A student's approved planned program (and therefore curricular requirements for graduation) may only be changed under one of two conditions: (1) the College of Education or the Department of Counselor Education mandates a change in requirements for all graduate students, (2) the student requests a change of planned program. Note that a student's approved planned program may not be changed arbitrarily by the department, the student's advisor, or the student.

A student's planned program is approved when it has been signed and dated by the advisor, the student, and the department's chairperson. Typically, when changes affecting program curricula are implemented by the College of Education, or the department, the criterion for whether the new requirement is applicable to an individual student is whether the student has an approved planned program. That is, if the student has an approved planned program on file with the department at the time a "new" requirement goes into effect, she/he (usually) will have the option of following either the "old" requirement as indicated on the approved planned program or the "new" requirement. If the student does not have an approved planned program when a "new" requirement goes into effect, she/he **must** follow the "new" requirement. It is important to understand, however, that on extremely rare occasions the College of Education or the Department of Counselor Education implement changes in requirements irrespective of whether students have an approved planned program.

Transfer of Credits

Students who previously completed graduate level coursework may petition to "transfer in" some of their previous credits to their current program. The coordinator of a program (i.e., School, Rehabilitation and Mental Health) must be consulted about courses to be transferred in. Undergraduate courses **CANNOT** be transferred to any graduate program in the department. The following guidelines apply toward transfer of credits

1. Application for transfer of credits must be made prior to or during the student's **first** term of enrollment (regardless of the number of credit hours taken) following the student's formal admission to a program in the department.
2. Undergraduate coursework **CANNOT** be transferred regardless of the student's standing in the institution at the time the coursework was taken.

3. For applicable courses taken at FAU prior to admission into one of three Counselor Education Programs, a maximum of 18 credit hours (M.Ed. degree) and 12 credit hours (Ed.S. degree) may be applied toward the degree sought.
4. Only courses wherein the student received a grade of “B” or “A” may be transferred. Courses graded “S/U” or “Pass/Fail” **CANNOT** be transferred.
5. Only coursework taken at institutions whose accreditation is recognized by Florida Atlantic University can be transferred.
6. Coursework may be transferred to a student’s program requirements only after the advisor has approved the course due to its equivalency with a course taught at the Department of Counselor Education. The evaluation is contingent upon the presentation of evidence such as syllabi and/or other relevant material for the evaluation process.
7. Official transcripts from the institution in which the course was taken must be presented at the time the request to transfer credits is presented.
8. A maximum of 6 credit hours (M.Ed.) and 9 credit hours (Ed.S.) may be transferred from another institution.

If a student is enrolled in the M.Ed. and s/he desires to transfer credits from previous graduate coursework, s/he should request a meeting with the faculty advisor to discuss the transfer of credits. When the student meets with the faculty advisor, course syllabi and/or other evidence that relates to the content of the course must be presented. Also, an official transcript from the institution where the course was taken needs to be presented. The faculty advisor will evaluate the course or contact the professor who teaches the equivalent course in the department.

After the student and the faculty advisor have determined which courses may be transferred, the faculty advisor must complete the appropriate form indicating the courses transferred into the student’s program of studies. In other words, the program of studies must reflect the course(s) transferred from another institution. This information must be submitted to the coordinator for the program the student is seeking to enter.

The College of Education Student Services Office reviews the student’s petition to transfer in courses. Therefore, students must abide by their requirements to transfer courses. Typically, the Department of Counselor Education and the Student Services Office processes a request for transfer of credits in the semester in which the student petitioned for the transfer. After evaluation, copies of the transfer of credit form are returned to the department and to the student. If the transfer of credits has not been approved, a copy of the form is returned to the faculty advisor and one is returned to the student. Students may, and should, contact the faculty advisor immediately upon receipt of the official notice from the Student Services Office. Additionally, should a student need to exceed these minimums, they have the option of requesting to waive a university regulation by completing the Waiver form. This petition process requires the faculty advisor’s recommendation as well as the Department Chair, the Dean of the College of Education and ultimately Graduate Admissions.

Change of Specialty Area

Admission to one program **does not** suffice for admission to another. Students who have been admitted and are enrolled in an M.Ed. (only), M.Ed./Ed.S., or Ed.S. (only) program and who desire to change to another program should submit a **written request** to the department chairperson. This request should specify the student's current program, the program to which the student seeks admission, and the academic term the desired change is to be effective. The petition must be approved by all program faculty in the track to which the student wants to transfer. This petition process should be completed before the student takes specialty courses in the new track. The student should contact the coordinator of the new specialty track to clarify the petition process. The department chairperson will notify the student if additional application materials are necessary to evaluate the request. The department chairperson also will notify the student of the result of the evaluation of the change of program request.

Student Data Files

Each student's initial data file is developed from information obtained from the student during the application period. Thereafter, it is the student's responsibility to insure that data files contain up-to-date information. Students must inform, **in writing**, the department secretary when changes to the information are warranted. Failure to maintain accurate information in the student's data file may result in (a) the department being unable to provide important information to students, (b) absolves the department from insuring that students have received important information, and (c) may have significant, negative impact on student's standing in the department and/or student's effective progression within their academic program. Please note that access to student data files is restricted to department faculty members and staff, and can be used only for official department or university business.

Course Registration

Students who have been formally admitted to programs in the department may register for classes during the course registration periods established by the Registrar's Office. There are two course registration periods for each academic term: (1) regular registration (sometimes referred to as "early" registration) and (2) late registration. The regular registration period is scheduled during the term preceding the one in which classes will be taken.

The department keeps its own roster of students who may enroll in courses to insure that program students successfully access the courses. In order to register for classes in the department, students must come to the department administrative office during the (regular or late) registration period and request permission from a full time faculty member for admission to (i.e., registration for) the course(s) offered through the department. Non-degree seeking and other students who have not been admitted to a Counselor Education program of study may only take up to 18 credits within the department.

Human Subjects Committee

All research involving humans (i.e., other than “literature reviews”) conducted by students in the department for fulfillment of academic requirements are subject to the provisions of the **Family Educational Rights and Privacy Act of 1974** (FERPA; aka, the “Buckley Amendment”). Note that “research involving humans” *includes* research that involves using records of information about humans (e.g., agency or school records or personnel files).

“The “Human Subjects Committee” is charged with the responsibility to insure that proposed (student) research does not violate any of the principles of the FERPA and related legal standards. In general, the “Human Subjects Committee” monitors proposed research activities to insure that individual human rights will be protected within the conduct of research activities. Therefore, *all* research to be conducted by students for fulfillment of academic requirements or professional purposes **must** be approved by the “Human Subjects Committee” *before* the research starts.

The “application for review” form used by the “Human Subjects Committee” is available at the university’s Office of Sponsored Research (<http://www.fau.edu/dsr/>). If you plan to conduct research for fulfillment of an academic requirement, you should complete the application materials and submit them as soon as possible after the development of the proposal for the intended research activity. The “Human Subjects Committee” will review your research proposal and will notify you in writing of their evaluation. Either your research proposal will be approved as presented or you will be informed of changes necessary for approval. In the latter event, your proposal should be modified as per the required changes and resubmitted for approval by the “Human Subjects Committee.”

Professional Liability Insurance

The department faculty believes that it is necessary for students (as professionals-in-training) to obtain professional liability insurance, particularly before beginning practicum and internship experiences. For students enrolled in programs in the department, professional liability insurance can be obtained (at large discounts for student status) through professional organizations such as ACA (note: membership in ACA is required to obtain insurance coverage). Be aware that fees for professional liability insurance obtained through professional organizations are in addition to membership fees.

It is important for you to understand that the department requires students to purchase professional liability insurance. At the start of the Practicum, you must show proof of liability insurance to the professor. Further, if students become involved in litigation as a result of *program required* activities (e.g., practicum or internship activities), you *may* be entitled to the services of the University attorneys – but note that university attorneys are employed to represent the interests of the University, not individual students.

Extracurricular Counseling Activities

Some students enrolled in programs in the department have opportunities to become involved in professional counseling activities that are apart from their required program activities and are referred to as “extracurricular” counseling activities. They are considered *extracurricular* because

they are neither conducted under the auspices of the department nor are they supervised by professionals officially associated with the department. All non-program required counseling activities fall under this definition, regardless of whether students are being paid for the provisions of those services or do so voluntarily.

The department and university only assume responsibility for consulting with student's about counseling activities within the limits of program requirements and only for the times in which they are officially enrolled in practica/internship courses. Therefore, if students engage in extracurricular counseling activities they are entirely responsible for such activities, and the department and university assume no responsibility whatsoever for whatever for student's extracurricular counseling activities may be. Moreover, use of university resources (e.g., legal services, physical facilities, or material resources) by students for extracurricular counseling activities is strictly and specifically prohibited.

The department neither encourages nor discourages students from engaging in extracurricular counseling activities, provided the student is providing services ethically and in accordance with all applicable laws. However, the department does require that students planning to engage in extracurricular counseling activities **inform the department, in writing, prior to commencement of the activities.** Note that this requirement covers any time students are officially enrolled in programs in the department, *regardless of whether they are currently enrolled in classes in the university.*

Written Endorsement Policy

Each of the programs in the department has been specifically and carefully designed to prepare graduates who are competent to enter work in professional areas and settings pertinent to the respective program areas. Further, the department faculty members believe that (program area) specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, department policy stipulates that endorsements for program graduates can be given **only** for professional positions and position levels appropriate to the respective programs completed by graduates.

Another way of stating the above is that the department faculty cannot give what are sometimes referred to as “crossover” endorsements. For example, if students graduate from the School Counseling Program, the department faculty **cannot** provide either verbal or written endorsement for a position as a mental health counselor. The School Counseling program is not designed, in terms of goals, objectives, philosophy, and curricular requirements, to prepare graduates to become mental health counselors; therefore, it would be professionally irresponsible to endorse School Counseling Program graduates for positions as mental health counselors and vice versa. Also, the department faculty **cannot** provide either verbal or written endorsements which are beyond the level of student preparation. For example, if a student graduates from an M.Ed program and applies for a position for which a doctoral degree is required, the department faculty can not provide endorsement for the student.

Please, also note that the department faculty does not “automatically” provide verbal and/or written endorsements (e.g., letters of recommendation). That is, if students desire to have a

department faculty member provide a verbal and/or written endorsement they should make a specific request to that faculty member for a specific endorsement.

In general, the department faculty is quite happy to provide both verbal and written endorsements for graduates of programs in the department – as long as the endorsements requested are appropriate.

Counseling Identity and Memberships in Professional Organizations

The diversity of interests and areas of expertise among the professions represented by programs in the department are reflected in faculty and student memberships in several “primary,” national professional organizations. As a step towards embracing a professional identity, students are highly encouraged by the faculty and expected to not only apply for membership but to become actively involved in one or more of the organizations listed below during their time in the program. These organizations include the:

American Counseling Association (ACA)
Florida Counseling Association (FCA)
Association for Counselor Education and Supervision (ACES)
National Career Development Association (NCDA)
American College Counseling Association (ACCA)
Association for Humanistic Education and Development (AHEAD)
American School Counselor Association (ASCA)
American Rehabilitation Counseling Association (ARCA)
Association for Assessment in Counseling (AAC)
National Employment Counseling Association (NECA)
National Rehabilitation Association (NRA)
National Rehabilitation Counseling Association (NRCA)
International Association of Rehabilitation Professionals (IARP)
International Association of Addictions and Offender Counselors (IAAOC)
Association for Spiritual, Ethical, and Religious Values and Issues in Counseling (ASERVIC)
Association for Specialists in Group Work (ASGW)
Association for Multicultural Counseling and Development (AMCD)
American Mental Health Counselors Association (AMHCA)
Military Educators and Counselors Association (MECA)
Association for Adult Development and Aging (AADA)
Rehabilitation Engineering and Assistive Technology Society of North America (RESNA)
International Association of Marriage and Family Counselors (IAMFC)

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

Florida Association for Counselor Education and Supervision (FACES)
Florida College Counseling Association (FCCA)
Florida Career Development Association (FCDA)
Florida School Counselors Association (FSCA)
Florida Association for Assessment in Counseling (FAAC)

Florida Employment Counselors Association (FECA)
Florida Association for Specialists in Group Work (FASGW)
Florida Association for Multicultural Counseling and Development (FAMCD)
Florida Mental Health Counselors Association (FMHCA)
Florida Association for Adult Development and Aging (FAADA)
Florida Rehabilitation Counseling Association (FRCA)
Florida International Association of Rehabilitation Professionals (FL/IARP)
Florida Association for Spiritual, Ethical, Religious Values and Issues in Counseling (FASERVIC)

As a member of a professional organization, students:

1. Receive the publications (e.g., professional journals and newsletters) of the organization, as well as those of the divisions.
2. Usually are entitled to reduced registration rates for professional meetings (e.g., conventions and workshops) sponsored by the organization.
3. Are eligible for member services (e.g., library resource use and legal defense funds and services) provided by or through the organization.
4. Have a method of direct involvement with activities and issues (e.g., legislation and professional credentialing, including certification, licensure, and program accreditation) directly and/or indirectly pertinent to your profession.
5. Are affiliated with other professionals having interests and areas of expertise similar to the student's.
6. May obtain Professional Liability Insurance.

Chi Sigma Iota

Chi Sigma Iota (CSI) is the international honor society for counselors in training, counselor educators, and professional counselors. Its mission is to promote scholarship, research, professionalism, and excellence in counseling and to recognize the pursuit of academic and clinical excellence in the field of counseling. Leadership, advocacy for the counseling profession, and service to the university and counseling communities provide many opportunities for developing and professional counselors.

Beta Chi Rho is the FAU chapter of CSI established in 1996. Membership is open to degree seeking students in the Department of Counselor Education who have completed at least nine graduate semester credits with an ongoing cumulative GPA of 3.5. Additional information about local and national chapters of CSI can be found on the FAU Counselor Ed website.

Grades of Incomplete

A student who has failed to complete all of the required work for a particular course during a given academic term may, upon agreement with the course instructor and within the university and College of Education policies, be assigned a grade of Incomplete ("I") for any course for which regular letter grades are assigned. The alternative is for the instructor to assign a grade of Failure ("F") for the student for the course.

If a student receives a grade of Incomplete for a course, the student has a maximum of one year from the semester in which the Incomplete was assigned to complete the work necessary to remove the grade of Incomplete. A change of grade is contingent upon a written contract between the instructor and the student. If the student does not complete the required work in the time allotted to remove the Incomplete grade, the grade will automatically changed to an assigned grade of Failure ("F") for the course.

Grades of "B" or Below

University, College of Education, and department policy stipulates that students in graduate-level programs must **successfully** complete all required coursework prior to graduation. There are two components to the interpretation of this policy:

1. In order to be eligible for graduation, students must have a cumulative grade point average (GPA) of at least 3.00 for all coursework **attempted**, *and*
2. Students must have received a grade of "B" or higher in all courses taken on the approved planned program.

The implication of the second component above is that if the student receives a grade of "B-" or below for a course on their approved planned program, s/he will not be permitted to graduate even if the cumulative GPA is above the required 3.00 minimum. In the event that a student receives a grade of "B-" or below for a course on the approved planned program, she/he should contact the faculty advisor to determine the appropriate method of rectification.

Policy for Withdrawal Based on Exceptional Circumstances (Withdrawing from all classes)

If you are NOT withdrawing from all of your classes you must file an academic petition. It is the policy of Florida Atlantic University to grant withdrawals only in exceptional circumstances.

To be considered for a Withdrawal Based on Exceptional Circumstances, the following documentation must be provided:

1. Physical or mental illness or injury of the student of such severity or duration as to preclude completion of all the courses a student is registered for, as confirmed in writing by a treating physician. Withdrawal requests will not be approved if the physical or mental condition was present and known when the student enrolled for the semester unless the student can document that the condition significantly worsened after enrollment. All requests based on physical or mental condition, will be reviewed and decided by a committee of health professionals.
2. Death of an immediate family member (parent, spouse, child, sibling or Grandparents).

3. Involuntary call to active duty.

If the request for Withdrawal Based on Exceptional Circumstances is approved, the student will receive a “WE” on his or her transcript, which indicates that the student withdrew from all of their classes because of Exceptional Circumstances. “WE” notations do not affect the student’s grade point average. If the student is approved for a Withdrawal Based on Exceptional Circumstances, a refund of tuition fees is usually granted.

TIMELY APPLICATION: The application for Withdrawal Based on Exceptional Circumstances must be filed in a timely manner. The application must be submitted in writing (with all documentation attached) during the semester for which the withdrawal is requested. An application submitted after the semester ends, but within six months of the illness, injury, death or call to military duty, may be considered if the student’s documents show that the failure to apply in a timely manner was beyond the control of the student.

Repeated requests for withdrawal are generally not supported. Each request must be accompanied by separate and current documentation together with proof establishing that the condition was not present or known to the student when the student enrolled for the semester.

DOCUMENTATION: All documentation must be in English or be translated into English, and the translator’s signature must be notarized. The translation must be completed by a professional translator.

Withdrawals Based on Physical or Mental Illness or Injury

When a Withdrawal Based on Exceptional Circumstances is granted due to mental or physical illness or injury, an administrative hold may be placed on the student’s registration and the student may be required to sit out a semester. In order for the administrative hold to be lifted, the student must submit a letter from his or her treating physician confirming that the student is well enough to return to school.

MENTAL ILLNESS: Withdrawal based on a psychiatric condition requires the presence of a mental disorder classifiable under the current edition of the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders. The disorder must be diagnosed and documented by an appropriately licensed mental health professional. The mental illness must be severe to the degree that it prevents the student from meeting his or her academic and other significant responsibilities. Stress and mild clinical depression are examples of conditions that **DO NOT** qualify for Withdrawal Based on Exceptional Circumstances.

*Student seeking approval to withdraw after the semester ends, but within six months of the illness, injury, death or military service, who cannot show their failure to file a timely application was due to circumstances beyond their control, may file an Academic Petition. However, even if the Academic Petition is granted, tuition fees are generally not refunded. Academic Petitions forms, with instructions for filing, are located in the Registrar’s Office.

Procedure for Withdrawal

Exceptional Circumstances withdrawal packet may be picked up at the Dean of Student Affairs Office, located above the cafeteria in Student Service Building #8, room 226, Boca Campus; The Associate Dean of Student Affairs office, Davie Campus; or The Assistant Dean of Student Affairs office, Macarthur Campus. Regular Withdrawal forms or Academic Petitions can be obtained at the Registrar's Office.

To Apply for an Exceptional Circumstances Withdrawal for Medical/Mental Illness withdrawing from all classes:

1. Withdrawal for Exceptional Circumstances Form must be completely filled out and SIGNED.
2. Release of Medical Information Form must be completely filled out and SIGNED.
3. The student is required to submit a letter explaining and justifying the reason for the withdrawal request. This letter is in addition to the supporting documentation*.

*Attach supporting documentation:

Request for medical/mental illness withdrawal must be accompanied by a physician/clinician letter.

- a) A precise diagnosis of the condition.
- b) The reason the condition prevents successful completion of ALL course work.
- c) The first date the patient consulted you with regard to this condition.
- d) The number of times you have seen this patient for this condition and the date of the next scheduled appointment.
- e) The date of the onset of this condition.
- f) What medications have been prescribed and their effects thus far or their expected effects.
- g) The prognosis for this patient.
- h) The date you feel the patient will be able to assume full academic responsibilities.

Medical records remain in the Dean of Student Affairs Office, ensuring confidentiality. A committee established for this purpose will process all requests for Medical/ Mental Illness Withdrawal. No application for withdrawal will go to the committee unless a detailed letter regarding each of the above requirements accompanies it. It is the responsibility of the student or designee seeking a Medical/ Mental Illness Withdrawal to make sure that their application is submitted with full documentation. The Committee will not contact doctor's offices if the letter of support is incomplete and will not process the application further until full documentation is received from the student.

Other Exceptional Circumstances

1. Death of immediate family member (parents, spouse, child sibling or Grandparents).
 - a) Request must be accompanied by a death certificate or legal death notice.
2. Involuntary call to active duty.
 - a) Letter from military unit is required.

Documentation must be in English or be translated to English and Notarized.

No application for an Exceptional Circumstances Withdrawal will go to the committee unless they are submitted with full documentation.

After the forms are completed and submitted to the Dean of Student Affairs Office, the request for withdrawal is reviewed by a committee of university employees who are health care professionals. This committee meets bi/monthly.

The student will be notified of the committee's decision in writing after the committee meets. If the committee does not approve the petition, the student may appeal the decision of the Dean of Students, in writing, within 3 days of receipt of letter.

Academic Petitions May be filed by the student with the Registrar's Office when a student is not approved for a medical withdrawal due to, lateness of request, excessive withdrawals or lack of required documentation. Approval of an academic petition does not ensure a refund of fees.

Academic Approval

Grade Review and Appeals Process

Assigning a grade for work in each course is one of the fundamental responsibilities of each faculty member. Faculty members have flexibility in grading; the numerical equivalent of letter grades may vary from instructor to instructor. The course syllabus distributed during the first week of class should specify the assignments and how final grades will be computed. Having laid out grading standards for the course, faculty must employ them fairly. While the assignment of a grade inevitably involves issues of professional judgment, the grade assigned should reflect the student's performance in a way that can be validated by others in the discipline. Academic issues, such as grades, are rightly the purview of the individual faculty member and are not subject to alteration except in unusual circumstances, based upon peer review.

One of the fundamental responsibilities of each student is to know how the grades for each course are assigned. The course syllabus distributed during the first week of class should describe specifically how the course is graded and how grades are computed. It is the student's responsibility to understand the standards in each class.

A student has a right to an explanation of her or his grade in a course. If the student is not satisfied with the grade received, the student should be able to meet with the instructor and discuss the rationale for the grade assigned. Instructors have a responsibility to be available to students for such discussion on a reasonable schedule. If a faculty member does not expect to be

available, he or she should make arrangements for other methods of providing students with an explanation of their grades.

Student Academic Grievance Procedures for Grade Reviews – University Regulation 4.002

(1) POLICY.

Faculty have a fundamental right to assess student performance. Faculty exercise professional judgment in determining how to assess student performance, based on standards in their departments or disciplines and on their own expectations for student achievement. A student may request a review of the final course grade, as described below, only when the student believes that one or more of the following conditions apply:

- There was a computational or recording error in grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading statement.

Students who falsify or misrepresent information during a grade review are subject to disciplinary action, as outlined in the Student Code of Conduct. A grade will not be changed after graduation except in the case of a computational or recording error, subject to the reasonable discretion of the Provost (or designee).

Any time frames described below may be modified at the discretion of the University Provost (or designee). Should any deadline fall on a holiday or other day when the University is closed, the deadline will become the next business day.

(2) PROCEDURES.

Step 1. Meeting with instructor.

A student who believes that a grade has been assigned under one or more of the conditions above may request in writing a meeting with the instructor, who will explain how the grade was determined and attempt to resolve any disagreement. The student, whether still enroll or not, must request the meeting by October 1, if the grade was granted in the previous spring or summer semester, or by February 1, for grades awarded in the previous fall semester.

Step 2. Conference with chair/director.

A student who is unable to satisfactory resolve the grade review through consultation with the instructor, or if the instructor is unable or refuses to meet with the student, may request a conference with the chair of the department or director of the school/program in which the course was taught. The written request must be presented by November 1, if the grade was granted in the previous spring or summer semester, or by March 1, for grades awarded in the previous fall semester. The request for a conference must include clear evidence that the grade assigned was based on a computational or recording error; the non-academic criteria were applied in the grading process; or that there was a gross violation of the instructor's own grading statement. The instructor may participate in such conference. No other parties may be in attendance at the conference(s) with the chair/director. The chair/director will attempt to mediate the grade review, unless the chair/director determines that the review is without merit. The chair/director will provide the student, the instructor, and the dean of the college administering the course a summary of findings.

Step 3. Appeal to the dean.

A student who is not satisfied with the results of the conference may appeal to the dean of the college administering the course. The written appeal must be received by the dean of the college administering the course. The written appeal must be received by the dean within five (5) business days of receipt of the chair/director's finding. The dean (or designee) will review the written appeal, supporting evidence, and statements from the instructor and chair/director. Unless the dean (or designee) determines that the appeal is without merit, the dean (or designee) will convene a Faculty Committee ("Committee") within ten (10) business days of receipt of the student's appeal. The Committee will be composed of the dean (or designee), who will serve as Committee chair, and three faculty members, at least two of whom must be from the department/school in which the course was taught. The Committee chair will direct the hearing and maintain the minutes and all records of the appeal hearing, which will not be transcribed or recorded. The hearing is an educational activity subject to student privacy laws/regulation, and the strict rules of evidence do not apply. The student and instructor may attend the meeting and present testimony and documents on their behalf. The student may choose to be accompanied by a single advisor, but the advisor may not speak at the hearing. Additional witnesses may be permitted to speak at the dean's (or designee's) discretion and only if relevant and helpful to the Committee. The Committee chair will discuss the case with the instructor and inform the student in writing of Committee findings and the instructor's response.

Step 4. Appeal to the provost (or designee).

A student who is not satisfied with the result of the appeal to the dean may request an appeal of the instructor's action to the University Provost (or designee). The written appeal must include relevant supporting documentation. The appeal must be filed within five (5) business days of receipt of the dean's (or designee's) notification. The University Provost (or designee) will determine that (a) no action is required; (b) the course and grade will be expunged from the record and the student's fees for the course refunded; (c) the course and grade will be expunged and substituted with a new section of the same course with a grade determined by the Provost in consultation with the Faculty Committee and other experts in the field, as appropriate; or (d) the grade issue be returned to the Faculty Committee for reconsideration or clarification of finding. The Provost will notify the student, dean, and instructor in writing of any action. The decision by the Provost (or designee) constitutes final University action.

Specific Authority: Article IX of the Florida Constitution, 1001.706, 10001.74 F.S., Board of Governors Regulation 1.001 and 6.010; History-New 5-26-10; Amended 6-23-10.

Academic Integrity Statement

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions which are specified below. In addition, students are expected to report cases of

academic dishonesty to the instructor.

6C5-4.001 Honor Code, Academic Irregularities, and Student's Academic Grievances.

(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals; the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor's duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:

(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.

(b) The presentation of words or ideas from any other source as one's own – an act defined as plagiarism.

(c) Other activities which interfere with the educational mission within the classroom.

(3) Initially, the Instructor will determine whether available facts and circumstances demonstrate that there is reason to believe that a student is involved in an academic irregularity.

(a) The Instructor will, in conference, apprise the student with the Instructor's perception of the facts. Early appraisal is desirable.

(b) If, after this conference, the Instructor continues to believe that the student was involved in an academic irregularity, the Instructor will mail or give the student a brief written statement of the charges and the penalty.

(c) A copy of this statement shall be sent to the Department Head, who will notify the Registrar that an electronic notation of the irregularity should be attached to the student's transcript. The notation will be part of the student's internal University record, but will not appear on the printed transcript. If the charges are dropped in the appeal process, or if there is no second offense during the student's stay at the University, the notation will be expunged from the record upon written request from the student following graduation from or two semesters of non-attendance at, the University.

(d) The student may appeal the Instructor's actions by requesting a departmental conference within ten (10) days. The conference, held as soon as possible, will be among the student, the Instructor, and the Head of the Department administering the course. An advisor may attend to provide counsel to the student, but not to answer in place of the student. The Department Head's

written statement of action taken pursuant to the conference will be delivered to the student and the Dean of the College administering the course.

(4) When the Department Head notifies the Registrar of the irregularity (paragraph (3)(c)), the Registrar will inform the Department Head as to whether the student is a repeat offender. If the student is a repeat offender, the Department Head will recommend to the Dean a penalty suspension or expulsion. The Dean will make the decision as to the penalty and notify the student in writing.

(5) The student may appeal the actions of the departmental conference or the Dean, at a faculty-student council. This council will be established by each College and will be composed of the

Dean, two faculty members, and two students. Requests for a hearing must be presented in writing within ten (10) days of the departmental conference. Records of appeals and minutes will be maintained by the Dean. These hearings are considered to be educational activities. The strict rules of evidence do not apply. Students may be assisted by attorneys, but may not abdicate the responsibility to respond to charges to their legal advisors.

(6) The student may appeal the faculty-student council's action to the Vice President of Academic Affairs by requesting a hearing within ten (10) days of the committee's decision.

These appeals are limited to the following bases:

- (a) Failure to receive due process.
- (b) Arbitrary actions including lack of commensurateness of penalty to offense.
- (c) New pertinent information not available during earlier proceedings.

(7) Penalties will vary with the offenses.

- (a) The Instructor's penalty, paragraph (3)(b) above, ranges from a grade of F on any work up to an F for course.
- (b) Penalty grades cannot be removed by drop or forgiveness policy.
- (c) Penalties assigned by the Dean, subsection (4) above, may include suspension or dismissal.
- (d) Each College or Department may adopt a policy of penalties more severe than prescribed above. Such a policy must be widely distributed in the Colleges.

(8) The Vice-President for Academic Affairs may act on an appeal as follows:

- (a) Dismiss the appeal and uphold the action taken by the College.
- (b) Order a new hearing by a different student-faculty council.
- (c) Reduce the severity of the penalty administered.

(9) Student grievances arising from academic activities require a written request for conference with the Instructor. If unsatisfied, the student may request further discussion in a department conference similar to the one in paragraph (3)(d) above. Grades will not be changed except by the Instructor, and grievances involving the judgment and discretion of a faculty member in assigning grades shall not proceed under this rule beyond the conference with the Instructor. This is an application of the concept of academic freedom. The exception to this rule occurs if the student can demonstrate malice on the part of a faculty member. A grievance involving a charge of malice may be appealed to the student-faculty council, as above, and subsequently to the Vice President of Academic Affairs. In the event of a finding of malicious action, the University may take disciplinary action against the faculty member and, at the option of the student, remove the grade from the record and refund the student's fees for the courses. Students, whose accusations of malice are found to be frivolous by the Vice President of Student Affairs, are subject to disciplinary action.

Specific Authority 240.227(1), 240.261 FS. Law Implemented 120.53(1)(b), 240.202, 240.261 FS., 6C-6.0105, F.A.C. History-- New 10-1-75,

Amended 12-17-78, 3-28-84, Formerly 6C5-4.01, Amended 11-11-87.

Policy on Plagiarism, Cheating, and Other Academic Irregularities

Plagiarism is defined as the **presentation of an idea or product as new and original when in fact it has been derived from an existing source**. Common examples of plagiarism include submitting a paper, or re-typed copy of it, developed for a previous academic or other purpose/requirement as if it were an original response to a current requirement; including all or a portion of the written work of another into a response to a current requirement without giving

appropriately cited credit to the source person(s); “purchasing” a written document and presenting it as an original response to a current requirement; developing an idea presented by another into a written document or presentation without giving appropriate credit to the source person(s); or presenting (essentially) the same written work for fulfillment of two academic requirements within the same program.

The department faculty believe that plagiarism and cheating are serious violations of professional ethics and standards. Therefore, if a student is found to have engaged in plagiarism, the following steps will be taken:

1. The faculty member who has become aware of the student engaging in plagiarism or cheating will request, in writing, that the department chairperson refer the matter to the student retention and petitions committee to form a committee to evaluate the student’s suitability for continuation in a program in the department.
2. If plagiarism or cheating by a student occurred in the context of work submitted as a course requirement, the student will be assigned a grade of “F” or “0” for the assignment and may be assigned a grade of “F” for the course.
3. If plagiarism or cheating by a student occurred in a professional context (e.g., during submission of a manuscript for publication in a professional journal or for presentation at a professional meeting), the student can be dismissed from the program.

Student Retention Policy

All professions charge their members with the responsibility of monitoring potential new members. This monitoring involves not only evaluation of potential new members' academic abilities, but also their personal and professional behaviors. The department faculty members believe this is an appropriate responsibility for members of professions, and therefore readily accept this charge.

On rare occasions, the department faculty members become concerned about a student's suitability for entry into a profession represented by a program in the department even though the student may be evidencing satisfactory performance in academic course work. Therefore, the department faculty members have adopted the following policy and procedures for such occasions in order to fulfill their professional responsibility and to protect the rights of the student.

Student Retention Procedures

The Department of Counselor Education, in compliance with the respective Ethical Standards, Standards of Preparation, and Professional Conduct Codes of organizations and associations such as the Association for Counselor Education and Supervision, American Counseling Association, and the National Board for Certified Counselors abides by the following retention plan for all students.

If, in the professional judgment of the department faculty, a student's behavior is deemed inappropriate and professionally unbecoming, the following steps are taken (according to the student's right to due process):

1. The faculty member who has become aware of a problem meets with the student and offers suggestions for possible changes in the student's behavior.
2. If deemed important and appropriate, the faculty member also writes a letter to the department chairperson concerning the meeting with the student. The faculty member concurrently informs the student, in writing, that a letter has been sent to the department chairperson.
3. If the department chairperson deems the student's problem to be serious enough in nature, the department chairperson subsequently appoints a committee composed of three current, regular department faculty members, excluding the faculty member initiating the procedure, to investigate all aspects of the situation and to make recommendations concerning the student to the entire department faculty. The student is always informed, in writing, of these proceedings and is always interviewed by the retention committee as one aspect of the investigation.
4. The retention committee's report, including recommendations and/or requirements, is presented to the department faculty.
5. When the department faculty members have acted upon the retention committee's report, the department chairperson and the student's faculty advisor meet with the student to convey the department's decision(s) and/or recommendations. The department chairperson and the student's faculty advisor subsequently monitor the student's progress in carrying out the department's recommendations for the student.
6. If the student is not satisfied with the department's decision, s/he can subsequently follow the appeals procedures of the College of Education and/or Florida Atlantic University.

Academic Standing

Florida Atlantic University's policy stipulates that students enrolled in graduate programs must maintain a minimum of a 3.00 Grade Point Average (GPA) **both** for each semester in which classes are taken and for their cumulative GPA's in order to retain the status of "Good Academic Standing." If a student's cumulative GPA and/or a student's individual semester GPA falls below the 3.00 minimum, the student will be placed on "Academic Probation". The College of Education Student Services monitors student's academic standing and issues the notices of academic probation. The Counselor Education Department has no control over these processes.

Academic Probation

A student is placed on Academic Probation status for the first semester of enrollment immediately following the one in which the student's cumulative or individual academic term GPA fell below the 3.00 minimum. The implications for being placed on Academic Probation status are as follows:

1. The student is prohibited from participating in regular (i.e., early) registration for the next semester (in which the student intends to enroll).
2. The student is not permitted to apply for placement for a practicum or internship unless agreed upon the student's advisor and department faculty members.

A student placed on Academic Probation for a given academic term has until the last day of regularly scheduled classes (i.e., excluding the Final Exam period) in the next academic term to raise the student's cumulative and individual (preceding) semester GPA's above the 3.00 minimum. Failure to meet the minimum GPA standard(s) by this deadline may result in the student's dismissal from the program in which s/he is enrolled.

Because this policy is implemented and controlled by the Student Services Office in the College of Education, a student on Academic Probation status must present evidence of rectification of the situation to this office. Notifying the department is **not** sufficient to have the Academic Probation status removed. "Evidence" in this case means that the Registrar's Office records indicate that the student's cumulative and preceding term GPA's exceed the required minimum.

A student who has been on Academic Probation may participate in late registration for a subsequent semester if the Academic Probation status has been removed by the Office of Student Services.

Dismissal

A student who ceases to be in good standing must attain a 3.0 cumulative average within the next two semesters in which the student is enrolled, including summer semesters. Further registration as a degree-seeking student will not be permitted; with the approval of the program, however, dismissed students may continue to take courses as non-degree students.

Individual departments and programs may have stricter standards of satisfactory scholarship than the above University standards. Descriptions of such standards must be included in the program's section of the graduate catalog or in other materials provided to all students in the program. If students fail to maintain satisfactory scholarship with respect to these program standards, they will be dismissed from the program.

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## **V. CLINICAL MENTAL HEALTH APPENDICES**

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**Students are directed to the Clinical Mental Health Counseling Handbook, located on the department website for additional information.**



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## **VI. SCHOOL COUNSELING APPENDICES**

## Application for Process for a School Counseling Field Experience

All students interested in completing a practicum or internship in school counseling must complete their application with the Office of Student Teaching. Please visit the following site for further instructions: <http://www.coe.fau.edu/academicdepartments/ce/practicum/sc.aspx> When completing the application online, students may make specific requests for a potential school site and site supervisions in the field titled “Special Circumstances”. Students must discuss with their advisor if they have met eligibility requirements and appropriate school settings before applying. The deadline to register for a Spring practicum/internship is September 15th and the deadline for a Fall practicum/internship is January 31st. No placements are made during the summer semesters.

### Practicum Recommended Weekly Schedule for the 60 required Direct Contact Hours

**Individual counseling:** Brief counseling model. *Usually 1-3 sessions per week* that are goal focused and involve the problem solving model. Referral, if needed, is then made in conjunction with site supervisor. = 15

**Small group counseling:** *Average 2 groups per week.* Students will plan for academic skills groups (eight SSS sessions/required), personal/social (loss, divorces, social problem solving) and career focused groups as needed. You will most likely not be able to run all these during your *practicum* but will be expected to facilitate several types of classroom session prior to completing the *internship*. = 15

**Classroom guidance:** *Average 2 lessons per week.* Students will plan for academic (SSS six sessions/required), personal/social, and career focused classroom experiences. As with group, you will most likely not be able to run all of these during your *practicum* but will be expected to facilitate several types of classroom sessions prior to completing the *internship*. = 15

**Consultation:** *Average 1-2 hours per week x 10 weeks.* Students will plan to provide consultation to parents and teachers. Students will also be involved in other types of consultative services such as conferences, peer facilitation and child study teams meetings. = 15

**Total Hours = 60**

### Internship Recommended Weekly Schedule for the 240 required Direct Contact Hours

**Individual counseling:** Brief counseling model. *Usually 1-3 sessions per week* that are goal focused and involve the problem solving model. Referral, if needed, is then made in conjunction with site supervisor. = 60

**Small group counseling:** *Approximately 5 groups per week.* Students will plan for academic skills groups (eight SSS sessions/required), personal/social (loss, divorces, social problem solving) and career focused groups as needed. You will most likely not be able to run all these groups but you are expected to facilitate several types of groups prior to completing the *internship*. = 60

**Classroom guidance:** *Approximately 5 lessons x 12 weeks.* Students will plan for academic (SSS six sessions/required), personal/social, and career focused classroom experiences. As with group, you will most likely not be able to run all of these but are expected to facilitate several types of classroom sessions prior to completing the *internship*. = 60



**Consultation:** *Approximately 5 per week x 12 weeks & includes parent or teacher education workshop. Students will plan to provide consultation to parents, teachers and conduct at least one teacher workshop. Students will also be involved in other types of consultative services such as conferences, peer facilitation and child study teams meetings.* = 60

**Total Hours = 240**

|                                                             |
|-------------------------------------------------------------|
| <b>GUIDELINES FOR PRACTICUM &amp; INTERNSHIP ACTIVITIES</b> |
|-------------------------------------------------------------|

**1. Week one:**

Meet with site supervisor: Go over responsibilities sheet, syllabus requirements, and site supervisor evaluation form. Explain FAU policy on semester tuition waiver for site supervisor. Go over site policies, forms, and procedures. Check the school improvement plan for goals that align with some services you are able to provide. Ask site supervisor to introduce you to principal and teachers. Observe site supervisor in counseling, consulting, and/or classroom guidance situations. ***Completed Proposed Internship Activity Plan with site supervisor signature - due week three.***

**2. Week two:**

With your site supervisor, begin to develop a case load of individual students to counsel. Identify a target group of 10-15 students who could benefit from you working with them individually and in group. Obtain written parent permission to work with and videotape students. Develop group and classroom guidance needs assessment and/or offer groups/classroom guidance topics that are already identified as being needed. Discuss with your site supervisor referral sources/recruiting and a theme and begin to develop group plans. Plan for group sessions and classroom guidance units with 2-6 lessons each (as opposed to one shot CG lessons)

**3. Week three:**

Continue to develop counseling group and classroom guidance plans. Build in enough time for meeting individually with prospective group members for Pre-group screening/orientation. Should be seeing approx. Five -10 individuals, conducting 2-5 consultations, leading 5 classroom guidance lessons and 5 small group sessions per week beginning next week. ***Present Proposed Internship Activity plan and turn in to University supervisor.***

**4. Week four:**

Sit in on child study team meetings and case conferences. Plan to begin groups right away.

**5. Week five:**

Observe and assist in the training of peer facilitators. Learn the procedures and process for ESE. Become familiar with the achievement and placement test used.

**6. Week six through sixteen:**

Continue with individual and small group counseling. Make sure your plan for consultation and classroom guidance is on track. Continue observing, and becoming familiar with guidance related programs. Participate in all aspects of the school counseling program.

## **SCHOOL COUNSELING ELECTRONIC WEEKLY SUMMARY LOG**

Practicum and Internship students with a userID and password should access the Electronic Weekly Summary Log on a weekly basis and enter your Individual, Small Group, Large Group, Consultation and Indirect Guidance activities. Students must complete an intern profile form (available online) before being issued a userID and password.

Once the activities have been entered into the database, print the page and meet with your site supervisor to discuss your activities and sign off on your form. **The form needs to be printed at the end of each login session!**

Bring your signed form to class and give it to your university supervisor. Use this log to show site supervisor how your time is being spent each week and as evidence that your weekly signed log is accurate.

### **Important tips to remember:**

The userID and password should be entered with no spaces and is case sensitive. If you get a blank page after entering your data you have entered incorrect information. Check your userID and password and try it again.

Interventions should be recorded once a week. **Print the page at the end of each login session.** Your site supervisor must verify and sign the form. The signed form is to be given to your university supervisor in your supervision class.

When entering your activities you will need to include a numerical value for both hours and minutes. For instance, if you met with a small group for 45 minutes you would still need to include a 0 (zero) for the hours. Leaving the hours or minutes space blank prohibits the program from totaling your semester hours. This will prevent you from saving logging your interventions.

## **COUNSELING INTERNSHIP SEMESTER SUMMARY LOG**

At the end of the semester, students will log onto the electronic database and print out a semester summary log. Students can do this by clicking “print out” on the website. Students, site supervisors and university supervisors must sign the form to verify total semester hours.

# **VII. CLINICAL REHABILITATION COUNSELING APPENDICES**

# Rehabilitation Counseling Program

## Practicum and Internship Manual

### INTRODUCTION

The primary purpose of the practicum and internship is to provide students with closely supervised and integrated counseling experiences as part of their overall professional preparation program. Practicum and internship field experiences are expected to integrate didactic preparation with practical application. It is intended that the practicum and internship experience be designed to assist students in developing not only a better understand of themselves as persons and competent counselors, but also a better understanding of the constituency with which they expect to work in the future.

A rehabilitation practicum or internship site is a rehabilitation setting that provides **direct services to persons with disabilities**. Students are encouraged to work with faculty members to select practicum and internship sites carefully. Site choices should be based on professional goals, interests, abilities, and skills and the site's ability to provide sufficient direct client hours with persons with disabilities. Additionally the types of services provided in the setting and staffing needs of the sites are issues that need to be addressed.

The site choices are subject to approval by the department's rehabilitation faculty members and the department's Practicum/Internship Coordinator. ***The Site Supervisor should be a Certified Rehabilitation Counselor (CRC). In the case where the site supervisor is not CRC, please note that all University Supervisors are CRC.*** Practicum and Internship are separate, sequential experiences; concurrent registration in a practicum and an internship or in two practica is not permitted.

### PREREQUISITES

**The following courses are required before taking Practicum and Internship**

MHS 5005 Counseling Processes  
MHS 6401 Counseling Theories  
MHS 6482 Life Span Development  
MHS 6700 Legal & Ethical Issues  
MHS 6070 Psychopathology  
MHS 6220 Appraisal and Evaluation  
MHS 6430 Family Counseling  
RCS 6031 Delivery of Rehabilitation Services  
RCS 6080 Medical and Psychosocial Aspects of Disability  
RCS 6320 Occupational Information and Job Placement  
RCS 6644 Case Management

Other Required Courses (*to be taken at any time*)

MHS 6450 Substance Abuse

MHS 6510 Group Counseling

MHS 5428 Counseling Special Needs Populations

MHS 6340 Career Counseling

STA 6113 Statistics

EDF 6481 Educational Research

However, if a student has not taken MHS 6510 Group Counseling prior to their first practicum, he/she will not be able to conduct/lead group counseling at their site. Additionally, if a student has not taken MHS 6450 Substance Abuse the Practicum/internship should not be at a Substance Abuse Site.

### **APPLICATION DEADLINES**

There are two deadlines for submitting Practicum and Internship:

- **SUMMER & FALL – January 31**
- **SPRING – September 15**

### **PROCEDURES AND GUIDELINES**

#### **Step One**

**Submit application for Practicum or Internship to Coordinator at the Counselor Education office (Bldg 47, Room 270) by the deadline. Application can be found at [www.coe.fau.edu/counsel](http://www.coe.fau.edu/counsel).**

- Students are encouraged to work with faculty members to select practicum and internship sites carefully. Site choices should be based on professional goals, interests, abilities, and skills and the site's ability to provide sufficient direct client hours with persons with disabilities.
- The student will meet regularly with their practicum/internship instructor regarding their experience and review audio/video tapes of counseling sessions.
- The student will attend weekly practicum/internship group seminars that will focus on the essential characteristics of counseling as it relates to their experiences.
- Students will receive a minimum of 1 hour of individual supervision per week from their site Supervisor. University supervisors provide supervision and case consultation to all students for at least 1.5 hours per week. The University supervision experience is provided in groups of no more than five students. Additionally, students meet individually (or in triads) with the University supervisor for one hour, once per week.

## **Step Two**

**Submit signed Agency Approval form, and the signed Letter of Agreement to the Coordinator at the Counselor Education office (Bldg 47, Room 270) before beginning your practicum or internship.**

- The student will be assisted in selecting a site and supervisor and once assigned; the student will contact the site to initiate any interviews and application process for the site.
- The student is expected to keep his/her commitment and complete the placement. Failure to keep this commitment jeopardizes placements of other students.

## **Step Three**

**Begin at your site after the first week of class.**

- **Practicum** students must complete a **minimum of 150 hours** at their counseling site within the semester.
  - 60 hours will be direct, face-to-face contact in counseling.
  - 90 hours will be indirect services related to counseling activities.
- **Internship** students must complete a **minimum of 600 hours** at their counseling site within the semester.
  - 200 hours will be direct, face-to-face contact in counseling.
  - 300 hours will be indirect services related to counseling activities.
- **Split Internship** students must have prior approval and complete a **minimum of 300 hours (over two consecutive semesters)** at their counseling site within each semester.
  - 120 hours each semester will be direct, face-to-face contact in counseling.
  - 180 hours each semester will be indirect services related to counseling activities.

## **Step Four**

Obtain professional malpractice insurance. Documentation must be presented in the first class prior to beginning to see clients.

## **Step Five**

Obtain the field experience log and summary forms from your instructor. These forms will validate the student's counseling and administrative experience while at their rehabilitation counseling site.

- The student is expected to keep these forms current and obtain the appropriate signatures. All forms should be copied and turned into the University Supervisor for review and for the student's file within the department.

## **Step Six**

**Review with your Site Supervisor the site evaluation form he/she will be completing for you at the end of the semester.**

- The student is expected to participate in an on-going evaluation process with their site supervisor and their practicum/internship course instructor. The site evaluation form will evaluate the student's progress and should be completed and returned to the practicum/internship course instructor three weeks prior to the end of the semester. Keep these forms current and obtain the appropriate signatures. All forms should be copied and turned into the University Supervisor for review and for the student's file within the department.
- The practicum/internship experience is evaluated on the basis of each student's counseling skills and ability to integrate theory and practice. Since practicum involves clients in a community counseling setting, a great deal of value is placed on providing high quality service in a professional and ethical manner.
- Become familiar with your responsibilities and assist your site supervisor in understanding their responsibilities, as described in this handbook.

## **Step Seven**

**If, after receiving your approved site, you have an emergency situation which makes it impossible to proceed with the Practicum or Internship, notify the Coordinator immediately. You must reapply (by the semester deadline) for Practicum or Internship.**

## **STUDENT EXPECTATIONS AND REQUIREMENTS**

- Become acquainted with the organizational structure, professional protocol, and underlying philosophy of the program, agency, or institution.
- Understand and adhere to the agency's policies regarding confidentiality, informed consent, and other related ethical policies.
- Dress and act in a professional manner throughout the practicum/internship and adhere to the holiday schedule of the agency not the university.
- Observe interactions between professional staff and clients such as interviews, interventions and therapeutic sessions, intake, counseling, placement and follow-up interviews.
- Observe team meetings, case conferences, staff meetings, and accompany a counselor on field visits.

- Provide supervised direct service to clients such as intake, diagnosis, vocational and personal adjustment counseling, placement, and follow-up.
- Communicate directly with professionals within the agency and outside the agency such as psychiatrists, social workers, teachers, vocational evaluators.
- Meet with the site supervisor at least one hour per week for individual supervision.
- Meet and track hours and assignments according to the course requirements

### **SITE SUPERVISOR EXPECTATIONS AND REQUIREMENTS**

- Schedule time for individual supervision with student a minimum of one hour per week. Supervision should be provided by a Certified Rehabilitation Counselor (CRC). Please note that all University Supervisors are CRC.
- Provide orientation and supervision about the policies and procedures of the site
- Provide adequate facilities for the student to carry out assigned responsibilities
- Provide the student with a variety of learning experiences appropriate to a Rehabilitation Counselor.
- Be available to meet with the university supervisor on scheduled visits and to advise him/her in a timely manner of any problems with arise in connection with the student's progress

### **UNIVERSITY SUPERVISOR EXPECTATIONS AND REQUIREMENTS**

- Provide Individual and group supervision weekly with the student.
- Assist student in processing new knowledge.
- Assist student to integrate new experiences with theory and research.
- Mediate problems that the students may encounter during the placement.
- Visit the site supervisor and the student at the site.
- Evaluate the student and discuss the evaluation with the student.



**FLORIDA ATLANTIC UNIVERSITY**  
**Rehabilitation Counseling**  
**Site Request Form**

Semester / Year: \_\_\_\_\_ Practicum \_\_\_\_\_ Internship \_\_\_\_\_  
 Date of Application: \_\_\_\_\_ Name of Applicant: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: FL ZIP: \_\_\_\_\_

PHONE: Days ( ) \_\_\_\_\_ Evenings ( ) \_\_\_\_\_

Email: \_\_\_\_\_

Make Sure you attached all items (1) RESUME (2) DEGREE AUDIT

#1 Please indicate which course(s) (by course prefix & # i.e. MHS 6666) you are currently enrolled in, and those that will be taken as of the application date and semester requested.

|                       |  |  |  |
|-----------------------|--|--|--|
| Current Semester:     |  |  |  |
| Next Semester:        |  |  |  |
| Add'l Courses Needed: |  |  |  |

**#2 Preferred Site Location:** Agency \_\_\_\_\_

Supervisor Name & Phone (Must be CRC) \_\_\_\_\_

**#3 Additional Site Location:** Agency \_\_\_\_\_

Supervisor Name & Phone (Must be CRC) \_\_\_\_\_

I understand that I will be notified which class section I am assigned to no later than the week of regular registration. My site will be confirmed at that time.

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_ Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

Department Chair \_\_\_\_\_ Date \_\_\_\_\_ Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

*Date*

Dear \_\_\_\_\_,

We appreciate your willingness to accept \_\_\_\_\_ as a Practicum student at your agency for the \_\_\_\_\_ term. Enclosed with this letter are the following: the Rehabilitation Counselor Practicum & Internship Manual, Letter of Agreement to be signed by you, a Placement Approval form to be completed for your agency, and a sample of the end of term Evaluation Forms. Additionally, our website (<http://www.coe.fau.edu/academicdepartments/ce/default.aspx>) provides our program's mission and objectives and other program information.

Please review the enclosed materials. The Approval form and the Letter of Agreement should be completed and returned as soon as possible. These can be returned to the Counselor Education Department by \_\_\_\_\_ or sent in the enclosed return envelope.

I will be serving as her University Supervisor and will be calling to make an appointment to meet with you and \_\_\_\_\_. Please call me at (561) 297-3602 if you have any questions. Again, thank you for supervising \_\_\_\_\_. I am sure you will find *him/her* very helpful.

Sincerely,

Michael Frain, Ph.D.  
Associate Professor of Rehabilitation Counselor Education

Enclosures

## Rehabilitation Practicum Letter of Agreement

The Counselor Education Department at Florida Atlantic University appreciates the placement of our student with your agency. This student is working toward a Master's degree in Counselor Education with an emphasis in Rehabilitation Counseling and has completed almost the entire sixty semester-hour program, except her Practicum and Internship. The student in this Practicum in Rehabilitation Counseling will welcome the opportunity for co-counseling with an experienced counselor and will need close supervision. The following are the requirements for the Practicum:

1. The student must complete a minimum of 150 clock hours throughout the semester and 111 hours on-site in the agency with at least 40% of the time spent in direct contact with clients, counseling individuals, families and/or groups. After becoming acquainted with the policies, procedures and staff of the agency, the student will see a variety of clients, with some ongoing clients.
2. The student is required to make a minimum of five (5) audio and/or video tapes of his or her counseling, of course, with the permission of the clients. Competency and definite progress in counseling skills must be demonstrated.
3. The student will receive individual supervision of at least one hour per week with a qualified Site Supervisor from the agency. The Site Supervisor needs to be a Certified Rehabilitation Counselor.
4. The student will meet with the University Supervisor for small group supervision once a week and spend some time in individual supervision with the University Supervisor.
5. The student will complete readings, progress notes and forms as required by the agency, as well as other related reading and papers as required by the University Supervisor. The student will complete weekly activity and client contact logs signed by the Site Supervisor and submitted to the University Supervisor.
6. The student is expected to conduct him/herself in a professional manner and to abide by the ethical standards of the American Counseling Association and the American Rehabilitation Counselor Association. **The student will purchase professional liability insurance.**
7. At the end of the semester, the Site Supervisor will complete a written evaluation of the student's progress and confer with the University Supervisor regarding the student's performance in the agency. The final grade will be determined by the University Supervisor.

I have read and agree to the conditions of this Letter of Agreement.

|                                              |                     |               |
|----------------------------------------------|---------------------|---------------|
| _____<br>(Student's Signature)               | _____<br>SS#        | _____<br>Date |
| _____<br>(Site Supervisor's Signature)       | _____<br>Agency     | _____<br>Date |
| _____<br>(University Supervisor's Signature) | _____<br>Department | _____<br>Date |

**REHABILITATION INTERNSHIP**  
**Letter of Agreement**

The Counselor Education Department at Florida Atlantic University appreciates the placement of one of our M.Ed. internship students with your agency. Your contribution to the enhancement of internship training is of great importance to our program and to the professional development of counselors. The internship site will be expected to:

1. Provide the student with a minimum of 600 clock hours throughout the semester **(dates)** on-site in the agency with at least 50% of the time spent in direct contact with clients, counseling adult individuals, families and/or groups.
2. Provide the opportunity for the student to make a minimum of five (5) audio and/or video tapes of his or her counseling, of course, with the permission of the clients.
3. Provide the student individual supervision of at least one hour per week with a qualified Supervisor from the agency.
4. Guide the student through individual supervision toward a greater theoretical understanding of synthesizing theory and practice.
5. Guide and facilitate the student in completing progress notes and forms and other aspects of the organizational structure of the field setting as required by the agency.
6. Contribute to and facilitate the student's efforts to understand, appreciate, and appropriately employ the ethics of the profession.
7. Evaluate the student's performance in an on-going manner and provide a final evaluation on the appropriate form.

I have read and agree to the conditions of this Letter of Agreement.

|                       |     |      |
|-----------------------|-----|------|
| (Student's Signature) | SS# | Date |
|-----------------------|-----|------|

|                               |        |      |
|-------------------------------|--------|------|
| (Site Supervisor's Signature) | Agency | Date |
|-------------------------------|--------|------|

|                                     |            |      |
|-------------------------------------|------------|------|
| (University Supervisor's Signature) | Department | Date |
|-------------------------------------|------------|------|

# FLORIDA ATLANTIC UNIVERSITY

## Department of Counselor Education

### Rehabilitation Practicum/Internship Evaluation Form

DATE: \_\_\_\_\_

TERM: \_\_\_\_\_

Please read carefully and fill in **ALL BLANK** spaces. The information is important for the records.

**STUDENT'S NAME:** \_\_\_\_\_ **S.S.#:** \_\_\_\_\_

**SITE SUPERVISOR:** \_\_\_\_\_

**SITE/ADDRESS:** \_\_\_\_\_

**TOTAL HOURS ON SITE:** \_\_\_\_\_

**DIRECT CLIENT CONTACT HOURS:** \_\_\_\_\_

Please indicate competency of the student by marking the appropriate box using the following scale with A5" as the highest rating:

- SCALE:     K BEST     5. Excellent; expectations met at superior level.  
                               4. Above average; expectations met at above average level.  
                               3. Average; expectations met at average level.  
                               2. Below average; minimum expectations met with difficulty.  
                               1. Unacceptable; minimum expectations not met.  
                               NA. Not Applicable                                NO. Not Observed

| 1. PERSONAL WORK HABITS - DEMONSTRATES: | 5 | 4 | 3 | 2 | 1 | NA | NO |
|-----------------------------------------|---|---|---|---|---|----|----|
| Punctuality                             |   |   |   |   |   |    |    |
| Keeps appointments                      |   |   |   |   |   |    |    |
| Handles absences responsibly            |   |   |   |   |   |    |    |
| Prepares for assignments                |   |   |   |   |   |    |    |
| Presents self in a professional manner  |   |   |   |   |   |    |    |
| <b>REMARKS:</b>                         |   |   |   |   |   |    |    |
|                                         |   |   |   |   |   |    |    |

| 2. RELATION TO WORK SETTING AGENCY/SCHOOL/BUSINESS:                             | 5 | 4 | 3 | 2 | 1 | NA | NO |
|---------------------------------------------------------------------------------|---|---|---|---|---|----|----|
| Understands agency goals/objectives                                             |   |   |   |   |   |    |    |
| Complies with agency goals/objectives                                           |   |   |   |   |   |    |    |
| Understands agency governing structure                                          |   |   |   |   |   |    |    |
| Implements agency policies                                                      |   |   |   |   |   |    |    |
| Understands agency's relationship to the total community human services efforts |   |   |   |   |   |    |    |
| Follows proper channels in functioning within the agency                        |   |   |   |   |   |    |    |
| Works comfortably with others on the staff                                      |   |   |   |   |   |    |    |
| Relates well to professionals in related fields                                 |   |   |   |   |   |    |    |

**REMARKS:**

| <b>3. APPROPRIATE USE OF SUPERVISORY RELATIONSHIP:</b>                | 5 | 4 | 3 | 2 | 1 | NA | NO |
|-----------------------------------------------------------------------|---|---|---|---|---|----|----|
| Understands the purpose of supervision                                |   |   |   |   |   |    |    |
| Assumes responsibility for participation in supervisory relationship  |   |   |   |   |   |    |    |
| Submits paperwork promptly                                            |   |   |   |   |   |    |    |
| Uses supervisory relationship for growth in self-awareness and skill  |   |   |   |   |   |    |    |
| Relates effectively to use of authority in supervisory relationship   |   |   |   |   |   |    |    |
| Relates to supervision with a minimum of resistance and defensiveness |   |   |   |   |   |    |    |

**REMARKS:**

| <b>4. DEVELOPING MEANINGFUL CLIENT RELATIONSHIPS:</b>                            | 5 | 4 | 3 | 2 | 1 | NA | NO |
|----------------------------------------------------------------------------------|---|---|---|---|---|----|----|
| Gives indication of ability to relate to clients with warmth and interest        |   |   |   |   |   |    |    |
| Relates effectively to individuals in one-to-one situations                      |   |   |   |   |   |    |    |
| Shows understanding of individual differences in determining counseling approach |   |   |   |   |   |    |    |
| Assists clients in goal setting                                                  |   |   |   |   |   |    |    |
| Fosters client responsibility                                                    |   |   |   |   |   |    |    |
| Demonstrates effective leadership skills in group counseling                     |   |   |   |   |   |    |    |

**REMARKS:**

| 5. EXPANDING SKILL BASE:                                                       | 5 | 4 | 3 | 2 | 1 | NA | NO |
|--------------------------------------------------------------------------------|---|---|---|---|---|----|----|
| Shows ability to interview                                                     |   |   |   |   |   |    |    |
| Shows beginning ability to form diagnosis and conceptualize client issues      |   |   |   |   |   |    |    |
| Shows ability to make referrals                                                |   |   |   |   |   |    |    |
| Shows ability to assess strengths of clients                                   |   |   |   |   |   |    |    |
| Shows ability to administer testing                                            |   |   |   |   |   |    |    |
| Shows ability to handle hostility                                              |   |   |   |   |   |    |    |
| Shows ability to problem-solve                                                 |   |   |   |   |   |    |    |
| Shows ability to formulate short and long-range treatment goals and strategies |   |   |   |   |   |    |    |
| <b>REMARKS:</b>                                                                |   |   |   |   |   |    |    |

| 6. MAINTAINING COUNSELING RECORDS:                                | 5 | 4 | 3 | 2 | 1 | NA | NO |
|-------------------------------------------------------------------|---|---|---|---|---|----|----|
| Maintains records in accordance with policy of placement setting  |   |   |   |   |   |    |    |
| Ability to communicate client feelings, attitudes through records |   |   |   |   |   |    |    |
| Writes with clarity, conciseness, preciseness                     |   |   |   |   |   |    |    |
| Reflects items which demonstrate client's participation           |   |   |   |   |   |    |    |
| Reflects what actions are planned in records                      |   |   |   |   |   |    |    |
| Uses appropriate conceptual terms                                 |   |   |   |   |   |    |    |
| <b>REMARKS:</b>                                                   |   |   |   |   |   |    |    |

| 7. FUNCTIONING WITHIN PROFESSIONAL ROLE:                   | 5 | 4 | 3 | 2 | 1 | NA | NO |
|------------------------------------------------------------|---|---|---|---|---|----|----|
| Performs in accordance with ACA Ethical Standards          |   |   |   |   |   |    |    |
| Demonstrates understanding of confidentiality              |   |   |   |   |   |    |    |
| Protects client confidentiality                            |   |   |   |   |   |    |    |
| Shows relative freedom from biases, prejudices             |   |   |   |   |   |    |    |
| Understands role as a helping person                       |   |   |   |   |   |    |    |
| Is able to avoid over-identification with clients          |   |   |   |   |   |    |    |
| Permits client/group to participate in the helping process |   |   |   |   |   |    |    |
| Works out of plan rather than impulse                      |   |   |   |   |   |    |    |
| Completes assigned tasks independently                     |   |   |   |   |   |    |    |
| Consults and collaborates with professional colleagues     |   |   |   |   |   |    |    |
| Utilizes reading materials in professional development     |   |   |   |   |   |    |    |
| Participates in professional development activities        |   |   |   |   |   |    |    |
| Functions in a consistent manner                           |   |   |   |   |   |    |    |
| <b>REMARKS:</b>                                            |   |   |   |   |   |    |    |
|                                                            |   |   |   |   |   |    |    |



**8. SUMMARY OF STUDENT'S STRENGTHS AND LIMITATIONS.**

**9. RECOMMENDED STEPS FOR FUTURE PROFESSIONAL DEVELOPMENT.**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_