

# GRADUATE STUDENT HANDBOOK



## SCHOOL COUNSELING TRACK SUPPORTERS OF ACADEMIC RIGOR (SOAR) COUNSELOR EDUCATION PROGRAM

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## INTRODUCTION

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Welcome to the University of North Florida Counselor Education Program. Whether you are an admitted student or an individual investigating various programs, the faculty has designed this Handbook to provide you with specific information about the School Counseling (SOAR) Track in the Counselor Education Program. Included in this manual are policies, procedures, courses, and other information to help orient you to our program.

Please note the School Counseling Handbook *does not* replace the UNF Graduate Catalog or other official University documents but rather supplements them. It is important that you familiarize yourself with the entire Handbook at the beginning of your program and that you keep it as a reference throughout your graduate studies. The faculty will make every effort to communicate with you through orientation, personal advising, classroom announcements, and the Counselor Education bulletin boards.

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## UNF COUNSELOR EDUCATION HANDBOOK

### I. DESCRIPTION OF THE PROGRAM & THE SCHOOL COUNSELING TRACK

The Counselor Education program offers a Master of Education degree in School Counseling (SOAR). The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

School Counselors: Supporters Of Academic Rigor (SOAR) is a partnership between the University of North Florida and the Duval County Public Schools with outreach efforts to St. Johns, Clay, Putnam, and Nassau counties and the Florida community with the expected outcome of preparing counselors who will practice as advocates, leaders, career/academic advisors, and counselors creating the conditions necessary for academic achievement for all children.

#### **Mission and Vision of the School Counseling Program**

The School Counseling Program is philosophically aligned with the mission of the College of Education and Human Services (COEHS) and the Duval County Public Schools, the K-12 school district we predominately serve. The school counseling program is cutting-edge with regard to the knowledge and practice that represents the field of school counseling. This document presents the essential framework of elements that describe our program's knowledge bases and assessment plan, and the integration and articulation of these two components.

#### *Mission*

The mission of the School Counseling Program is to prepare culturally competent and skilled school counseling professionals to meet the growing needs of K-12 students in today's schools. This competency-based school counseling program prepares professional school counselors to deliver comprehensive programs that promote success for all students (preK-12) in the areas of academic, career, and personal/social development. Through advocacy, collaboration, teamwork, leadership, individual and group counseling interventions, and use of data and technology, UNF school counselor candidates will be prepared to support, promote, and enhance student achievement and success in school.

#### *Vision*

The School Counseling Program is situated within the Department of Leadership, Counseling, and Instructional Technology under the auspices of the College of Education and Human Services (COEHS) at the University of North Florida. This program reflects the COEHS vision of preparing and supporting educators who seek to be competent and contributing professionals for diverse learning communities. Professional preparation in School Counseling emphasizes the development of candidates who will model pedagogical effectiveness and engage in active leadership roles within schools and community organizations with regard to school counseling.

## **Philosophy of SOAR**

School Counseling candidates will demonstrate the knowledge and skills to plan, implement, and evaluate comprehensive national standards-based school counselor programs. The School Counseling Track prepares school counselors to fulfill the following roles:

- serve as advocates, educational leaders, team members, counselors, and consultants to maximize opportunities for every student to succeed academically;
- develop in students a commitment to achievement and provide conditions that enable students to accomplish their goals;
- help students recognize their potential and enhance their capacity to make academic and career decisions;
- serve as leaders and stewards of equity and achievement and be able to remedy institutional and environmental barriers impeding students' progress;
- provide all students with academic and career advising in order for them to form values, attitudes, and behaviors conducive to their educational and economic success; and,
- become managers of resources and partnership builders, enlisting the support of parents, agencies, and community members.

## **Characteristics of the Program**

- A cohort model
- A 48-credit Master of Education degree in Counselor Education
- Eligibility for school counselor certification in Florida
- Skill building in counseling leadership, collaboration, and data-driven decision making
- Field experiences integrated throughout the coursework
- Knowledge and understanding of innovative practices in school counseling
- Expertise in using technology applications in school counseling to support students' growth and development
- Extensive knowledge in delivering comprehensive programs that promote success for all students in the areas of academic, career, and personal/social development
- A unique cross-disciplinary approach through sharing core courses with teacher education, special education, and educational leadership candidates
- An evening and weekend program with approximately 3 daytime obligations per semester (summer term requires more daytime obligations)

## **Diversity**

Every course in the School Counseling Track addresses the role of social and cultural diversity in school counseling. Students learn about the characteristics, concerns, and needs of diverse groups such as cultural minorities, people with low socioeconomic status, and people with disabilities. Students explore their own attitudes and biases toward various populations and develop strategies to overcome those biases. Students acquire skills in order to provide individual, group, and classroom guidance lessons to diverse populations.

Candidates are required to commit to the self-examination of their own acceptance and celebration of diverse populations. Effectiveness in communicating and working with students, parents, teachers, school administrators, and community members is dependent on the student's understanding of cultural and ethnic values, beliefs, and customs. Faculty believe that candidates' understanding and sensitivity to diversity, both within and across cultural and ethnic groups, is simply a necessity, and the program fosters opportunities for growth. Throughout the program, candidates are expected to demonstrate knowledge and understanding in terms of both their own and others' cultural and ethnic beliefs, values, and mores.

The gap in achievement between minority/low SES students and their non-minority/more affluent peers is a root sign of racial, cultural, and educational inequities that result in discrimination, economic disparity, and social stratification. Candidates are selected for admission and groomed during the program to develop a penchant for social justice to see injustice and inequity where it occurs and work with determination to eradicate it.

### **Technology**

In every course in the school counseling program, students learn to apply current and emerging technologies so that they may learn how to use them to assist students, families, and educators to promote informed academic, career, and personal/social choices. Students use one or more types of multi-media technology (i.e. word processing, PowerPoint, Internet) to complete assignments. All of the PowerPoint presentations throughout the 2-year school counseling program are posted on the Blackboard course so that each student can download their classmates' Power Points, give credit to their classmates, and tailor the Power Points for their school counseling position. Students are required to perform Internet searches on various topics and submit a significant portion of their work electronically. Likewise, instructors model the use of PowerPoint, the Internet, conference calling, and other technologies to teach the courses.

Additionally, students learn to gather critical electronic information, such as school report card data, and employ the power of electronically disaggregated data. Materials for select courses are provided via a web-based course (<http://blackboard.unf.edu>). Students use a discussion board on this web-course, "Blackboard", to post comments about topics related to school counseling. In recent years, students have also established websites to assist students, families, and educators in finding and using resources that promote informed academic, career, and personal/social choices.

### *Osprey E-mail Accounts*

All students are eligible to obtain their own E-mail account by applying through the Computer Services Help Desk in the Matthews Building in Room 2102. Students must verify that they are currently enrolled in classes. Students will be given an E-mail account/user ID created by the Osprey/Unix system and a distribution list will be created for the entire section so that the instructor and class can communicate with each other.

### *Data Analysis and Word Processing*

Students have access to word processing, data analysis, and other computer functions through the UNF Computer Center. Both IBM compatible and Macintosh computers are available. The University Computer Center, located in the Matthews Building 15, offers training in the use of computing equipment and systems. In addition, the College of Education and Human Services houses a Technology Center on the first floor of Building 9, which contains stations equipped with IBM compatible and Macintosh computers for student use.

### *Library Facilities and Holdings*

The UNF library is a 120,000 square foot facility covering four floors and containing more than 650,000 holdings including 52,000 audio/visual units, 1.2 million micro format units, and 2,520 subscriptions to journals.

There are numerous counseling and related journals housed in the UNF library. The library maintains extensive hours: typically 7:00am to 3:00am Monday through Thursday, 7:00am to 9:00pm on Friday, 8:00am to 9:00pm on Saturday, and 1:00pm to 3:00am on Sunday. The entire card catalog is computerized and students have access to dozens of computers on each floor of the library. Computerized searches are accomplished easily through the library system, LUIS. The on-line catalog has both in-library and remote access. Interlibrary loans through the State University System are available to students at nominal charges. Many documents, including older journals and all ERIC documents, are maintained on microfiche. Photocopying machines are available on each floor of the library. Study carrels and group study rooms are also available on the third and fourth floor of the library. The library staff willingly provides group and individual tutoring on conducting computer searches, and a comprehensive guide to services is available on-line and in hard copy.

## **II. ADMISSIONS PROCESS**

The current (2008-2009) *University of North Florida Graduate Catalog* provides general information pertaining to all graduate students, including minimum admission requirements and financial aid information.

### **SOAR Program Requirements**

The School Counseling Track is organized according to a cohort model. Students are admitted to the program each spring for the cohort, which will begin the following summer semester. To be admitted to the SOAR Program, applicants need to apply and be admitted to the University of North Florida. Applicants must have the following: 1) a combined verbal and quantitative score of 1000 on the Graduate Record Exam (GRE) or a 3.0 average for the last 60 semester hours of upper-level undergraduate study; 2) an undergraduate degree (however, a degree in Education is not necessary); 3) at least 6 semester hours in the behavioral sciences (all with grades of A or B); and, 4) a completed Admissions Portfolio. An individual who possesses a master's degree

and wishes to obtain a second master's in school counseling must apply to the program and complete all prerequisites with the exception of the GRE.

### *Admissions Portfolio*

Applicants must submit an admissions portfolio which contains three letters of recommendation (one of which needs to be from a building principal and/or vice principal or for non-educators a current or recent supervisor), a professional goals statement, signed statement of understanding, a school experience contract, and written reactions to journal articles and school scenarios. Applicants who meet the preceding qualifications are invited to attend an on-campus interview with Counselor Education faculty and practicing school counselors and each will deliver a brief public speech on an educational topic (the topic recently has focused on the achievement gap in education in America). The portfolio is due before the interview date and the interview dates are scheduled in February, April, and June. Applicants who are interested in applying after the June due dates may have accommodations made during the summer to submit a portfolio and have an interview, dependant on admission to the university. Portfolio materials submitted become the property of the SOAR program. Please be certain to keep copies of all your work.

### **Exceptions Policy**

Applicants who do not meet university requirements in terms of GRE or GPA are eligible to apply through the exceptions policy. Interviews with applicants applying under the exceptions policy are held for those who have a reasonable chance of succeeding in the program. The faculty makes recommendations to the College of Education and Human Services for the available exceptions "slots," which are limited to 1-3 students per semester.

### **Transfer Courses**

No more than 10 semester hours can be completed before a student is fully admitted, including a maximum of 6 semester hours of approved credits from another institution. Students are advised to discuss any transfer courses with their program sponsor who will determine which courses may be applicable.

### III. PROGRAM OF STUDY

#### Prerequisite Courses (6 Semester Hours)

\*\*6 semester hours of sociology and/or psychology course work with a grade of B or better\*\*

#### COEHS Core Requirements (6 Semester Hours)

EDF 6607 Education in America 3

EDF 6495 Research in Counseling 3

#### Major Requirements (42 Semester Hours)

MHS 6407 Theories of Counseling 3

SDS 6310 Career and Lifestyle Development 3

SDS 6014 Organization and Administration of School Counseling 3

MHS 6600 Seminar: Consultation Skills 3

SDS 6411 Counseling Children and Adolescents 3

MHS 6530 Group Leadership Skills for School Counselors 3

MHS 6780 Legal, Ethical, and Professional Issues in School Counseling 3

SDS 6832 Internship Career Advising, Appraisal, Advocacy 3

TSL 6700 ESOL for School Counselors 3

SDS 6830 Internship: Counseling/Coordination of Guidance Services 3

MHS 6201 Assessment in School Counseling 3

SDS 6940 Practicum in School Counseling 3

SDS 6931 School/Family Managing Student Behavior 3

MHS 6482 Personality and Lifespan Development 3

## **Sequence of Courses**

### **Year 1**

#### Summer Term

EDF 6607: Education in America

TSL 6700: ESOL for School Counselors

#### Fall Term

MHS 6780: Legal, Ethical, and Professional Issues in School Counseling

SDS 6940: Practicum in School Counseling

MHS 6407: Theories of Counseling

#### Spring Term

SDS 6014: Organization and Administration in School Counseling

SDS 6310: Career and Lifestyle Development

SDS 6832: Internship Career Advising, Appraisal, Advocacy

### **Year 2**

#### Summer Term

MHS 6530: Group Leadership Skills for School Counselors

SDS 6931: School/Family Managing Student Behavior

SDS 6482: Personality and Lifespan Development

#### Fall Term

MHS 6421: Counseling Children and Adolescents

MHS 6600: Seminar: Consultation Skills

#### Spring Term

MHS 6201: Assessment in Counseling

SDS 6830: Internship: Counseling/Coordination of Guidance Services

EDF 6495 Research in Counseling

### Tentative Cohort Term Schedule

Program of Studies		Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012
EDF 6607	Education in America		10			11			12			13			14	
TSLXXXX	ESOL for School Counselors		10			11			12			13			14	
MHS 6780	Legal, Ethical, and Professional Issues in School Counseling			10			11			12			13			14
MHS 6407	Theories of Counseling			10			11			12			13			14
SDS 6940	Practicum in School Counseling			10			11			12			13			14
SDS 6014	Organization and Administration of School Counseling	9			10			11			12			13		
SDS 6310	Career and Lifestyle Development	9			10			11			12			13		
SDS 6832	Internship Career Advising, Appraisal, Advocacy	9			10			11			12			13		
SDS 6831	Management Resources & Data Analysis		9													
MHS 6530	Group Leadership Skills for School Counselors		9			10			11			12			13	
MHS 6482	Personality and Lifespan Development		8/9			10			11			12			13	
SDS 6931	School/Family Managing Behavior		9			10			11			12			13	
MHS 6600	Seminar: Consultation Skills		8	9			10			11			12			13
MHS 6421	Counseling Children and Adolescents			9		10			11			12			13	
MHS 6201	Assessment in Counseling	8			9			10			11			12		
SDS 6830	Internship Counseling/Coordination of Guidance Services	8			9			10			11			12		

EDF 6495 or EDF 6480	Research in Counseling (recommended) or Foundations of Research (available any semester)	8			9			10			11			12	
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## IV. PROGRAM POLICIES

### Fingerprinting Procedure

Prior to entering the SOAR program, candidates must be fingerprinted by Duval County Public Schools (DCPS) at the DCPS School Board. If already employed by Duval County Public Schools it is not necessary to be re-fingerprinted. Read below for fingerprinting procedures.

1. Pay \$61.00 in advance at the website: [www.FLprints.com](http://www.FLprints.com) or by phone at 1-877-357-7456. You will receive a confirmation number for payment.
2. Call the Duval County Public Schools Security Office at 390-2005 for an appointment to be fingerprinted.
3. On the day of your scheduled appointment, bring your confirmation number from FLprints.com and report to the 3rd floor of the Duval County Public Schools Building to pick up your approval letter from the District Guidance Office.
4. Report to 1<sup>st</sup> floor to the security officer to sign in for your appointment. Make sure Jake DeBoard processes you.

### Incomplete Grades

Students who have extenuating circumstances that preclude their completing all course requirements by the end of the term may, at the instructor's discretion, receive a grade of "incomplete." The student must have completed a majority of the coursework with a passing grade and must complete the course within the time limit set by the instructor, not to exceed one calendar year or graduation, whichever comes first. To extend and incomplete beyond one year, the student must petition for a waiver of University policy. An "I" will be changed to a final evaluative grade (one that is used in calculating GPAs) at the time the student completes the required work. Students may not register for courses in which incompletes have been received. Any "I" grade not removed by the end of the time limit will be changed to a final grade to be determined by the instructor. This grade will be used to calculate the student's cumulative GPA. If no final grade is issued, the "I" will change to an "F" and will be calculated in the grade point average. Please note: students may not register for courses if they have over three incompletes.

A grade of Incomplete will be available only under the following circumstances:

- a. extraordinary circumstances for you or your family or by previous agreement with the instructor before enrolling in the course;
- b. with completion of over 50% of the course requirements; and
- c. with permission of the instructor.

**Note:** Completion of all assignments is required to pass each course. Each assignment in the syllabi holds a purpose in preparing graduates for the school counseling profession. It is not an option to take a grade of 0 for an assignment that a student does not wish to complete.

### **Time Limits**

Students must complete their degrees within five years from the time they take their first course in the program, whether or not they have been accepted into the program at that point. When coursework completed at UNF or elsewhere exceeds five years, the credit hours become invalid, and in order to be accepted, the courses must be validated by the program leader according to the procedures found in the Graduate Catalog. If a course is not validated, additional coursework will be required and added to the program of study. Students should make every effort to complete their degree within the time limits established.

### **Continuous Enrollment**

Students who do not take classes for three consecutive terms are dropped from the program and must reapply for admission. If program requirements are changed after the student is dropped, the student will be obligated to meet new program requirements upon re-admission.

### **Professional Development**

#### *Ethical Guidelines*

It is the obligation of the student to become familiar and adhere to the established ethical codes. Students are taught the ethical guidelines of the profession in several courses. However, *MHS 6780: Legal, Ethical, and Professional Issues in School Counseling* is the primary course in which students become familiar with the professional behaviors expected of counselors and counselors in preparation. Students are strongly encouraged to read the ethical codes from the American School Counselor Association (ASCA) (<http://www.schoolcounselor.org>).

#### *Liability Insurance and Security Clearance*

All students are required to obtain liability insurance prior to beginning practicum and to maintain it through completion of internship. Professional individual liability insurance comes with your membership in the American School Counselor Association (ASCA) or by joining Florida Counseling Association (FCA) and get liability through the American Counseling Association (ACA). If students choose not to join a professional organization, liability insurance must be obtained on their own. A copy of the insurance policy must be presented to the UNF and site supervisors in order to begin practicum and internship client contact until liability insurance is in effect. Security clearance is also

required for work in schools. Students are required to get Level Two Clearance through fingerprinting.

### *Sigma Phi Epsilon Chapter of Chi Sigma Iota*

Chi Sigma Iota is the international honor society of professional counseling. Its mission is to promote scholarships, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Invitations to apply to the UNF chapter of Chi Sigma are based upon the following criteria:

1. Completion of one semester of full-time grade course work
2. Earned grade point average of 3.5 or higher
3. Recommendation of the membership by the Sigma Phi Epsilon chapter

For the further information contact: Dr. Shunda Brown @ [sbrown@unf.edu](mailto:sbrown@unf.edu) or Dr. Sejal Parikh @ [s.parikh@unf.edu](mailto:s.parikh@unf.edu)

### **Attendance and Punctuality**

Attendance at all class sessions is expected. Class sessions will be comprehensive in the topics and materials discussed. Because the modes of instruction will vary, learning acquired in class will be difficult to duplicate by another method. If you do miss a class, you are responsible for obtaining class notes, handouts, class activities, and any other pertinent information. Chronic absences (2 or more missed classes) raise serious concerns. Two missed classes (or equivalent of 5 ½ hours of class) will reduce your grade by a letter grade. Three or more absences, you will be asked to step out of the class and repeat it during another semester. Courses that meet less than 15 weeks will adjust the attendance policy according to the number of class sessions.

Part of professional behavior is punctuality. Chronic tardiness is unacceptable professional behavior and will impact your grade. Should you be tardy two or more times, two points will be subtracted from your grade for each tardy; therefore, chronic tardiness runs the risk of possibly losing credit for the course.

## **V. STUDENT ASSESSMENT**

### **Student Progress Assessment**

The Student Progress Assessment form is completed for every student the first and second semesters and beyond for students for whom faculty are supporting to increase their skills. Although most problems are identified prior to the completion of these courses, instructors use the Student Progress Assessment form to evaluate students in several critical areas prior to the internship. These forms are reviewed and discussed in faculty meetings as a means of ensuring that all students with problems are identified and remediated or counseled out of the program. All faculty members, including adjuncts complete this First, Second, and Third Semester Evaluation (Appendix A) on all students. In cases where student problems arise, various steps will be implemented.

### **Procedure for Remediation**

The following guidelines were developed to assist students and faculty in situations where conflicts arise:

1. The student will meet with concerned faculty to discuss the issue;
2. If the issue is not resolved, the student will meet with the entire faculty of the Counselor Education Program;
3. The student and faculty will devise a plan to resolve the issue and a subsequent contract will be signed by all concerned parties;
4. When the contract is fulfilled, the student will report back to the Counselor Education program leader for faculty review;
5. The student will be reinstated, a new plan will be developed, or the student will be dismissed;
6. The student has a right to appeal.

### **Student Retention Policy**

Students are required to sign a “Statement of Understanding” (Appendix B) when they are initially admitted into the program. Additionally, students are expected to maintain a B average. Students who receive grades of C in two or more courses are placed on probationary status. No more than two courses with grades of C may be applied toward a graduate degree program. All students who receive a grade of “C” or below in **any** course will be reviewed by the faculty and may need to repeat the course.

## **Program Dismissal**

1. Students may be dismissed from the program for academic reasons (for example, grades of C or below; plagiarism; verbal, non-verbal, or written communication problems).
2. Students may be dismissed for overt violations of the current ASCA Ethical Codes and Standard of Practice.
3. Students may be dismissed for “personal unsuitability for the profession.” Examples of behavior which would lead the faculty to professionally judge a student as such are:
  - a. consistent inability to assess problem situations in an educational setting and determine how to negotiate/compromise or otherwise resolve the situation;
  - b. consistent inability to recognize personal boundary/power issues which inhibit or prevent the student from learning appropriate professional behavior/counseling skills;
  - c. consistent inability to work as a team member; or
  - d. consistent inability or refusal to participate, without advisor consultation, in learning activities designed to promote and improve the student’s self-understanding, self-analysis skills and interpersonal skills.

## **Appeals Process**

All members of the University community are entitled to fair and equitable procedures and have a right of appeal. A student who believes a University policy imposes an undue hardship may submit through the Registrar’s Office a petition requesting a waiver of the specific policy. The student will be informed in writing of the results of the appeal.

Guidelines for grade appeals are in the Registrar’s Office. Members of the community who feel that they have not been accorded rights under the Civil Rights Act of 1964 or Title IX of the Higher Education Amendments of 1972 may submit inquiries to the director of equal opportunity programs, Room 2515, J.J. Daniel Hall, 620-2507.

## **VI. PROGRAM COMPLETION**

### **Application for Graduation**

Students must submit a formal graduation application to the Registrar’s Office by the deadline date listed in the University Calendar on the University website, <http://www.unf.edu>.

## Graduation Requirements

Students must complete all coursework listed on their program of study with a grade of “B” or higher. Students must also take and pass the exams required for Florida Teacher Certification in Guidance and Counseling PK-12. In order to receive a grade for your last internship (*SDS 6830: Internship in Counseling/Coordination of Guidance Services*) and to meet graduation requirements, a passing score is required for each of the following three Florida Teacher Certification Exams (FTCE):

1. General Knowledge (English Language Skills, Reading, Mathematics, Essay)
2. Professional Education
3. Guidance and Counseling PK-12 (Subject Area Exam)

## State Certification and Certification Exams

Certification is required in order to teach and/or work as a school counselor in all Florida public schools and many private schools.

The first step to Florida Teacher Certification is to complete an application package, which can be found on the Florida Department of Education, Educator Certification website <http://www.fldoe.org/edcert/step1.asp>. The following items are required to complete the application package:

1. A completed CG-10 application form
2. \$56.00 processing fee for each subject you request\*
3. Official transcripts showing all degrees and credits (at least a bachelor’s degree from an accredited or approved U.S. institution)
4. If applicable, copies of teaching certificate(s) you hold from other U.S. states or territories

\*You must

select the subject(s) for which you are seeking certification. To assist you in making this decision, you may wish to review the certification Subjects available on the FLDOE web site ([www.fldoe.org](http://www.fldoe.org)) and the requirements for each subject. You may also wish to consult with certification personnel in your local school district office.

When you send a completed application package to the Bureau requesting a Florida certificate, it is evaluated to determine your eligibility for a Florida certificate. The result of that determination is mailed to you as an Official Statement of Status of Eligibility.

The Official Statement is valid for three years and has two functions:

- to officially state whether or not "you are eligible" for a Temporary Certificate or a Professional Certificate in the subject area you requested, and

- to provide you with a customized list of the requirements you must complete to be issued full state certification in Florida.

Graduates of a Florida state approved teacher preparation program who have met the application requirements and passed all three portions of the Florida Teacher Certification Examination (FTCE) (General Knowledge, Professional Education, Subject Area Exam), will qualify for a Professional Florida Educator's Certificate.

You will apply for a Florida Professional Certificate in your program area. Be sure that your application package includes an official score report reflecting passing scores on all portions of the FTCE if taken prior to July 2002. All scores earned after July 1, 2002, are submitted electronically.

Graduates of a Florida approved teacher preparation program who have *not* passed all three portions of the Florida Teacher Certification Examination (FTCE), will qualify for a Temporary Certificate. The Temporary Certificate is valid for three school years, which allows you time to complete the certification tests while teaching full time. The Bureau of Educator Certification will provide you with official information about which test(s) to take to complete requirements for the Professional Certificate.

For more information on what is required for teacher certification in Florida or to add another subject area, go to the Florida Department of Education's Bureau of Educator Certification Web site ([www.fldoe.org/edcert](http://www.fldoe.org/edcert)) . You may also call the Florida Department of Education, Bureau of Educator Certification at 1-800-445-6739.

To find the latest information regarding pass/fail status, verifying registration, and all other information regarding registration, test preparation guides, and computer-based testing, please visit USF's FTCE Web site ([www.cefe.usf.edu/](http://www.cefe.usf.edu/)).

## **VII. PRACTICUM**

The following is an overview of practicum and internships in school counseling. A more detailed description, including copies of all necessary forms, is available in the *Practicum and Internship Candidate Handbook* and *Guidelines for School Counseling Practicum and Internship Site Supervisors*.

### ***SDS 6940: Practicum in School Counseling***

CACREP Standards for Clinical Experiences guide the requirements of this practicum. Specifically, candidates complete 100 clock hours of field experiences, divided into 40 hours of direct services and 60 hours of indirect services. In accordance with CACREP Standards, direct services are defined as individual counseling and group work activities. Indirect services include those activities completed by school counseling candidates in developing knowledge, skills, and dispositions that contribute to successful academic learning for all students.

## VIII. INTERNSHIPS

### *SDS 6832: Internship in Career Advising, Appraisal, Advocacy*

School Counseling candidates complete 300 clock hours in designing, delivering, and evaluating the clinical experiences by the following:

- a. Designing: School counseling candidates form teams and meet within and outside of class in preparing, designing, gathering materials, and rehearsing for presentations given in parent workshops and career fairs at the target school;
- b. Delivering: School counseling candidates deliver parent workshop presentations and simulations of staff development critiques of literature in coordination with the staff at target schools. The critiques of professional literature are prepared in written form according to APA writing standards and recorded on videotape for review by the candidate presenting; and,
- c. Evaluation: School counseling candidates prepare written critiques, reactions, and oral presentations for critique by their peers. Candidates critique the video recordings of the simulations of staff development presentations according to specific criteria, including goals for improvement, and submit a written report.

The school counseling program faculty maintains contact a minimum of three times with the school-based faculty to ensure the quality of the clinical experiences and to discuss the work and professional development of the school counseling candidate. This contact with the target school administration and staff allows collaboration and input as to the needs and content for coordination with school goals, including school improvement data and relevant grant report data. School-based faculty have access to the syllabus for the course and ample time to contact school counseling program faculty should consultation be needed. Dates of contact, documentation, dates and modes of service are articulated by telephone, email, and meetings with administration, faculty, and staff. Faculty, students, and parents complete evaluation instruments and school counseling candidates review, discuss, and react to the evaluations as well as complete a personal critique.

Program faculty, in collaboration with the Duval County Director of Guidance, Nan Worsowicz, and Duval County District Level School Counselor, Wendy Dunlap, review site placements and site faculty to ensure appropriateness of the site and that site supervisors will maximize the learning experience for the candidates. The school counseling program and its school partners do not jointly determine specific placements with regard to the career fair and the parent workshop, as the internship is conducted solely at the target school. The staff development simulation is conducted for the cohort and the program.

All students complete this internship at the urban professional development schools established for this internship, Eugene Butler and Northwestern Middle Schools and Raines High School. All interns go to the school at the same time and Dr. Christopher Janson and other SOAR faculty and Ms. Wendy Dunlap are the site supervisors for this internship.

***SDS 6830: Internship in Counseling/Coordination of Guidance Services***

This is the last field experience in the program and the one that integrates all components of the ASCA model and standards. Candidates complete 300 clock hours of field experience in delivering a data driven school counseling program with the collaboration of State of Florida certified school counselors, the Director of Guidance for the Duval County Public Schools, Nan Worsowitz; the district level Counselors, Joanie Shook and Judy Cromartie; and the district liaison SOAR Counselor, Wendy Dunlap.

These practitioners help us identify appropriate sites and may serve as site supervisors for this internship. Throughout the semester, site supervisors provide on-going supervision and feedback to candidates as they conduct their activities in the schools, and they formally evaluate the candidates at the conclusion of the field experiences. In addition, selected school counselors and the Duval County Director of Guidance provides guest presentations to school counseling candidates on the following topics: the role and responsibilities of the school counselor, use of data in identifying academic and learning needs, solutions based counseling, grant writing, and the referral process. Professional development in-service programs at the district level are part of indirect hours for internships.

Additionally, site supervisors are also brought together through the wonderful technology of phone conferencing (beginning December 2006). During these phone conferencing sessions, site supervisors are also asked for feedback regarding the content and procedures described in the *Handbook for School Counseling Practicum and Internship* and in *Guidelines for School Counseling Practicum and Internship Site Supervisors*. The supervisors also have the opportunity to review responsibilities for evaluation and provide helpful suggestions regarding evaluation procedures and instrumentation.

**IX. DEPARTMENT AND PROGRAM FACULTY**

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## X. APPENDICES

### Appendix A

#### FIRST, SECOND and THIRD SEMESTER EVALUATION

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Evaluators:** Dr. Carolyn Stone, Dr. Chris Janson, Dr. Sejal Parikh, Dr. Sandra Hansford, Dr. Rebecca Schumacher, Dr. Mary Beth Donaldson, and Wendy Dunlap.

We are genuinely interested in your welfare and professional development. Because we are invested in you, the profession, and your future charges, we deliver to you this feedback. As has been stressed through the recruitment, selection, and coursework; the SOAR program prepares people who demonstrate outstanding personal and professional qualities. School counselors are in a high profile role. Above average performance is the standard for the field. Grades are only one indicator of a candidate's suitability to the school counseling profession. Many areas of the program are more subjective and difficult to reduce to a grade such as: personal/social/consciousness skills; interactions with fellow students and faculty; ability to collaborate; interest and efforts to grow into a professional; judgment; ability to approach difficult problems and think quickly on your feet; and self-awareness especially regarding the impact of behavior on others. Therefore, we provide this evaluation as written feedback of your performance on more intangible, subjective areas of your performance as well as some of those areas captured in your course grades.

When Supervisors of Guidance and principals contact us for a recommendation for a school counselor, they do not ask us to send us the person with the strong grade point average. Rather, principals and other administrators are looking for the person who possesses the qualities that cannot be reduced to a grade in a course. Please accept this information in the spirit in which it is intended; an effort to help you self-reflect, grow your professionalism, and examine your match for the profession..

This instrument serves a number of important purposes:

- 1) you must successfully complete all of the criteria of this instrument by the end of the spring term to remain in the program. A rating of "satisfactory" is needed for each and every area;
- 2) the areas identified as needing attention will help you grow into a professional;
- 3) it is the ethical obligation of the faculty not to graduate someone who is not a match for the profession; and

- 4) this instrument serves as informed consent as to where you stand should someone ask us for a recommendation as to your employability as a school counselor.

<b>INTERPERSONAL SKILLS</b>	<b>Satisfactory</b>	<b>Needs more Attention</b>
Displays sensitivity toward others		
Accepting of differences (i.e. racial, ethnic, sexual orientation, etc.)		
Self-aware (strengths, personal issues, limitations, etc.)		
Interacts appropriately with others		
Open to personal and professional growth		
Recognizes her/his personal and professional impact upon others		
Professional demeanor		
Able to self-monitor one's own behavior		
<b>DEMONSTRATION OF PROFESSIONALISM</b>	<b>Satisfactory</b>	<b>Needs more Attention</b>
Preparedness for class such as attendance and punctuality		
Shows responsibility as a group member (carries appropriate share of cooperative group's workload, etc.)		
Demonstrates appropriate behavior as a group member		
Is engaged in his/her learning. Demonstrates a commitment to growth and knowledge instead of just grades.		
Demonstrates future job performance in the way he or she interacts with the faculty and fellow students; attends to his or her work; is responsible.		
Shows maturity of behavior and thought.		
Is a consensus builder, team player, and is a positive force in the cohort.		
Demonstrates a positive attitude.		
Recognizes that the cohort model is a laboratory for a future faculty and demonstrates the willingness and ability to work with various personalities as will be expected in a school.		

Seizes opportunities to demonstrate leadership qualities within the cohort. Take appropriate turns at stepping up to leadership and being a follower.		
Shows the ability to advocate for oneself and fellow students in an appropriate way.		
<b>ACADEMIC PERFORMANCE</b>	<b>Satisfac -tory</b>	<b>Needs more Attentio n</b>
Quality of work is consistently strong		
Assignments show depth of understanding		
Assignments show progress		
Writing is above average		
Communication skills are above average		
Student has consistently demonstrated the ability to incorporate suggestions and feedback from professor(s) on how to improve work		
Takes responsibility for his or her own learning. Provides faculty with suggestions, strategies, approaches that will enhance learning. Avoids the easy route to a degree and seeks and fosters opportunities for growth.		
Assignments are completed on time		
Demonstrates the ability to synthesize and analyze information quickly (as in the real world of school counseling).		
<b>FUTURE AS A COUNSELOR</b>	<b>Satisfac -tory</b>	<b>Needs more Attentio n</b>
Potential for becoming an effective school counselor		

**AREAS FOR IMPROVEMENT NOT MENTIONED ABOVE:**

**RECOMMENDATIONS:**

- [ ] Continue in the program your progress is good.
- [ ] Continue in the program but concentrate on making needed changes and we will meet mid semester.
- [ ] We encourage you to consider the content of the individual advising session we recently conducted with you. It is in your best interest to exit the program for a time period of \_\_\_\_\_ then consult with the faculty about reentering the program at a later date. We will give you specific suggestions for strengthening your stand as a student.
- [ ] We encourage you to consider the content of the individual advising sessions we recently conducted with you. It is in your best interest that you reconsider your match to this program and to the counseling profession. We are very sorry to have to ask you to reconsider your status as a student in this program.

Prepared with Feedback from the entire faculty.

Signed by Select Faculty Members:

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Date \_\_\_\_\_

## **Appendix B**

### **Student Statement of Understanding**

We are delighted that you have chosen to pursue graduate study in the UNF SOAR School Counseling Program. It is our desire to identify outstanding students and to support them throughout their program of study.

For each cohort, SOAR candidates will be given an opportunity through this portfolio to present their personal qualifications. The SOAR Selection Team will nominate those candidates for admissions that we believe demonstrate the personal qualities needed to be an outstanding counselor and who have the best opportunity for success. All nominated students will be admitted on a trial basis with final admission coming at the close of the second semester with written feedback on a student's progress at the close of the first and second semesters. Beyond the second semester, the SOAR Faculty is ethically obligated to safeguard the school counseling profession by continuously monitoring student's performance throughout his/her studies. Completion of the program is dependent not only upon academic performance but the demonstration of appropriate interpersonal skills, professional demeanor, and social and ethical judgment. Grades are only part of what is needed for a student to be successful in the SOAR Program. If concerns arise, students may be directed to do one of the following: participate in a writing and/or speech course, desist temporarily from course work, perform voluntary or paid work in a school, repeat courses, seek personal counseling, or withdraw from the program permanently. As a student, you have the right to appeal any grade or decision about your standing in the program.

The SOAR Program is designed to accommodate working students who have busy lives. However, it is impossible to complete all the requirements of this program without some day work, especially in the summers. We ask that you reserve your personal days during the next two years for day work in the schools. We also ask that you realize that some course work in the summer such as SDS 6831: Management of Resources, requires that you visit approximately 12 agencies which will require 4-6 days. We recognize that this does not accommodate working people who are not already in the schools. It is impossible to meet the demands of this program and fit neatly into everyone's work schedule. A challenging, demanding two years will be required of each of you. Please carefully weigh the commitment of this program against your personal and professional demands. Attendance in each class is paramount and high quality work is a given.

This program relies on a continuation of skill building rather than discreet courses. It will be very difficult for you to sit out a semester or to take only a portion of the semester's course work. Students who have emergencies will be accommodated to the extent

possible, but please understand you may have to start the program over, retake certain courses, and/or sit out for as much as a year. Each situation will be addressed individually.

Active class participation is needed. All students are expected to challenge themselves to find their voice and contribute frequently in class discussions. All students are expected to monitor themselves so that they do not monopolize class discussions. Courses are designed for self-reflection and self-evaluation. Also, class discussions will be frank and open to cause you to become comfortable dealing with uncomfortable subjects such as the examination of “isms”, e.g., racism, sexism, homophobia, etc. Each student is responsible for creating a safe and respectful classroom climate. Confidentiality, professionalism, sensitivity to others, willingness to be open and forthrightness are necessary.

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I have carefully read the above statement and I agree to the terms as outlined.

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Student's Signature

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Program Sponsor's Signature