INTRODUCTION

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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Revised 8/22/2011
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 School Counseling, and Sport Management 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 believes 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

When a student is fully admitted, a UNF ID (computing account) is created. Students will use the ITS Self Service page (http://www.unf.edu/app/ess) to find out their UNF ID, select a friendly alias, change their password, forward their email, or turn on spam blocking. Students use WebAccess (http://webaccess.unf.edu) to read their UNF email. Students may contact the ITS
Data Analysis and Word Processing

Students have access to word processing, data analysis, and other computer functions through the Main Computer Lab, located on the second floor of the John E. Mathews Jr. Computer Science Building (Bldg 15/Room 2102). Both Apple iMacs and Dell computers are available for use. Color scanner and Pay-4-Print services are available. Students will need their Osprey ID card for Pay-4-Print services. In addition, the College of Education and Human Services houses an Educational Technology Center on the first floor of Building 57, Room 1420. Stations equipped with Dell computers and Pay-4-Print service are available.

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 10:00pm Monday through Thursday, 7:00am to 5:00pm on Friday, 9:00am to 5:00pm on Saturday, and 1:00pm to 10:00pm 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 (2011-2012) 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 for either the summer B or fall 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 (please note: as of August 1, 2011 the GRE has changed its format and scoring. Additional information about these changes will be made available from the UNF Graduate School on November 9, 2011.), 2) an undergraduate degree (however, a degree in Education is not necessary), 3) applicants whose combined quantitative and verbal score on their GRE is less than 1000 must take and pass the General Knowledge Test administered by the Florida Department of Education, 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 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 posted on the SOAR website www.unf.edu/coehs/degrees/LCT/soar/index.htm. Applicants who are interested in interviewing on dates other than the posted dates may have accommodations made with the permission of the Program Director. 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 1-2 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

#### COEHS Core Requirements

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<th>Title</th>
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<tr>
<td>EDF 6607</td>
<td>Education in America</td>
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<td>EDF 6495</td>
<td>Research in Counseling</td>
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#### Major Requirements

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<td>Career and Lifestyle Development</td>
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<td>SDS 6014</td>
<td>Organization and Administration of School Counseling</td>
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<td>MHS 6600</td>
<td>Seminar: Consultation Skills</td>
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<td>SDS 6411</td>
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<td>MHS 6530</td>
<td>Group Leadership Skills for School Counselors</td>
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<td>MHS 6780</td>
<td>Legal, Ethical, and Professional Issues in School Counseling</td>
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<td>MHS 6482</td>
<td>Personality and Lifespan Development</td>
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*COEHS Core Requirements: (6 Semester Hours)  
Major Requirements: (42 Semester Hours)*
Sequence of Courses
*This sequence is tentative and may be subject to changes.

Year 1

Summer Term
EDF 6607: Education in America
MHS 6530: Group Leadership Skills for School Counselors

Fall Term
SDS 6940: Practicum in School Counseling
MHS 6407: Theories of Counseling

Spring Term
MHS 6780: Legal, Ethical, and Professional Issues in School Counseling
SDS 6310: Career and Lifestyle Development
SDS 6832: Internship: Career Advising, Appraisal, Advocacy

Year 2

Summer Term
SDS 6000: School/Family Managing Student Behavior
MHS 6482: Personality and Lifespan Development
TSL 6990: ESOL for School Counselors

Fall Term
SDS 6014: Organization and Administration in School Counseling
SDS 6830: Internship: Counseling/Coordination of Guidance Services
EDF 6495 Research in Counseling

Spring Term
MHS 6600: Seminar: Consultation Skills
MHS 6421: Counseling Children and Adolescents
SDS 6831: Internship: Management of Resources
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Notes: Cohort 13B will graduate Summer B 2013.
***Course in which the NYC Cultural Education trip is offered.

Revised 8/22/2011
IV. PROGRAM POLICIES

Fingerprinting Procedure

SOAR graduate students must be fingerprinted by Duval County Public Schools (DCPS) at the DCPS School Board before they can work in any Duval County public school. If already employed by DCPS it is not necessary to be re-fingerprinted. Read below for fingerprinting procedures.

1. The fingerprinting fee is $81.25.

2. The SOAR Graduate Assistant will email instructions to students. We receive our instructions from the Office of Field Experience.

3. Students employed by DCPS must inform the Graduate Assistant that they have been fingerprinted and the date so that this information can be verified.

4. Following fingerprinting procedures in a timely manner is considered part of our students’ professional demeanor.

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 counselor in preparation. Students are strongly encouraged to read the ethical codes from the American School Counselor Association (ASCA) ([http://www.schoolcounselor.org](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) and you can 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

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. For some classes, attendance to all class meetings is mandatory. 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)

*All four sections of the General Knowledge Exam must be taken and passed before the end of the third semester of the program.

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. A 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) 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). 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.cefef.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 this internship to demonstrate their knowledge and abilities in the role of career and academic advisors. This internship will offer advanced studies and practical field experience in conducting career assessments. All students complete this internship at urban professional development middle and/or high schools established specifically for this internship.

Dr. Christopher Janson, Dr. Sophie Maxis, and Dr. Rebecca Schumacher are the site supervisors for this internship.

SDS 6830: Internship in Counseling/Coordination of Guidance Services

This course provides field experiences for the school counseling masters program. Students work in an accredited school under the supervision of a certified counselor. Students will meet in a seminar with the UNF supervisor throughout the semester for group and individual supervision and instruction in various topics related to the internship. The seminar and individual meetings include but are not limited to discussions of cases; legal and ethical issues and school counselors; and the role of professional organizations in school counseling.

SDS 6831: Internship Management of Resources

As part of the Internship: Management of Resources class we will be visiting and/or hearing from speakers from 20 different local agencies and organizations. Examples of the agencies that we will explore for future resources for families are:

- Child Guidance Center
- Jewish Family and Community Services
- Jacksonville Job Corp
- Gateway Community Services
- JASMYN
- Teen Parenting Services of DCPS
- Lutheran Social Services
- Girls Incorporated
- Big Brothers Big Sisters
- Englewood Full Service School
- First Coast Child Protective Services
- Daniel Inc.
- Communities in Schools
- Hope Haven
- PACE Center for Girls
- Community Hospice
- Police Athletic League
The course goals include:

1. Collaboration with community agencies and resources to help school counselors extend their reach to all students in an effort to remove environmental barriers which impede academic success;

2. Consultation with teachers regarding special needs students;

3. Understanding of legal, ethical, and professional issues involved in working with agencies;

4. Development of crisis intervention: policies, procedures, and strategies;

5. Integration of use of assessment instruments/results by agencies;

6. Assessment for people with disabilities and the academically disadvantaged; and

IX. DEPARTMENT AND PROGRAM FACULTY

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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.
<table>
<thead>
<tr>
<th>INTERPERSONAL SKILLS</th>
<th>Satisfactory</th>
<th>Needs more Attention</th>
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<tbody>
<tr>
<td>Displays sensitivity toward others</td>
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<td>Accepting of differences (i.e. racial, ethnic, sexual orientation, etc.)</td>
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<tr>
<td>Self-aware (strengths, personal issues, limitations, etc.)</td>
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<tr>
<td>Interacts appropriately with others</td>
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<tr>
<td>Open to personal and professional growth</td>
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<tr>
<td>Recognizes her/his personal and professional impact upon others</td>
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<td></td>
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<tr>
<td>Professional demeanor</td>
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<tr>
<td>Able to self-monitor one’s own behavior</td>
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<tr>
<td>DEMONSTRATION OF PROFESSIONALISM</td>
<td>Satisfactory</td>
<td>Needs more Attention</td>
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<tr>
<td>Preparedness for class such as attendance and punctuality</td>
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<tr>
<td>Shows responsibility as a group member (carries appropriate share of cooperative group’s workload, etc.)</td>
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<tr>
<td>Demonstrates appropriate behavior as a group member</td>
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<tr>
<td>Is engaged in his/her learning. Demonstrates a commitment to growth and knowledge instead of just grades.</td>
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<td>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.</td>
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<td>Shows maturity of behavior and thought.</td>
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<tr>
<td>Is a consensus builder, team player, and is a positive force in the cohort.</td>
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<tr>
<td>Demonstrates a positive attitude.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Seizes opportunities to demonstrate leadership qualities within the cohort.</td>
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<tr>
<td>Take appropriate turns at stepping up to leadership and being a follower.</td>
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<td>Shows the ability to advocate for oneself and fellow students in an appropriate way.</td>
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<tr>
<td>ACADEMIC PERFORMANCE</td>
<td>Satisfactory</td>
<td>Needs more Attention</td>
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<tr>
<td>Quality of work is consistently strong</td>
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<td>Assignments show depth of understanding</td>
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<tr>
<td>Assignments show progress</td>
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<td>Writing is above average</td>
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<tr>
<td>Communication skills are above average</td>
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<tr>
<td>Student has consistently demonstrated the ability to incorporate suggestions and feedback from professor(s) on how to improve work</td>
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<tr>
<td>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.</td>
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<tr>
<td>Assignments are completed on time</td>
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<tr>
<td>Demonstrates the ability to synthesize and analyze information quickly (as in the real world of school counseling).</td>
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<tr>
<td>FUTURE AS A COUNSELOR</td>
<td>Satisfactory</td>
<td>Needs more Attention</td>
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<tr>
<td>Potential for becoming an effective school counselor</td>
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</table>

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:

________________________________________________
________________________________________________
________________________________________________

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 try to schedule visits in groups by time and location to make visits efficient). 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.

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

Student’s Signature

Program Sponsor’s Signature