



FLORIDA ATLANTIC UNIVERSITY

College of Education

Department of Counselor Education

DOCTORAL STUDENT HANDBOOK

2009-2010

**Department of Counselor Education
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I. DEPARTMENT VISION, CORE VALUES AND MISSION STATEMENT

Department Vision

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

Core Values

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

Mission Statement

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

II. DOCTORAL PROGRAM DESCRIPTION AND OBJECTIVES

Description of the Doctoral Program

The Ph.D. in Counseling requires completion of a minimum of 120 semester hours beyond those earned in an accredited Bachelor's degree (typically this includes completion of an accredited Master's program in Counseling of 60 semester hours). Involvement in faculty-student research groups is a signature feature of the program. Based on CACREP doctoral standards, the program has been designed to prepare dedicated, knowledgeable, skillful, socially and culturally aware, and ethically responsible professionals for the 21st century. Advanced preparation is required in the following areas:

- Implications of ways in which diversity (e.g., race, gender, age, religion, spirituality, ethnicity, mental/physical ability, nationality, and sexual orientation) influences counseling practice and counselor education.
- Theories pertaining to the principles and practice of counseling, career development, group work, and consultation.
- Clinical skill development in counseling, group work, and consultation.
- Theories and practice of counselor supervision.
- Design and implementation of quantitative research and methodology (e.g., univariate, multivariate, single subject design).
- Design and implementation of qualitative research and methodology (e.g., grounded theory, ethnography, and phenomenological methodologies).
- Models and methods of assessment and use of data.
- Ethical and legal considerations in counselor education and supervision.
- Instructional theory and methods relevant to counselor education.
- In addition, doctoral students participate in internship experiences of at least 600 clock hours that may include counselor education, supervision, advanced counseling practice, and research. Students also collaborate with faculty in teaching, supervision, counseling services, research, professional writing, and service to the community, region, and profession.

Research Groups

A unique component of this Ph.D. program is its Research Groups. All doctoral students will complete a dissertation on a topic appropriate to one of these three Research Groups. Both quantitative and qualitative methodologies may be utilized in investigating the issues and concerns that are of vital importance to the children, adolescents, couples and families as well as our communities. Doctoral students will meet with the faculty and students in their research groups at regularly scheduled times throughout the year to assist one another in the conceptualization and design of their dissertation proposal and research. Research groups will meet at least three times during each semester at times designated by the Doctoral Program Coordinator. Department faculty will work with those research groups which best reflect their professional training, experience, expertise and professional interests. A faculty member may serve on any or all Research Groups. Students will therefore be able to collaborate with faculty and other students with similar research interests. (See Research Group Handbook for further information).

Doctoral Program Objectives

The Program Objectives are:

1. To acquire, integrate, and apply empirical and theoretical knowledge of the field of counseling.
2. To develop leadership skills in counselor education, supervision, advanced counseling practice, and research.
3. To apply advanced skills and competencies in field-based settings.
4. To conduct research and generate new knowledge in counseling.
5. To design, adapt, and evaluate curricula in the field of counseling.
6. To develop depth and breadth in professional growth and continued life-long learning.
7. To examine the influence of social context and policy variables on human behavior.
8. To show increased sensitivity and clinical skills that demonstrates awareness of the diversity of race, gender, age, religion, ethnicity, mental/physical ability, nationality, and sexual orientation as relevant to counseling professionals.

In addition, doctoral students will participate in internship experiences of at least 600 clock hours that may include counselor education, supervision, advanced counseling practice, and research.

Students collaborate with faculty as a part of their Professional Development plan in teaching, supervision, counseling services, research, professional writing, and service to the community, region, and profession.

III. ADMISSION TO THE DOCTORAL PROGRAM

The program is selective and small, admitting up to six students per year. Students are admitted for the fall semester only. Review of applications will begin on January 15th. Applications will be reviewed once all materials have been received, and a limited number of applicants will be invited to the campus for interviews. Admission to the program is by vote of the counseling faculty and the approval of the Graduate School.

Doctoral Program Admissions Process

Admission Criteria

1. Possess a Master's Degree in counseling from a regionally accredited program with a cumulative GPA of 3.5 (on a scale of 4.0) or higher. Students with master's degrees requiring less than 60 semester hours will need to complete prerequisite courses.
2. Licensure or certification in counseling; two years of experience as a professional counselor or therapist preferred.
3. Satisfactory score on the GRE taken within 5 years of application.

4. High level of professionalism and potential for leadership in the counseling profession, as demonstrated in the personal essay, interview, and letters of reference.
5. Strong writing skills, as demonstrated in the personal essay and writing samples.
6. Clear objectives related to obtaining Ph.D. as demonstrated in the personal essay and interview.
7. Effective and appropriate interpersonal skills as determined in personal interviews with program faculty.
8. International students must submit official test scores on the Test of English as a Foreign Language (TOEFL) of at least 550 on the written tests or 220 on the computer-based test. Tests must have been taken within the past two years.

Deadlines for Applications

Applications for admission to the doctoral program will be processed once each year, and the following deadlines will be observed:

1. Folder review will begin on January 15 and will continue until the class cohort is filled. Applications received after that date are not likely to be reviewed but may be held over for the following year's review.
2. Applicants will be notified being on March 1 as admissions decisions have been made.

Documents to be submitted for Admission

1. **Application form and application fee.**
2. **Four letters of reference.** Letters should be solicited from individuals who are familiar with the applicant's current work and/or academic achievements in previous degree work. The **two academic letters** should be from former advisors or professors who can attest to the candidate's: (1) potential for successfully completing both doctoral coursework and dissertation research; and (2) potential for leadership and making a significant contribution to the field of counseling. The **two professional/clinical letters** should be from job or clinical supervisors who can attest to the candidate's: (1) clinical and/or supervisory skills; and (2) potential for leadership and making a significant contribution to the field of counseling.
3. **Official transcripts.** Two official transcripts of all academic work attempted since high school.
4. **GRE scores.** Only scores taken within the last five years will be accepted.

5. **Current resume.**
6. **Essay of professional intent.** The essay should address (1) reasons for wanting to pursue doctoral study in counseling; (2) a description of previous and/or current research interest and activity; and (3) a professional goals statement, including the leadership roles and contributions to the counseling profession.
7. **TOEFL scores.** Scores required if an international student.

Folder Review Process

The Doctoral Admissions Committee is composed of three faculty members--The Doctoral Coordinator plus two others. Each folder will be reviewed by two committee members in terms of academic potential and fit with the program. Applicants who do not meet academic or “fit” standards will be advised that their files are no longer under consideration. Applicants whose folders are evaluated as acceptable will be invited to an on-campus interview with two members of the committee. Current criteria are: acceptable test scores; communication and interpersonal skills; acceptable work experience; acceptable references, and research potential.

Interview Process

Applicants evaluated as potential students may be invited to campus for an interview. This face-to-face meeting will allow applicants the opportunity to become more familiar with the program and faculty and to evaluate the program in terms of their individual goals. It will also give the faculty an opportunity to observe the interpersonal skills of each applicant and his/her suitability for the Doctoral Program.

The applicant will be responsible for scheduling interviews with the two designated members of the Doctoral Admissions Committee. If in the process of the interviews, the applicant expresses a special area of professional interest (e.g. play therapy, substance abuse, gay and lesbian issues, etc.) the applicant may be asked to make an appointment for an additional interview with the faculty member (“expert” see below) with expertise in that area. Each interviewer will make her/his own notes which will form the basis for the admission discussion. Where an “expert” faculty member conducts an interview, a brief written rationale for admit/not admit will be forwarded to the Doctoral Program Coordinator so these comments can be a part of the decision process. All faculty members are encouraged to advocate for any applicant at any time. Such advocacy should be in the form of written comments to the Doctoral Program Coordinator. Following the interviews the Doctoral Program Committee will meet to determine those to be accepted into the program.

Notification of Admissions Decision

Applicants will be formally notified in writing by the Graduate School.

Financial Aid and Graduate Assistantships

In addition to student loans, several Graduate Assistantships are awarded each year in the doctoral program. These assistantships provide tuition waiver plus a monthly stipend. Application forms for Graduate Assistantships are available from the department.

IV. THE DOCTORAL PROGRAM EXPERIENCE

There are two parts to planning your doctoral program experience. The first part involves planning your doctoral Program of Study. The Program of Study serves as an agreement between the doctoral student, Department and Florida Atlantic University as to the coursework and field experiences that will meet degree requirements. Part I of the Program of Study also serves as an agreement as to previous coursework that will be accepted as part of the Program of Study.

The second part of planning your doctoral program experience involves generating a timeline and description of activities that will promote your professional development as a counselor educator and leader in the field of counseling. Both Parts I and II will require collaboration and approval by your Doctoral Chairperson/Faculty Advisor and Doctoral Supervisory Committee.

Planned Program of Study Part I

Students are expected to develop a plan of study that will reflect their interests and career goals as a graduate student and enable you to meet degree requirements. Although the Doctoral Chairperson and Doctoral Supervisory Committee are resources and provide final approval to the plan, the student is expected to take the initiative in developing the Planned Program. The following steps should serve as a guide in the development of the program.

1. Using the [FAU Plan of Study for the Doctoral Degree](#) form indicate the courses you will take including required courses, electives you are interested in including as part of your specialization and coursework that is part of another degree you are interested in bringing in as part of your program. Remember that at least 60 hours must be taken as part of the FAU doctoral Program of Study. In addition, there are several important requirements you must keep in mind as you formulate your Program of Studies:
 - (a) The minimum 120 credit hour Department requirement for the Ph.D. degree (beyond a bachelor's degree)
 - (b) The particular curricular requirements of the Department Ph.D. degree program (includes minimum requirements for core, clinical/field, research and specialization coursework)
 - (c) Requirements as outlined by the FAU Graduate School
 - (d) The academic requirements for any certification or licensure you wish to attain
 - (e) Your interests (including the nature of your research) and career goals

2. Consult with your Faculty Advisor/Doctoral Chairperson after you have developed an initial plan. Your Faculty Advisor/Doctoral Chairperson will review the curricular experiences expected in your chosen program, review work already completed, indicate necessary additions and/or changes (if any) to your proposed program of study and discuss curricular alternatives available. You and your Faculty Advisor/Doctoral Chairperson will then submit a proposal for presentation to your Doctoral Supervisory Committee.
3. Arrange a meeting with your Doctoral Supervisory Committee. Be prepared to discuss your professional goals and developmental needs in addition to presenting your proposed course of study. Your committee will make sure all Department, College and University requirements will be met and that the program supports your interests and professional goals. During this meeting also be prepared to discuss your timeline for completion of the program as well as professional development goals. It is your responsibility to make sure you have the signatures of all committee members.
4. Once approved, it is your responsibility to submit the original and two copies of the signed Plan of Study for Doctoral Degree Form to the Ph.D. Program Coordinator within the Department. This must be completed no later than the last day of regularly scheduled classes of the first semester in which you have enrolled as a doctoral student.
5. The Ph.D. Program Coordinator will forward the Program of Study to the Dean of the College of Education and to the Dean of Graduate Studies. Once approved, the original will be retained in your department file. Your Faculty Advisor will keep one copy and you will keep one. Your planned Program of Study only becomes valid after it has been approved at all levels. Your planned Program of Study then serves as the contract you have made with the Department and University as to your plan of study. Successful completion of the curricular experiences stipulated on your planned Program of Study insures that you will meet curricular experiences required to receive the degree to which you are entitled (behavior related to personal or professional development as a counselor, counselor educator or leader in the field of counseling are also considered when determining the appropriateness as a doctoral candidate).

The Plan of Study for the Doctoral Degree form must be downloaded from

http://wise.fau.edu/graduate/forms/Form_5_Plan_of_Study_for_the_Doctoral_Degree_Form_II.pdf

Doctoral Program Coursework

Indicate each course that is part of your planned Program of Study by indicating the number of credits you plan to enroll. If an equivalent course is to be part of the program of study, students will draw a line through the stated course and list the equivalent course directly below it. The Doctoral Chair and the Doctoral Supervisory Committee must approve all course equivalents. Students will add courses as necessary to meet pre-requisite requirements or to supplement the minimum requirements to fulfill areas of interest or need. Remember it is the student's responsibility to insure that the planned program encompasses all program requirements, policies and regulations specified in this Handbook and in the FAU Graduate Catalog.

** Notes core curricular experiences required courses for all Ph.D. students*

Core Curriculum (12 credits)

- MHS 7402 *Advanced Counseling Theories: Brief Therapies
- MHS 7429 *Advanced Multicultural, Spiritual, and Professional Issues in Counseling
- MHS 7606 *Advanced Consultation and Leadership in Counseling
- MHS 7611 *Advanced Supervision and Instruction in Counseling

Clinical/Field Experiences (minimum of 9 credits)

- MHS 7942 *Advanced Practicum in Counselor Education (variable and repeatable credits to support curricular experiences)

- MHS 7945 *Doctoral Internship (minimum 6 credits - variable and repeatable to be determined by Faculty Advisor and Supervisory Committee to meet 600 requirement)

Research Courses (minimum of 30 credits)

- EDF 7482 *Advanced Educational Research (research design)
- STA 7114 *Advanced Statistics (includes multivariate statistical techniques)
- MHS 7730 *Advanced Research in Counseling
- MHS 7714 *Outcomes Assessment and Evaluation in Counseling
- MHS 7222 *Appraisal of Children, Adults, Couples and Families
- MHS 7978 *Dissertation Seminar
- MHS 7980 *Dissertation (minimum of 12 credits; variable and repeatable credits)
[Continuous enrollment in MHS 7480 is required each semester after admission to candidacy until the dissertation is completed]

Specialization Courses for the Ph.D. in counseling (minimum of 9 credits)

- MHS 7512 Advanced Group Counseling
- MHS 7608 Advanced Consultation in School and Community
- PAD 6260 Program Review and Analysis
- MHS 7424 Advanced Counseling Interventions with Children and Adolescents
- MHS 7437 Advanced Theory, Research, & Interventions with Couples & Families
- MHS 7406 Optimal Human Functioning and Development in Counseling
- MHS 7407 Psychotherapy and Illness
- MHS 7905 Independent Study (variable and repeatable credits)
- EDA 6415 Introduction to Qualitative Inquiry
- EDA 7415 Advanced Qualitative Inquiry
- EDA 7930 Seminar in Leadership
- MHS 7930 Special Topic in Counseling

Other Coursework

Courses identified by student to complete program based on need and/or interest.

The student will indicate the credit hours of experience she/he will have at FAU, the Masters Degree hours that have been approved to be applied towards the program and any other coursework that has been approved to be included in the 120 hour Doctoral Degree Program at Florida Atlantic University.

Doctoral Planned Program Hours (minimum of 60)

Masters Degree Hours Approved Towards Ph.D. Degree

Specialist and other graduate coursework approved towards Ph.D. Degree

Total Hours (minimum of 120)

Timeline and Professional Development: Part II

Part II of the Planned Program of Study is to be completed with your Doctoral Chair/Faculty Advisor and have the approval of your Doctoral Supervisory Committee. A portfolio containing documentation of all stated outcomes as specified on your Program of Study Part II should be maintained and reviewed by the Doctoral Chair each semester. The Doctoral Chair/Faculty Advisor will provide written feedback each semester regarding progress towards stated objectives.

Name _____

SS# _____

Outcomes, Timeline and Professional Development Plan

Anticipated date of Dissertation Defense: _____

Anticipated date(s) of Data Collection: _____

Anticipated date of Comprehensive Exam: _____

Anticipated date of Dissertation Proposal/Qualifying Exam: _____

Anticipated Clinical Experiences (area and placement):

Advanced Practicum Supervision and Instruction: _____

Doctoral Practicum: _____

Internship: _____

Counseling

Teaching

Research

Anticipated semester to begin residency: _____

Selected areas of professional development: Indicate how you will develop professional competence as a counselor educator and leader through the following activities. Also include the approximate number of clock hours anticipated to complete each chosen activity. Approval of Doctoral Chair and Supervisory Committee required.

Clock Hours	Area of Development	Activity Plan
	Teaching	
	Research/Article Submission	
	Submission/Presentation at Professional Meeting	
	Grant Submission	
	Professional Advocacy	
	Service to Counseling Profession (CSI, program development. etc)	
	Other	

Signatures indicate approval of Parts II of the planned Program of Study.

Student's Signature

Date

Faculty Advisor/Doctoral Chair's Signature

Date

Committee Member's Signature

Date

Committee Member's Signature

Date

Ph.D. Program Coordinator's Signature

Date

V. ACADEMIC POLICIES

1. Grading

The Department of Counselor Education's assignments and courses are graded in accordance to the College of Education's and Florida Atlantic University's grading policies. Florida Atlantic University has a plus/minus (+/-) grading system. Grades for the undergraduate and graduate courses are reported by the symbols indicated in the following grading table:

A 4.00
A- 3.67
B+ 3.33
B 3.00
B- 2.67
C+ 2.33
C 2.00
C- 1.67
D+ 1.33
D 1.00
D- 0.67
F 0.00

P (Pass) Credit only

S (Satisfactory) Credit only

U (Unsatisfactory) No credit

I Incomplete

AU (Audit) No credit

CR (Credit by exam) Credit only

W (Withdrawal) No credit

WM (Withdrawal Exceptional Circumstances) No credit

NR No reported grade

Grades Required

Students must maintain a GPA of at least 3.0. An accumulation of two grades of "B-" or two consecutive semesters in which the student does not maintain a 3.0 GPA will result in termination of the student's enrollment in the doctoral program. All courses in which a student obtained a "B-" grade must be repeated as early as the schedule of courses permits.

All thesis/dissertation grading will be "S" or "U." A student, who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of "F" in the course (see Drop/Add section of the FAU Graduate Catalog). In extraordinary circumstances, the faculty may record a Not Recorded grade (NR), which will appear on the transcript as "NR" until the situation is satisfactorily resolved.

2. Documents and Documentation

The doctoral student's Timeline for Professional Development indicates the anticipated dates for various phases of doctoral program: program of study, qualifying examination, comprehensive examination, dissertation proposal defense, and dissertation defense examination, and graduation. Doctoral students, with the assistance of the Doctoral Program Coordinator, will submit appropriate documents to record the student's progress through the program. Among these forms are: Program of Study Form, Certification of Comprehensive Examination Results, Petition for Topic Approval, Application for Candidacy, Notice of Dissertation Defense, and Application for Graduation. It is the student's responsibility to initiate the approval process for these forms and for securing the appropriate signatures. (See Appendices).

3. Academic Advising

When the student is accepted into the program an Advisor will be assigned. Upon admission, the Advisor will work with the student in the selection of a Program of Study Chair. By the end of the first semester the student is required to submit a Program of Study which is approved by the Chair of the Program of Study and the Doctoral Program Coordinator. The Chair of the Program of Study will support the student in identifying a research group that is congruent with the student's potential area of dissertation inquiry. The assistance of the Chair of the Program of Study does not relieve the student of responsibility for completing required work and for following departmental or university procedures.

The student will choose a Dissertation Chair who may be the Chair of the Program of Study or a new faculty member invited for this role. It is the student's responsibility to properly and professionally inform faculty members about the choices made.

4. Attendance Policy

Faculty members develop and implement unique attendance policies for the courses they teach. Students are strongly encouraged to read and abide by specific attendance policies for each course.

5. Disability Policy

The university has an Office of Students with Disabilities (OSD, <http://www.osd.fau.edu/>) that provides assistance through numerous services. Students who want services from OSD and/or accommodations from faculty members must register. Services include (but are not limited to): testing accommodations, note taking services, interpreter services for students who are deaf, taped textbooks, Braille and/or enlarged print for visually impaired students, and adaptive furniture.

6. Grade Appeals and Due Process

Grade Review and Appeals Process

Assigning a grade for work in each course is one of the fundamental responsibilities of each faculty member. Faculty members have flexibility in grading; the numerical equivalent of letter grades may vary from instructor to instructor. The course syllabus distributed during the first

week of class should specify the assignments and how final grades will be computed. Having laid out grading standards for the course, faculty must employ them fairly. Though the assignment of a grade inevitably involves issues of professional judgment, the grade assigned should reflect the student's performance in a way that can be validated by others in the discipline.

Academic issues, such as grades, are rightly the purview of the individual faculty member and are not subject to alteration except in unusual circumstances, based upon peer review. One of the fundamental responsibilities of each student is to know how the grades for each course are assigned. The course syllabus distributed during the first week of class should describe specifically how the course is graded and how grades are computed. It is the student's responsibility to understand the standards in each class. A student has a right to an explanation of her or his grade in a course. If the student is not satisfied with the grade received, the student should be able to meet with the instructor and discuss the rationale for the grade assigned. Instructors have a responsibility to be available to students for such discussion on a reasonable schedule. If a faculty member does not expect to be available, he or she should make arrangements for other methods of providing students with an explanation of their grades.

Informal Resolution

Students and faculty members are entitled to a fair, prompt resolution of matters related to grades. A beginning step in the process is for the student to meet with the instructor and discuss the rationale for the grade assigned. In most cases, it is expected that this informal procedure will suffice. If it does not, the student may proceed to file a formal grade appeal. If a student believes that the grade awarded in a course does not accurately reflect his or her performance, the student should contact the instructor to schedule a meeting to discuss the matter. The student must contact the instructor during the first two weeks of the ensuing semester to request a meeting, and the meeting must be held within ten days following the student's request. If, for any reason, the instructor does not respond or is not available during that period, the student must contact the Counselor Education Department Chair. If at all possible, the chair should make arrangements allowing the student and the instructor to meet within ten days after the student contacts the department chair. If the Department Chair determines that an emergency exists requiring that the problem must be solved prior to the availability of the instructor (e.g. in a case of delayed graduation or continued registration), the Department Chair shall make every reasonable effort to inform the instructor of the situation. The instructor may elect to submit a written statement or to designate a faculty replacement to aid in solving the problem. If the instructor cannot be reached or does not elect to designate a replacement and the complaint must be dealt with promptly, the Department Chair may waive the requirement for such a meeting and allow the student to initiate a formal grade appeal without meeting with the instructor.

Formal Grade Appeals Process

Grounds for formal grade appeals may include:

1. Deviation from established and announced grading policy
2. Errors in application of grading policy
3. Lowering of grades for non-academic reasons (other than academic irregularities)

A formal grade appeal may be submitted by the student according to the following procedure:

Step 1 Counselor Education Department's Grade Appeal Procedures

1. The student should initiate a formal grade appeal by writing to the chair within ten business days after the meeting with the instructor. The appeal should be in the form of a letter to the chair indicating the course, the instructor, the grade received, and the student's reasons for believing the grade is inappropriate.
2. Upon written request from the student, the department Chairperson appoints a committee composed of three current, regular faculty members (excluding the faculty member who assigned the grade) to investigate the situation.
3. The committee reviews the evidence presented by both the student and the faculty member who assigned the grade, and reviews pertinent materials (e.g., course syllabus, the student's written work, audio or videotapes of the student's work, or other indicators of the student's performance) as appropriate.
4. The committee presents written recommendation(s) for action (e.g., no change of assigned grade, change of assigned grade, or further review of the situation) to the department chairperson.
5. The department chairperson informs the student and the faculty member who assigned the grade, in writing, of the committee's recommendation(s).
6. If the recommendation is for the student's assigned grade to be changed, the faculty member who assigned the grade may accept or reject the recommendation. If the faculty member who assigned the grade rejects the recommendation, the faculty member presents this decision, in writing, to the department chairperson and the student.
7. If the committee does not produce a satisfactory resolution of the appeal, within ten business days of the meeting the chair will then forward the appeal to the dean for submission to the Academic Grade Appeal Committee.

Step 2 University Academic Appeals Process (from the Graduate Catalog)

The Department of Counselor Education will adhere to the Florida Atlantic University's Honor Code and applicable policies for academic irregularities and student's academic grievances. Exceptions to graduate policies and procedures must be approved using the *Graduate Request to Waive a University Regulation* form (available in the College Dean's office or Office of Student Services) by the degree-granting department, the appropriate academic dean, and the Office of Graduate Studies. The student may contest a ruling by the Office of Graduate Studies by submitting an appeal through their college's representative to the University Graduate Programs Committee for final review. The student's Academic Grievance procedure is detailed in Section 6C5-4.001 of the FAU Administrative Code, which follows. Students have the right to appeal decisions that affect them academically, according to established University policies and procedures.

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

(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals; the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that

appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor's duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:

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

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

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

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

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

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

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

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

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

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

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

These appeals are limited to the following bases:

- (a) Failure to receive due process.
 - (b) Arbitrary actions including lack of commensurateness of penalty to offense.
 - (c) New pertinent information not available during earlier proceedings.
- (7) Penalties will vary with the offenses.
- (a) The Instructor's penalty, paragraph (3)(b) above, ranges from a grade of F on any work up to an F for course.
 - (b) Penalty grades cannot be removed by drop or forgiveness policy.
 - (c) Penalties assigned by the Dean, subsection (4) above, may include suspension or dismissal.
 - (d) Each College or Department may adopt a policy of penalties more severe than prescribed above. Such a policy must be widely distributed in the Colleges.
- (8) The Vice-President for Academic Affairs may act on an appeal as follows:
- (a) Dismiss the appeal and uphold the action taken by the College.
 - (b) Order a new hearing by a different student-faculty council.
 - (c) Reduce the severity of the penalty administered.
- (9) Student grievances arising from academic activities require a written request for conference with the Instructor. If unsatisfied, the student may request further discussion in a department conference similar to the one in paragraph (3)(d) above. Grades will not be changed except by the Instructor, and grievances involving the judgment and discretion of a faculty member in assigning grades shall not proceed under this rule beyond the conference with the Instructor. This is an application of the concept of academic freedom. The exception to this rule occurs if the student can demonstrate malice on the part of a faculty member. A grievance involving a charge of malice may be appealed to the student-faculty council, as above, and subsequently to the Vice President of Academic Affairs. In the event of a finding of malicious action, the University may take disciplinary action against the faculty member and, at the option of the student, remove the grade from the record and refund the student's fees for the courses. Students, whose accusations of malice are found to be frivolous by the Vice President of Student Affairs, are subject to disciplinary action.

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

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

7. Policy on Plagiarism, Cheating and Other Academic Irregularities

Academic Integrity Statement

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

Policy on Plagiarism, Cheating, and Other Academic Irregularities

Plagiarism is defined as the presentation of an idea or product as new and original when in fact it has been derived from an existing source. Common examples of plagiarism include submitting a paper, or re-typed copy of it, developed for a previous academic or other purpose/requirement as if it were an original response to a current requirement; including all or a portion of the written work of another into a response to a current requirement without giving appropriately cited credit to the source person(s); “purchasing” a written document and presenting it as an original response to a current requirement; developing an idea presented by another into a written document or presentation without giving appropriate credit to the source person(s); or presenting (essentially) the same written work for fulfillment of two academic requirements within the same program. The department faculty believes that plagiarism and cheating are serious violations of professional ethics and standards. Therefore, if a student is found to have engaged in plagiarism or cheating the following steps will be taken:

1. The faculty member who has become aware of the student engaging in plagiarism or cheating will request, in writing, that the department chairperson refer the matter to the student retention and petitions committee to evaluate the student’s suitability for continuation in a program in the department.
2. If plagiarism or cheating by a student occurred in the context of doctoral requirements (e.g. comprehensive exams, dissertation) the student can be dismissed from the program.
3. If plagiarism or cheating by a student occurred in a professional context (e.g., during submission of a manuscript for publication in a professional journal or for presentation at a professional meeting), the student can be dismissed from the program.

8. Student Retention Policy and Procedures

Student Retention Policy

All professions charge their members with the responsibility of monitoring potential new members. This monitoring involves not only evaluation of potential new members' academic abilities, but also their personal and professional behaviors. The department faculty members believe this is an appropriate responsibility for members of professions, and therefore readily accept this charge. On rare occasions, the department faculty members become concerned about a student's suitability for entry into a profession represented by a program in the department even though the student may be evidencing satisfactory performance in academic course work. Therefore, the department faculty members have adopted the following policy and procedures for such occasions in order to fulfill their professional responsibility and to protect the rights of the student.

Student Retention Procedures

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

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

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

9. Full time Study and Outside Work

Course Load

A course load of nine semester hours in the fall and spring semesters and six semester hours in the Summer semesters constitutes full-time enrollment. Doctoral students who wish to register for more than 12 credits in any semester ought to obtain written approval from the Chair of the Program of Studies and the Doctoral Program Coordinator. Students, who drop courses during the spring or fall terms, reducing their registration below 9 credits, will be regarded as part time students. Note: International students on F-1 visas are required to register for a full-time course load during all semesters.

Pre-registration and Registration

Pre-registration is normally scheduled by the University Registrar's Office. Open registration is held the week before the first day of classes. Taking advantage of pre-registration is advised, since most classes are full by the time of registration. The academic calendar for the University lists pre-registration and registration dates (visit www.fau.edu/Registrar).

10. Residency Requirement, Time Limitation and Credit Transfer

The program requires a minimum 120 credit hours post baccalaureate degree (including a minimum of 60 semester credit hours from a previously earned Master's Degree in counseling or a related field). Students with Master's Degrees that required less than 60 semester hours or with insufficient courses to match CACREP Master's core requirements may need to complete prerequisite courses as part of their planned program of studies.

Residency

The residency requirement is completing at least two semester of full time enrollment (see FAU Graduate Catalog).

Time Limitation

Students will have a total of six years to complete the program beginning from the date of admission.

Transfer Credit

A maximum of nine credit hours of transfer credit for post-Master's coursework earned at a regionally accredited university within the previous five years may be accepted. The date on which the first of these courses commenced will become the starting date for the six-year period in which the degree is to be completed, unless the coursework was part of a post-master program.

11. Financial Aid and Doctoral Graduate Assistantship

Financial Aid

There is a limited amount of financial assistance available in the form of tuition waivers for both in-and out-of-state students and some fellowship money that can be used to offset educational expenses. The amount of these funds may vary from year to year.

Graduate Assistantships

Note: This policy addresses CACREP 2009 Standards: I.C.4, & II.B.2,

In order to assist doctoral students in fulfilling their obligations, and attaining their professional goals within the program, the Department of Counselor Education is pleased to offer limited

assistantships to students, as funding permits. These assistantships generally include tuition remission and a small stipend. In addition, doctoral students receiving assistantships are required to work for a minimum of ten (10) hours per week in the department or with individual faculty members. Students may elect to engage in assignments that would provide a service to the department, the doctoral program, a Masters' level track, or in conjunction with a faculty member on a project. Examples of these may include:

Departmental Assignments (examples)

Survey Graduates
Assist with organizing Advisory Board
Assist with organizing CSI meetings and activities

Track-Specific Assignments (examples)

Help organizing Practicum and Internship placement/contact
Collect and organize outcome data for students

Faculty-Specific Assignments (examples)

Assist with writing or research projects
Co-teach or assist in courses

1. Prior to the first doctoral student meeting in the Fall Semester, at the first Ph.D. faculty meeting, the faculty and the chair will discuss various service opportunities, needs, and projects that students might be able to assist and prioritize the possible assignments. A list of assignments and their description will be generated and disseminated to doctoral students.
2. At the beginning of the Fall Semester, the doctoral program coordinator will present a list and description of possible assignments to all doctoral students who are receiving assistantships at the first doctoral council.
3. Students will work with Doctoral committee chair and member(s) to select assignments that accomplish the assignment. Students will select assignments that will give them experiences that can be related to individual research pursuits, or pursue service activities that will prepare them for careers as counselor educators. Faculty member will be responsible for insuring that the student is adhering to the agreed upon time. Students will be responsible for accurately recording and effectively managing their time spent on the assignment.
4. If the assignment ends before the academic year is completed, students will be required to choose another assignment.

12. Recommendation for Remedial Assistance, Personal Counseling or Dismissal

Rationale

The American Counseling Association's Code of Ethics and Standards of Practice states that (faculty members) "... assist students and supervisees in securing remedial assistance when needed and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations" (Section F.3.a).

Procedural Guidelines for Screening Students

- (1) Students may be terminated for academic failure, ethical violations and/or "personal unsuitability for the counseling profession."
- (2) All students will be evaluated once per year by the entire faculty. The focus will be on clinical, professional, interpersonal, and academic functioning. Where there is sufficient concern, a statement which includes the specific behaviors consideration problematic will be written, with a copy, signed by the student, placed in the student's file. If further monitoring is needed, a committee will be formed, consisting of the student's Chair of the Program of Studies and two other faculty members who are familiar with the student's academic performance and personal attributes.
- (3) Next, a meeting will be held with the student. This meeting may include the student and the entire screening committee or only the student's Chair of the Program of Studies. The faculty's concerns are clearly explained (both verbally and in written form) to the student. The student will be allowed to discuss his/her thoughts, feelings, reactions to the report.
- (4) The student will be given an opportunity to address the faculty's concerns and will be made aware of the possible consequences of failure.
- (5) If there is insufficient improvement within the specified time period, the student will be so advised and given a period of two weeks to prepare his/her side of the case.
- (6) If the decision is to terminate the student's affiliation with the program, the student will be notified in writing. The nature of the problem and the basis for the final decision will be clearly stated.
- (7) The committee and/or the student are free to consult with others who may offer supportive data.
- (8) The results of all meetings and consults will be documented and kept in the student's confidential file.
- (9) The student may choose to comply with the recommendations or use the appeals process already in place at the university.
- (10) Personal counseling may be required by the Department for the student to continue in the program. Commencement of counseling and recommendation of additional counseling may be a

stipulation or condition at the time of the student's admission into the program or at any time during his/her continuation in the program. The student has the right to choose his/her own counselor for this requirement.

13. Ethical, Professional, and Extracurricular Counseling Activities

Liability Insurance for all Clinical Work

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

If students become involved in litigation as a result of program required activities (e.g., practicum or internship activities), you may be entitled to the services of the University attorneys – but note that university attorneys are employed to represent the interests of the University, not individual students.

Extracurricular Counseling Activities

Some students enrolled in programs in the department have opportunities to become involved in professional counseling activities that are apart from their required program activities and are referred to as “extracurricular” counseling activities (e.g., employment, volunteer work, consulting, program evaluation, educational/training programs). They are considered extracurricular because they are neither conducted under the auspices of the department nor are they supervised by professionals officially associated with the department. All non-program counseling activities fall under this definition, regardless of whether students are being paid for the provisions of those services or do so voluntarily.

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

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

programs in the department, regardless of whether they are currently enrolled in classes in the university.

Policy on Teaching Experience and Training for Doctoral Students

Note: This policy addresses CACREP 2009 Standards: II.C.3, III.A & B, IV.1-4, B.1-4, C.1-4, and D. 1-3.

An important component in the training of future counselor educators is the acquisition of skills related to effective instruction and supervision at the graduate level. Students in the doctoral program at FAU have a structured experience that pairs educational and practical experiences in order to equip them to be future counselor educators and leaders in the field of counseling. These experiences are designed to help doctoral students understand the theoretical and practical aspects of designing, implementing, and evaluating a course. In addition, doctoral-level students with this goal must also be able to accurately assess students' progress and monitor their acquisition of the knowledge being taught. To support this goal, the faculty of the Department of Counselor Education are committed to providing doctoral students, as a part of their Program of Study, with the opportunity to learn directly from faculty the elements and "best practices" of instruction. This will be conducted in the following manner:

YEAR 1 Fall Semester

Instructional Activities:

Enroll in MHS 7611- Advanced Supervision and Instruction, and MHS 7429- Multicultural, Spiritual, and Professional Issues. MHS 7611 provides students with the necessary philosophical and didactic background on the processes of instruction at the graduate level, as well as models of clinical supervision. As a part of MHS 7429, students learn about many of the ethical and professional issues related to the field of counseling on a national and international level.

Experiential Activities

Students work directly with a faculty member to assist in the delivery of an eligible course to Masters students. Activities may include responding to discussion board posts, preparing and delivering lecture material, and overseeing in-class exercises. In addition, students will arrange to meet with faculty member to discuss elements of instruction and evaluation of student progress.

YEAR 1 Spring Semester

Instructional Activities:

Enroll in MHS 7942 Advanced Practicum in Counselor Education. This course provides the structure for students to plan clinical, instructional and research activities.

Experiential Activities

As part of the requirements in MHS 7492, students will *assist* in the instructional activities of an eligible course under the direct supervision of a faculty member.

YEAR 2 Fall Semester

Instructional Activities:

Enroll in MHS 7945 Doctoral Internship. This course provides the structure for students to plan clinical, instructional and research activities.

Experiential Activities

Students may do one of the following:

- A. *Co-Teach* the didactic portion of MHS 6510- Group Counseling, or an eligible course
- B. *Assist* in conducting group or individual supervision for field-experience courses.

YEAR 2 Spring Semester

Instructional Activities:

Enroll in MHS 7945 Doctoral Internship. This course provides the structure for students to plan clinical, instructional and research activities.

Experiential Activities

Students may do one of the following:

- A. *Co-Teach* the didactic portion of MHS 6510- Group Counseling, or an eligible course
- B. *Assist* in conducting group or individual supervision for field-experience courses.

YEAR 3 Fall Semester

Experiential Activities

Interested students who are eligible may teach a section of an eligible course or field-experience course.

YEAR 3 Spring Semester

Experiential Activities

Interested students who are eligible may teach a section of an eligible course or field-experience course.

Courses Eligible to be Co-Taught or Assisted in:

MHS 5005- Processes in Counseling
MHS 6401- Counseling Theories and Techniques
MHS 6055- Lifespan Development (on-line)
MHS 6510- Group Counseling
MHS 6430- Family Counseling
MHS 6340 Career Development (on-line)
MHS 5428 Special Needs Populations (soon to be on-line)
MHS 6700 Legal and Ethical

For Mental Health Oriented Doctoral Students:

MHS 6701- Issues in Mental Health Counseling
MHS 6800- Beginning Practicum
MHS 6801- Advanced Practicum
MHS 6830- Internship

For School Guidance Oriented Doctoral Students:

SDS 5010- Fundamentals in SCH Counseling

MHS 6421- Counseling Children

MHS 6423- Counseling Adolescents

MHS 6600- Consultation in Schools

MHS 6800- Practicum in Counseling

SDS 6820- Internship in School Counseling

Procedure for Applying for Teaching Experience

1. Students identify to their Doctoral Committee Chair their intention to teach Master's-level courses as part of their Program of Study.
2. Student and Doctoral Committee Chair identify course(s) that would best serve the program and best utilize the students talents and knowledge.
3. Student enrolls in MHS 7942 and MHS 7611 in the first semester of their program as an overview of the counseling profession, and the various elements of pedagogy within the field of counselor education.
4. The semester prior to teaching the target course, student will co-teach the course with a faculty member, becoming involved and familiar with all aspects of the course, its design, and its implementation. The student may independently teach some course segments. The student accesses resources for the course. The student grades assignments under faculty supervision.
5. Upon satisfactory performance and recommendation by faculty co-teacher and Doctoral Committee Chair, in the following semester, the student will be approved to teach the course with the faculty member acting in a supervisory role.
6. In subsequent semesters, depending on departmental need and Doctoral Committee Chair approval, the student may be eligible to teach the course as an adjunct professor.

Structured Teaching Experiences at a Glance

Year	Fall Semester	Spring Semester	Summer Semester
1	<ul style="list-style-type: none">▪ Take MHS 7429 & 7611▪ Assist in an eligible course	<ul style="list-style-type: none">▪ Take MHS 7942▪ Assist in an eligible course	<ul style="list-style-type: none">▪ Assist in an eligible course (Optional; e.g. MHS 5005)
2	<ul style="list-style-type: none">▪ Take MHS 7945▪ Co-teach an eligible course (e.g. MHS 5005/6401) or Assist in field-experience courses	<ul style="list-style-type: none">▪ Take MHS 7945▪ Co-teach an eligible course (e.g. MHS 5005/6401) or Assist in field-experience courses	<ul style="list-style-type: none">▪ Co-teach an eligible course (Optional; e.g. MHS 5005)
3	<ul style="list-style-type: none">▪ Co-teach (optional) an eligible course or field-experience courses	<ul style="list-style-type: none">▪ Co-teach (optional) an eligible course or field-experience courses	<ul style="list-style-type: none">▪ Co-teach (optional) an eligible course or field-experience courses

VI. DOCTORAL PROGRAM OF STUDY PLAN

During the first semester of full time doctoral study, each student will be expected to form his or her doctoral committee with a designated chairperson. Upon formation of the committee, the student shall organize a hearing to present his or here proposed doctoral program of study. The proposal shall consist of the following:

1. A completed Curriculum Vita
2. A completed statement describing the student's previous training and counseling experience as well as his or her professional goals which the doctoral program is intended to assist the student to achieve.
3. A completed Doctoral Planned Program of Study proposal and forms (see IV. Planned Program of Study: Parts I & II)

Upon completion of the proposal hearing, it is the student's responsibility to submit the original and two copies of the signed Planned Program Form to the Ph.D. Program Coordinator within the department. This must be completed no later than the last day of regularly scheduled classes of the first semester in which you have enrolled as a doctoral student.

VII. DOCTORAL QUALIFYING EXAMS

The primary objective of the Qualifying Exam is for the doctoral student to submit a dissertation proposal to his or her Committee for approval. Students will be expected to demonstrate in this oral examination a sound understanding of research methodology as well as to present a well developed dissertation proposal including appropriate research design and data analysis components. Successful completion of the Qualifying Exam permits the student to begin the data collection phase of their dissertation research.

Following completion of the first 27 credits in the doctoral program, including the required research coursework, students are expected to arrange for scheduling the Qualifying Exams. This is done in collaboration with the Committee Chair and all committee members so as to obtain approval for the dissertation proposal. The proposal shall consist of a working draft of the first three chapters of the dissertation. The proposal should be of at least 50 – 70 pages (typed, double-spaced) detailing the research plan for the dissertation including the specific idea, a rationale, a review of the related literature and the intended research methodology and data analysis.

1. The Qualifying Exam will be scheduled the student after consultation with his or her Committee Chair and all Committee members.
2. Committee Members shall be provided with a copy of the proposal at least three weeks prior to the scheduled Qualifying Exam.
3. During the exam, the student will be expected to provide a rationale for the study as well as for the chosen research methodology and analysis.
4. The Doctoral Committee may accept the proposal, accept with specified revisions or changes or reject the proposal.
5. If accepted, the committee members will sign off on the appropriate forms

6. The student is expected to then submit the proposal to the university's Review Board and obtain their approval before beginning the data collection phase of the research.

VIII. DOCTORAL COMPREHENSIVE EXAMS

The primary objective of the Comprehensive Exams is to ensure that the student is adequately prepared for his or her counseling specialization or career goals. Thus the exams will evaluate the student's mastery of the knowledge base in counseling and the ability to apply that knowledge to practice applications in the field. The comprehensive exams further provide an opportunity to evaluate the student's preparedness to write a dissertation for completion of the Ph.D. degree requirements. Examinees are expected to demonstrate through the Comprehensive Exam that they can:

1. Analyze and synthesize information from across their graduate coursework and research
2. Apply this information to effectively assess complex issues in counseling practice, supervision and training, and related professional issues.
3. Appropriately apply research methodology to important, practical issues impacting counseling practice.

Students will normally sit for the Comprehensive Exams during the final semester of coursework related to their doctoral program of study. It is expected that students will have completed, or be in the process of completing, 33-36 semester hours of doctoral course credit by the semester in which they sit for their comprehensive exams.

Comprehensive exams will be administered during the fall and spring terms only. No doctoral comprehensive exams will be offered in the summer term. Students intending to sit for the comprehensive exams will complete the Application for Doctoral Comprehensive Exam form and meet with their Committee Chair during the semester preceding their comprehensive exams and in all cases by no later than the first week of the semester in which they wish to take the exams. The major advisor will verify that the student is eligible to take the exam, sign the completed Application for Doctoral Comprehensive Exam form which will then be submitted to the PhD program Coordinator by the appropriate due date (Sept 15 or Feb 1). Each student will also submit within the first three weeks of the semester in which they plan to take their comprehensive exams a list of no fewer than 10 suggested exam questions which he or she feels would adequately reflect a comprehensive knowledge and application of the coursework included in his or her doctoral program of studies. The questions should reflect all areas of the doctoral program of study including research, ethics, theory and practice. Following the submission of the suggested questions, the Committee Chairperson will meet with the other members of the student's committee to review and revise, as appropriate, the submitted questions and agree upon six comprehensive questions for the student to address for their Comprehensive Exam.

Comprehensive Exams will be given over a two-day period toward the middle the semester; the date to be established by the PhD program Coordinator and announced at the beginning of each semester.

Comprehensive Exam Procedures:

1. On each day of the exams, eligible doctoral students will meet with the designated exam proctor at the assigned location by 9am to receive instructions. Each student will receive, at that time, no more than three questions each day from the six agreed upon by their doctoral committee pertaining to counseling practice, ethics, supervision and research.
2. Students will then have until 5 pm each day to complete the three assigned questions utilizing the computers and disks provided in the examination area. A 60 minute lunch break and two 15 minute breaks will be included during the examination.
3. Once students receive their examination questions, they will not be permitted to speak or consult with anyone including other students or faculty. However, while completing the exam, students may consult with any written materials and texts they wish to bring into the exam, including course notes, texts, and research articles. Students may not go online to access information during the exam! All exam questions must be written following APA format including full reference citations.
4. Students will submit their disk with the exam answers to the assigned exam proctor at the end of each examination day.
5. The disks will be given to the student's Committee Chair who will then be responsible for printing hard copies for each of the committee members and providing these to each member within 48 hours after the exam is completed.
6. Faculty will have a minimum of three weeks in which to review the student's answers grading each question as being High Pass, Pass, Low Pass or Fail. Grading will be done following the Department's evaluation scoring rubric for comprehensive examinations and submitted to the committee Chair.
7. Students who receive overall grades of Pass or higher on at least five of the six questions from at least three committee members and no failing grade will be notified by their committee Chair within four weeks from the exam date that they have passed their Comprehensive Exam and are now advanced to the status of Doctoral Candidate.
8. Students receiving fewer than four Passes or High Pass grades on the exams will be required to retake the exam during a subsequent semester or, the doctoral committee may recommend retaking parts of the exam or to retake the entire oral examination at a later time, or any other reasonable steps agreed upon by the doctoral committee.
9. Upon successful completion of the Comprehensive Exam, the student is advanced to Candidacy status and considered to be a Doctoral Candidate in Counselor Education.

IX. DOCTORAL CANDIDACY

Admission to Candidacy

Students are considered candidates for the Ph.D. degree in Counseling upon a) successful completion of the written Comprehensive Examination, b) approval of the dissertation proposal at the Qualifying Exam and c) the submission of the completed [Application for Candidacy form](#). Candidacy must be achieved at least six months prior to the conferring of the doctoral degree.

X. DOCTORAL DISSERTATION

The dissertation is the final phase of the candidate's readiness for the degree. The dissertation requires the student to go beyond demonstration of content mastery in the field and to also make a contribution to the knowledge base. Therefore, in close consultation with the Doctoral Committee, the students will develop an original research study as approved in the Dissertation Proposal. A doctoral dissertation must demonstrate the candidate's ability to conceive, design, conduct, and interpret independent, original, and creative research, and must make a unique contribution to knowledge in the field of counseling. Under the direct supervision of the Dissertation Committee Chairs, students are encouraged to consult regularly with their Dissertation Committee members during the planning, conducting, and writing of the dissertation.

Following the approval of the dissertation topic, students are required to maintain continuous enrollment for dissertation study until work is completed. Continuous enrollment begins with the semester after the dissertation topic is approved. This involves registration for the course entitled Dissertation (MHS 7980). Typically, the student registers for 6 hours in each of the fall and spring semester of their third year in the program.

Policies Regarding the Dissertation

The following policies guide the dissertation process:

- Students are responsible for insuring that all forms associated with Doctoral study are submitted to the Coordinator of the Counseling Doctoral Program and the Graduate School in a timely manner.
- Students are responsible for knowing the deadline dates in the dissertation process (application for graduation, application for candidacy, date dissertation is due to the Graduate school, etc.). It is recommended that dissertation defenses be completed at least three weeks before the approved dissertation is due in the Graduate School.
- The dissertation committee must have one member who is familiar with the literature on the dissertation topic chosen by the student. A faculty member, not familiar with the literature on the dissertation topic, may choose not to serve as chair.
- Two weeks prior to the proposal defense, the students will deliver hard copies of the proposal to members of the committee. Electronic copies are also to be sent to all faculty members in the department.
- Two weeks prior to the dissertation defense the students will deliver hard copies of the dissertation to members of the committee. Electronic copies will be sent to all other faculty members in the department.
- All departmental faculty are invited to attend a proposal defense and make comments at the

defense.

- All departmental faculty are invited to attend dissertation defenses.
- It is the responsibility of the students to inform faculty of the proposal and dissertation defenses through an email.

Dissertation Proposal Defense

A formal Dissertation Proposal is presented after the students and their Dissertation Committee are satisfied that the students' proposals are ready for defense. The proposals shall include the first three chapters of the dissertation; namely, Introduction, Literature Review, and Methodology (see "Proposal Format").

The proposal and the final dissertation should be in compliance with the guidelines in the *Requirements and Guidelines for Theses and Dissertation* issued by the Graduate School (available at <http://graduate.fau.edu/>) as well as the departmental guidelines for Dissertation available from your Dissertation Chair. In addition, students should be familiar with the current *Publications Manual* of the American Psychological Association.

Proposal Format

I. Introduction

- a) Overview
 - i. Need and purpose for the study
 - ii. Statement of the research problem
 - iii. Statement of hypotheses/questions
- b) Limitations
- c) Assumptions
- d) Definitions
- e) Summary

II. Literature Review

- a) Introduction
- b) Literature Review
- c) Summary

III. Methodology

- a) Introduction
- b) Procedures
- c) Research Design
- d) Summary

IV. References

Preparation of the Proposal

1. Typically, students will begin developing the research question and prospectus for their dissertation in consultation with their Adviser and research group. Enrollment in the course MHS 7942 (Advanced Practicum in Counselor Education) can further refine that question and design. Enrollment in the course MHS 7730 (Advanced Research in Counseling) can assist students in developing a literature review. The course MHS 7978 (Dissertation Seminar) is designed to assist students in preparing a draft of the Dissertation Proposal.
2. Work closely with the Dissertation Chair and other committee members. It is important during the preparation phase that the leadership of the research idea comes from the students. While the dissertation is developed in collaboration with a faculty committee, the purpose of this project is for the students to lead a research endeavor. It is the students' responsibility to undertake a study of sufficient quality to make an important contribution to the field of counseling.
3. If the intended research involves human subjects, students must familiarize themselves with the policies, guidelines, and deadlines of the University's Institutional Review Board (IRB) for Research with Human Subjects in order to be in compliance. Approval to conduct research from the IRB must be obtained before the defense.
4. In consultation with all Dissertation Committee members, the students will reserve a time and place for the proposal defense with the Doctoral Program office assistant.
5. At least two weeks prior to the dissertation proposal defense date, the students distributes copies of the proposal to (a) all program faculty mailboxes, and (b) his/her committee members, including the graduate faculty representative. Questions or concerns from faculty will be relayed to the Chair of the Doctoral Committee at least two full days prior to the scheduled proposal meeting.

Proposal Defense Meeting

1. All the Counseling program faculty, Department Chair, the Dissertation Committee members and the Graduate School representative are invited to the presentation of the proposal. The students and the Committee Chair together may give permission to allow other doctoral students to attend the presentation as observers.
2. The proposal presentation will last about one and one half hours. Standard format should include introductions, introductory remarks by the students regarding his/her interest areas, and an explanation of the proposed study. Faculty present may ask for clarifications and/or offer suggestions regarding the proposed study. After the student has concluded the presentation, the student and any other student observers leave the room and the Committee Chair allows faculty members a time for additional comments. The student then returns to the session and is informed of the Doctoral Committee's recommendation(s) regarding the proposed study.

Dissertation Proposal Outcome

Subject to review by the Dean of the College of Education and the Dean of the Graduate School, the students' Doctoral Committee has final recommending authority. The outcome of the proposal may be (a) approve, (b) modify and approve, or (c) disapprove. If the proposal is approved or modified and approved, the student submits the Dissertation Proposal form with all committee members' signatures to the Doctoral Coordinator and then to the Graduate Dean. This form is typically signed by the Dissertation Committee at the proposal meeting if all members are satisfied with the proposal. Upon approval, the student may begin the data collection phase of the study.

Dissertation Defense (Final Examination)

Each candidate must pass a final oral examination regarding the completed dissertation. Sometimes called the "dissertation defense" or the "dissertation oral," this meeting is open to members of the University community. Students are not permitted to take the final examination more than twice. The Graduate School must be informed of the date and place of the defense at least three weeks in advance.

With the approval of the Doctoral Committee, the student will schedule for the dissertation defense. The student, with the Committee Chair's assistance, will arrange for a public announcement of the date, time, and place of the examination so that any interested member of the University may attend. Two weeks before the date, the student will distribute copies of the completed dissertation. The defense will be conducted by the Doctoral Committee, which includes a graduate faculty representative. Following the candidate's presentation and questions posed by committee members, the Committee will render a decision. Decisions require a majority vote. The following options are available to the Committee: approve, approve contingent upon specific changes being made, defer pending an additional defense, and disapprove. The Doctoral Chair will then file the Dissertation Defense Report with the Graduate School.

Following the successful completion of the defense, the doctoral candidate must submit three unbound copies of the approved, error-free manuscript to the Graduate School no later than the filing date indicated in the University calendar (See the Graduate School's *Graduate Policies and Procedures Manual* for details regarding the final dissertation, number of copies, deadlines, fees, etc. Available at <http://www.fau.edu/graduate/pubs/RevGuidelines.pdf>). It is customary for the student to include a fourth copy of the dissertation for binding to be given to the Dissertation Chair. The Graduate School requires publication of the dissertation on microfilm and in Dissertation Abstracts International. Students are responsible for paying for microfilming and optional copywriting fees.

XI. GRADUATION REQUIREMENTS

Upon successful completion of the student's approved Doctoral program of studies, passing the Comprehensive Exams and satisfactory defense of the dissertation, a student is eligible to graduate with the degree of Doctor of Philosophy from Florida Atlantic University. Students

must meet all requirements for the degree in effect at the time of initial admission to the Ph.D. program.

Students must file the appropriate [Application for Degree form](#) with the Office of Student Services. Students are responsible for knowing and meeting the relevant deadlines and procedures for graduation.

The doctoral degree is conferred at the commencement following the fulfillment of all requirements. The candidate is expected to be present at the graduation ceremony and will be accompanied by his or her Dissertation Chair. Candidates are responsible for meeting all the requirements for commencement and filing the appropriate forms on time.

XII. EVALUATION OF THE DOCTORAL PROGRAM

Consistent with the department's total quality management philosophy, there is a plan for the regular and ongoing evaluation of the doctoral program. The plan calls for the ongoing collection of data from all stakeholders involved with the doctoral program: students, faculty, supervisors, administrators, graduates, and employers of graduates. Data collected is reviewed and forms the basis for program revision. These revisions are implemented and later evaluated in a cyclic fashion. The purpose is to increasingly improve program quality. In short, the Program Evaluation System is a systemic method of evaluation → review → program change → evaluation that improves program quality occurring within a four year cycle.

Standardized student evaluations of courses and instructors are collected each semester. Graduates of the program are also expected to participate in periodic program evaluations by completing and returning program evaluation forms mailed from the department. These forms are sent out every three years to recent graduates, along with forms for the graduates to provide to their employer/supervisor, to in turn complete and return to the department. A very high response rate is needed by the department to provide information necessary to make changes to improve the program, so participation is greatly appreciated.

The results of the surveys of graduates and supervisors/employers are tabulated and summarized. These results are available on request in the departmental office for prospective and current student review and to make changes in the program.

In addition, annual evaluations and subsequent revisions of the doctoral program use feedback from faculty, students and advisory board members. The annual evaluations and employer/graduate student results are compiled to complete the four year scheduled evaluation. The program evaluation system provides a circular feedback system to continually revise and reevaluate the doctoral program. The following diagram visually depicts the Program Evaluation System with its ongoing cycle of evaluation and quality improvement over a four year period.

Evaluation of Doctoral Program

The evaluation of the Doctoral Program in Counseling requires multiple types and sources of data. Specifically, faculty members, students, and clinical supervisors and employers provide data to evaluate the Program.

Program Evaluation by Faculty Members

CACREP guidelines encourage faculty members to evaluate the programs objectives and curricular offerings on a yearly basis. Each fall, at a time designated by the Doctoral Program Coordinator and the Department Chair, faculty members who form the Doctoral Program Committee (Committee) review the program objectives and the curricular offerings of the Doctoral Program in Counseling. To evaluate the Program, the following process will be followed:

Process, documentation, and outcomes

- a) At the beginning of each fall, the Doctoral Program Coordinator will avail to the faculty members the most recent syllabi of the core and specialty courses.
- b) By the middle of the semester (fall of each year), the Committee will review each core and specialty course syllabus to ascertain the manner in which the courses' objectives address the CACREP Standards.
- c) After deliberations and decisions about each course, the Doctoral Program Committee will revise the necessary courses. The minutes from the meeting will be submitted to the Doctoral Program Coordinator. These minutes have to reflect the changes made by the Doctoral Program Committee. Additionally, electronic copies of the updated syllabi must be submitted to the Department's secretary within 10 days of the meeting (the secretary will keep copies of the updated syllabus for each course).

Program Evaluation by Enrolled Students

CACREP encourages the inclusion of students in the evaluation of programs. At the M.Ed. degree level, the program evaluation system includes a survey of students' perceptions about the program. I recommend that the Doctoral Program in Counseling be evaluated by current students. To do so, the following process will be followed:

- a) Each spring, the Doctoral Program Committee will revise a survey instrument to collect data from active doctoral students.
- b) The Doctoral Program Committee will provide the approved survey instrument to the Doctoral Program Coordinator.
- c) By mid-spring of each year, the Doctoral Program Coordinator will collect data from the active doctoral students and will conduct statistical analyses. The results will be reported to the Doctoral Program Committee within the semester.
- d) The Doctoral Program Committee will consider the students' perceptions and will attend to these in the revision of the Program's curricular offerings.
- e) The changes to the curricular offerings will be reported, in writing, to the Doctoral Program Coordinator ten days following receipt of the report.

Program Evaluation by Graduates, Clinical Supervisors, and Employers

CACREP encourages that perceptions from Program graduates, clinical supervisors, and employers be include in updates to the Program's curricular offerings. Again, the M.Ed. Program employs a process that includes data from the aforementioned sources. Thus, the Doctoral Program ought to replicate what occurs at the M.Ed. level. To this end, the Doctoral Program Committee adhere to the following process:

- a) Every three years, the Doctoral Program Committee will revise survey instruments to collect data from graduate, clinical supervisors, and employers.
- b) The Doctoral Program Committee will provide the approved instruments to the Doctoral Program Coordinator.
- c) By mid-fall of the appropriate year, the Doctoral Program Coordinator will collect data from graduates, clinical supervisors, and employers, and will conduct statistical analyses. The results will be reported to the Doctoral Program Committee within the semester in which data is collected.
- d) The Doctoral Program Committee will consider the data to these opinions in the revision of the Program's curricular offerings.
- e) The changes to the curricular offerings will be reported, in writing, to the Doctoral Program Coordinator ten days following receipt of the report.

APPENDICES

Policy on Committee Member Replacement

Ph.D. Program in Counseling - Three-Year Course Plan

Dissertation Proposal Defense

Dissertation Proposal Defense Suggested Process

Application for Doctoral Comprehensive Exams (Student's Committee Chair Form)

Application for Doctoral Comprehensive Exams (Student Form)

Announcement of Dissertation Defense

Dissertation Approval Form

[forthcoming]

Certification of Comprehensive Examination Results



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To: All Doctoral Students:
From: Doctoral Faculty
Date: November 19, 2008
RE: **Policy on Committee Member Replacement**

Policy on Committee Member Replacement

Agreeing to serve on a doctoral program committee, or on a doctoral dissertation committee is a significant commitment of faculty members' time and resources. From time to time, circumstances may warrant that a faculty member cannot serve in that capacity through to completion. Given the nature of the committee member (especially chair)-doctoral student relationship, this can represent a serious challenge for the student to complete their doctoral work. In the event that occurs, the following procedures are to be followed in order to make as smooth a transition as possible:

If a student is in the dissertation phase, and a committee member must be excused or replaced:

The student will confer with his or her dissertation chair and remaining committee member(s) to discuss whether a replacement is necessary (for committees with 4 or more members), or, if a replacement is necessary, which of the eligible members of the graduate faculty (inside or outside the department, if necessary) may be able to serve as a committee member.

It will be the student's responsibility to choose and contact the potential committee member, and request his or her participation on the dissertation committee. The student should be prepared to furnish their defended proposal, and be available to discuss all aspects of the study that is underway. If the faculty member agrees, it may be necessary or helpful to schedule a follow-up meeting with the chair and new committee member, or of the entire dissertation committee. Changes to the proposal, at this phase, are generally not permitted.

If a student is in the dissertation phase and a committee chair must be excused or replaced:

The student will confer with his or her remaining committee member(s) and the doctoral program coordinator to discuss one of several options:

1. Whether there is a member of the committee that has the appropriate graduate faculty status (Graduate Faculty Status "A" within the College of Education) who may be able to take on the responsibilities as chair. In the event that there is, and if that committee member is willing to chair the committee, then the student and committee will need to determine if a replacement committee member is required (see above procedure).

2. Whether there is a member of the department faculty that has the appropriate graduate faculty status (Graduate Faculty Status “A” within the College of Education) who may be able to take on the responsibilities as chair. In this instance, given the fact that ongoing dissertation research may be in progress, and that the new chair will not have the same level of knowledge about the dissertation, a member of the committee may be asked to serve in an official or unofficial capacity as “co-chair” to assist the chair in helping the doctoral student complete his or her dissertation.

It will be the student’s responsibility to choose and contact the potential committee chair, and request his or her participation as chair of the dissertation committee. The student should be prepared to furnish their defended proposal, and be available to discuss all aspects of the study that is underway. If the faculty member agrees, it may be necessary or helpful to schedule a follow-up meeting with the new dissertation chair and the entire dissertation committee. Changes to the proposal, at this phase, are generally not permitted.

If a student in proposal phase (or before), and a committee member must be excused or replaced:

The student will confer with his or her doctoral program chair and remaining committee member(s) to discuss whether a replacement is necessary (for committees with 4 or more members), or, if a replacement is necessary, which of the eligible members of the graduate faculty (inside or outside the department, if necessary) may be able to serve as a committee member.

It will be the student’s responsibility to choose and contact the potential committee member, and request his or her participation on the doctoral program committee. The student should be prepared to discuss all aspects of the proposed study. If the faculty member agrees, it may be necessary or helpful to schedule a follow-up meeting with the chair and new committee member, or of the entire doctoral program committee. Changes to the proposal, at this phase, may be appropriate.

If a student in proposal phase (or before), and a committee chair must be excused or replaced:

The student will confer with his or her remaining committee member(s) and the doctoral program coordinator to discuss one of several options:

1. Whether there is a member of the committee that has the appropriate graduate faculty status (Graduate Faculty Status “A” within the College of Education) who may be able to take on the responsibilities as chair. In the event that there is, and if that committee member is willing to chair the committee, then the student and committee will need to determine if a replacement committee member is required (see above procedure).
2. Whether there is a member of the department faculty that has the appropriate graduate faculty status (Graduate Faculty Status “A” within the College of Education) who may be able to take on the responsibilities as chair. In this instance, given the fact that advanced preparation of the proposal may be in progress, and that the newly appointed chair will

not have the same level of knowledge about the proposal, a member of the committee may be asked to serve in an official or unofficial capacity as “co-chair” to assist the chair in helping the doctoral student complete his or her proposal.

It will be the student’s responsibility to choose and contact the potential committee member, and request his or her participation on the doctoral program committee. The student should be prepared to discuss all aspects of the proposed study. If the faculty member agrees, it may be necessary or helpful to schedule a follow-up meeting with the chair and new committee member, or of the entire doctoral program committee. Changes to the proposal, at this phase, may be appropriate.

This policy will be implemented immediately.

Ph.D. Program in Counseling--Three-Year Course Plan 2009-2012

Year 1-- Fall 7222 Appraisal Child Families 7429 Multicultural, Spiritual, Prof Issues in Counseling 7611 <u>Advanced Superv & Instr*</u>	Spring 7942 <u>Adv Practicum CE*</u> 7714 Outcome Assessmnt Eval 7606 Consultation and Leadership in Counseling	Summer 7730 <u>Advanced Research in Counseling*</u> <i>Elective</i>
Year 2-- Fall STA 7114 Advanced Statistics 7945 <u>Doctoral Internship*</u> Elective	Spring ED7482 Advanced Educational Research 7402 Adv CT: Brief Therapies 7945 <u>Doctoral Internship*</u>	Summer 7978 <u>Dissertation Seminar*</u> Elective
Year 3-- Fall 7980 Dissertation (6)	Spring 7980 Dissertation (6)	

Key:

- § The underlined course each term will include involve a research group or professional activity in which the student develops a contract w/ instructor *and* advisor-research group
- § The starred* courses represented those in which there is an instructor of record (which can rotate) although other faculty are also involved

§

§Electives¹ (enhanced to include all students):

Summer

- MHS 7608** Advanced Consultation in School and Community (Summer –even years)
- MHS 7406** Optimal Human Functioning and Development in Counseling (Summer –even years)
- MHS 7424** Advanced Counseling Interventions with Children and Adolescents (Summer –odd years)
- MHS 7930** Special Topics: Grant Writing (Summer –odd years)
Or other courses (5000 level and above) that are approved by student’s doctoral chair and/or committee.

Fall (every year)

- EDA 6415**-Qualitative Research
Or other courses (5000 level and above) that are approved by student’s doctoral chair and/or committee.

¹ Note: Suggested semesters in parentheses.



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Dissertation Proposal Defense

Student's Name: _____

Student's Signature: _____

Date Submitted/Presented: _____

Title of Dissertation Topic: _____

We have read the dissertation proposal for the student identified above and find it to be:

___ Approved

___ Approved with modifications (see attached recommendations from the Committee).

___ Disapproved (see attached explanation from the Committee)

Signatures:

Dissertation Committee Chair: _____

Name: _____

Dissertation Committee Member: _____

Name: _____

Dissertation Committee Member: _____

Name: _____

Dissertation Committee Member: _____

Name: _____

Doctoral Program Coordinator: _____

Dr. Irene Johnson, Department Chair: _____

Note: To be completed at the time of the Dissertation Proposal Defense. Completed form must be submitted to the Doctoral Program Coordinator.



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Dissertation Proposal Defense Suggested Process

Introductions (5 minutes)

Student presentation (30-40 minutes)

Committee response, questions, and clarification (20 minutes)

Attendees' comments (10 minutes)

Committee deliberations (15 minutes, student is excused)

Feedback to student (10 minutes, followed by a written document)



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Application for Doctoral Comprehensive Exams (Student's Committee Chair Form)

Student's Name: _____

Student's Signature: _____

Semester the Student intends to take Exam: _____

The above mentioned student is ready for the comprehensive exams. The following has been completed by the student:

___ The student has submitted 10 questions within the first three weeks of the semester in which the exam will take place

___ The student has taken sufficient courses in research, practice, and supervision

___ The student is in good academic standing

Please, inform the Doctoral Program Coordinator that the above mentioned student will be taking the comprehensive exams and alert the Department Chair to include the selection of proctors as an agenda item for the semester's first faculty meeting.

Signatures:

Dissertation Committee Chair: _____

Name: _____

Doctoral Program Coordinator: _____

Department Chair: _____

Note: To be completed the semester preceding the comprehensive exams that the student wishes to take. Completed form must be submitted to the Department of Counselor Education.



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Application for Doctoral Comprehensive Exams (Student Form)

Name: _____

Semester in which I will take the comprehensive exams: ___ Fall ___ Spring ___ Year

I have completed the following:

___ I have submitted 10 questions within the first three weeks of the semester in which I will take the comprehensive exams.

___ I have completed the required course work. If not, gain approval from your Committee Chair.

Please, submit the completed form to your committee chair and ask her/him to inform the Doctoral Program Coordinator that you will be taking the comprehensive exams. The Doctoral Program Coordinator will communicate the dates for the comprehensive exams to you.

Signatures:

Student: _____ Date: _____

Dissertation Committee Chair: _____
Name: _____

Doctoral Program Coordinator: _____

Department Chair: _____

Note: To be completed the semester preceding the comprehensive exams that the student wishes to take. Completed form must be submitted to the Department of Counselor Education.



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College of Education Department of Counselor Education

Announcement of Dissertation Defense

Student Name	Date of Defense	Time	Room Number	Building
Major Advisor	Signature			
Dissertation Committee Member	Department		College	
Dissertation Committee Member	Department		College	
Dissertation Committee Member	Department		College	
Department Chair				

Dissertation Title: _____

ABSTRACT



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Dissertation Approval Form

Student's Name: _____

Student's Signature: _____

Date Submitted/Presented: _____

Title of Dissertation: _____

We have read the dissertation for the student identified above and find it to be:

- Approved
- Approved with modifications (see attached recommendations from the Committee).
- Deferred pending another dissertation defense (see attached explanation from the Committee)
- Disapproved (see attached explanation from the Committee)

Signatures:

Dissertation Committee Chair: _____
Name: _____

Dissertation Committee Member: _____
Name: _____

Dissertation Committee Member: _____
Name: _____

Dissertation Committee Member: _____
Name: _____

Doctoral Program Coordinator: _____

Dr. Irene Johnson, Department Chair: _____

Note: To be completed at the time of the dissertation defense. Completed form must be submitted to the Department of Counselor Education.