FLORIDA ATLANTIC UNIVERSITY

College of Education

Department of Counselor Education

DOCTORAL STUDENT HANDBOOK

2013 - 2014

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 collaboration 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. 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 have the opportunity to meet with the faculty and students in a research group throughout the year to assist one another in the conceptualization and design of their dissertation proposal and research. Department faculty work with 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.

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 and spring semester. Application deadline is September and 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 twice each year, and the following deadlines will be observed:

1. Folder review will begin after the application deadline and will continue until the class cohort is filled. Applications received after the deadlines are not likely to be reviewed until the following admission cycle**.**
2. Applicants will begin receiving notification of admissions decisions in March (Fall admission) and December (Spring admission).

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 all department faculty members. Each folder will be reviewed by 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 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 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

The Graduate School will formally notify applicants in writing.

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.
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 Study:

    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 Advisory Chair and/or 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 Department Chair. This must be

completed no later than the last day of regularly scheduled classes of the first year in which you have enrolled as a doctoral student.

5. The Department Chair 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 to earn your degree. 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://www.fau.edu/graduate/currentstudents/graduateforms/index.php

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 7980 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: Handbook to be given out.

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 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

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 Committee is 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 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 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

Grades of "B-" or Below

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

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

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

Department Policy and Procedure Grade of "B- or below"

The Department of Counselor Education, the College of Education, and the University require that students in graduate level programs must receive a grade of "B" or better in all courses taken in their approved Program of Study. The following procedures will be followed by the Department of Counselor Education to monitor this policy requirement.

1. At the end of each semester, the department will send an email to all faculty and adjuncts requesting the names of any students in their courses receiving a B- grade or lower for that semester. Faculty must submit such names by the date upon which final grades are due [include: Student name, Course, Grade].
2. The department shall then send a form letter to each student receiving an unacceptable low grade notifying them: a) to contact their advisor to discuss options for re-taking the course.

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 Chair, 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 year 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 Review and Appeals Process

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

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

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

Student Academic Grievance Procedures for Grade Reviews – University Regulation 4.002

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

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

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

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

(2) **PROCEDURES.**

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

Step 2. Conference with chair/director.
A student who is unable to satisfactory resolve the grade review through consultation with the instructor, or if the instructor is unable or refuses to meet with the student, may request a conference with the chair of the department or director of the school/program in which the course was taught. The written request must be presented by November 1, if the grade was granted in the previous spring or summer semester, or by March 1, for grades awarded in the previous fall semester. The request for a conference must include clear evidence that the grade assigned was based on a computational or recording error; the non-academic criteria were applied in the grading process; or that there was a gross violation of the instructor's own grading statement. The instructor may participate in such conference. No other parties may be in attendance at the conference(s) with the chair/director. The chair/director will attempt to mediate the grade review, unless the chair/director determines that the review is without merit. The chair/director will provide the student, the instructor, and the dean of the college administering the course a summary of findings.

Step 3. Appeal to the dean.
A student who is not satisfied with the results of the conference may appeal to the dean of the college administering the course. The written appeal must be received by the dean of the college administering the course. The written appeal must be received by the dean within five (5) business days of receipt of the chair/director's finding. The dean (or designee) will review the written appeal, supporting evidence, and statements from the instructor and chair/director. Unless the dean (or designee) determines that the appeal is without merit, the dean (or designee) will convene a Faculty Committee ("Committee") within ten (10) business days of receipt of the student's appeal. The Committee will be composed of the dean (or designee), who will serve as Committee chair, and three faculty members, at least two of whom must be from the department/school in which the course was taught. The Committee chair will direct the hearing and maintain the minutes and all records of the appeal hearing, which will not be transcribed or recorded. The hearing is an educational activity subject to student privacy laws/regulation, and the strict rules of evidence do not apply. The student and instructor may attend the meeting and present testimony and documents on their behalf. The student may choose to be accompanied by a single advisor, but the advisor may not speak at the hearing. Additional witnesses may be permitted to speak at the dean's (or designee's) discretion and only if relevant and helpful to the Committee. The Committee chair will discuss the case with the instructor and inform the student in writing of Committee findings and the instructor's response.

Step 4. Appeal to the provost (or designee).
A student who is not satisfied with the result of the appeal to the dean may request an appeal of the instructor's action to the University Provost (or designee). The written appeal must include relevant supporting documentation. The appeal must be filed within five (5) business of receipt of the dean's (or designee's) notification. The University Provost (or designee) will determine that (a) no action is required; (b) the course and grade will be expunged from the record and the student's fees for the course refunded; (c) the course and grade will be expunged and substituted with a new section of the same course with a grade determined by the Provost in consultation with the Faculty Committee and other experts in the field, as appropriate; or (d) the grade issue be returned to the Faculty Committee for reconsideration or clarification of finding. The Provost will notify the student, dean, and instructor in writing of any action. The decision by the Provost (or designee) constitutes final University action.

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

7. Academic Integrity Statement

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

result in sanctions which are specified below. In addition, students are expected to report cases of academic dishonesty to the instructor.

6C5-4.001 Honor Code, Academic Irregularities, and Student's Academic Grievances.
(1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals; the responsibility of all is to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor's duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.
(2) The following shall constitute academic irregularities:

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

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

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

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

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

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

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

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

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

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

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

(a) Failure to receive due process.

(b) Arbitrary actions including lack of commensurateness of penalty to offense.

(c) New pertinent information not available during earlier proceedings.

(7) Penalties will vary with the offenses.

(a) The Instructor's penalty, paragraph (3)(b) above, ranges from a grade of F on any work up to an F for course.

(b) Penalty grades cannot be removed by drop or forgiveness policy.

(c) Penalties assigned by the Dean, subsection (4) above, may include suspension or dismissal.

(d) Each College or Department may adopt a policy of penalties more severe than prescribed above. Such a policy must be widely distributed in the Colleges.

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

(a) Dismiss the appeal and uphold the action taken by the College.

(b) Order a new hearing by a different student-faculty council.

(c) Reduce the severity of the penalty administered.

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

Specific Authority 240.227(1), 240.261 FS. Law Implemented 120.53(1)(b), 240.202, 240.261 FS., 6C-6.0105, F.A.C. History–New 10-1-75,
Amended 12-17-78, 3-28-84, Formerly 6C5-4.01, Amended 11-11-87.

7. 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 their Advisor or Dissertation Chair, 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 requires completing at least two semester of full time enrollment (see FAU Graduate Catalog).

Time Limitation

Students will have a total of seven 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 seven-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

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 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. The Department may require personal counseling 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 students 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 is 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.

VI. DOCTORAL PROGRAM OF STUDY

During the first semester of full time doctoral study, each student will be assigned a faculty advisor. The student shall organize a meeting to present his or her proposed doctoral program plan 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 Program of Study meeting, 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 year 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 Dissertation 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 apply for doctoral candidacy, register for dissertation credits, and 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 for 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 two 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 apply for Admission to Doctoral Candidacy.

7. The student is expected to then submit the proposal to the University's Institutional Review Board (IRB) to 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 ability to interpret, apply, analyze, synthesize, evaluate and integrate concepts, ethical principles, policies, research, research design, strategies, techniques and valuates derived from the student's graduate preparation, readings, and practice. 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. The exams are scheduled during the third week of the fall and spring semester. 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 must meet with their Committee Chair during the semester preceding their comprehensive exams. The student's Committee Chairperson 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 Doctoral Program Coordinator by the appropriate due date (December 1st for spring comps or May 1st for fall comps) and select which option of the exam option they elect to complete.

Each student will also submit 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.

There are three options for completing the Doctoral Comprehensive Exams. Option 1 includes completing a written six question comprehensive exam that covers general and specialty

questions. Option 2 includes completing an oral comprehensive exam covering three general questions and writing a specialty paper based on a topic that has been approved by the student's doctoral committee. Option 3 includes the original comprehensive exam procedures that are only available to cohort members of the Fall 2005-2013 admission classes.

OPTION 1 – Written Comprehensive Exams are to be completed over a 72-hour period, beginning 10:00 a.m. Friday morning and ending the following Monday morning at 10:00 a.m. The exam dates will be established by the Doctoral Program Coordinator and announced prior to the beginning of fall and spring semester.

Written Comprehensive Exam Procedures:

1. Beginning at 10:00 a.m. on Friday morning eligible doctoral students can pick up their exams questions in the Department of Counselor Education. Each student will receive, at that time, the six questions agreed upon by their doctoral committee pertaining to counseling practice, ethics, supervision, and research. Each student is bound by the Florida Atlantic University Academic Integrity Policy and by professional ethics in completing their examination. Students will sign the honor code statement and file it with the department when picking up the examination.
2. Students may use any written and/or electronic resource (e.g., books, journal publications, or notes), as long as they are appropriately referenced in their written responses.
3. Students are not permitted to contact or consult with any current, former, or future members of the faculty or students except the Doctoral Program Coordinator or Department Chairperson. The Doctoral Program Coordinator or Department Chairperson can be reached by phone and/or email during the weekend examination. The Coordinator or Chairperson can advise the student about the exam procedure only; s/he may not tell the student how to interpret the question(s), whether the answer is correct, nor help the student respond to the examination.
4. Only the doctoral student taking the examination is to read the exam questions, prepare, and edit the examination responses.
5. The responses must be typed in 12 pt. font, using Times New Roman font, and double-spaced. The style consistent with the most current edition of the APA Publication Manual is expected along with grammatical and spelling accuracy. Each written response may not exceed 6 printed pages – excluding title page and references. The student's Z number should be placed in the running head along with the examination topic (e.g., Z0011122 Theory), and the page number.
6. The responses must be saved and returned on a flash drive provided by the department. The student will print each response and paper-clipped the pages together for ease of photocopying. The printed responses and the flash drive must be returned in the envelope provided to the department no later than 10:00 a.m. Monday morning.
7. All students will have the same amount of time and follow the same rules unless an exception is pre-approved and authorized by the Doctoral Program Coordinator and Department Chairperson.

8. Each student is responsible for the choice of place to independently over the weekend. The choice must be made known to the Doctoral Program Coordinator and Department Chairperson.
9. Faculty will have a minimum of three weeks in which to review the student's answers and evaluate each question as being High Pass, Pass, Low Pass or Fail. Grading will be done following the Department's evaluation scoring rubric for written comprehensive examinations and submitted to the Committee Chairperson.
10. 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 Chairperson within four weeks from the exam date that they have passed their Comprehensive Exam.
11. Students who have not passed the exam 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.
12. A copy of the Certification of Comprehensive Exam Results will be provided to the Doctoral Program Coordinator and Department Chairperson upon student notification of the exam results.
13. Doctoral students already in candidacy who do not pass Comprehensive Exams may not continue to enroll in MHS 7980 Dissertation, and (subject to consultation with their Dissertation committee) may not defend their dissertation until all sections of the exam are passed.

OPTION 2 – Oral Comprehensive Exam and Specialty Paper includes scheduling a one and one-half hour oral exam with the student's doctoral committee and writing a specialty paper based on a topic that has been approved by the student's doctoral committee. The exam dates will be established by the Doctoral Program Coordinator and announced prior to the beginning of fall and spring semester.

Part 1 – Oral Comprehensive Exam and Specialty Paper Procedures:

1. The Oral Comprehensive Exam will take place the third week of the semester and scheduled with the her/his doctoral committee at the time the completed Application for Doctoral Comprehensive Exam form is submitted to the Doctoral Program Coordinator by the appropriate due date (December 1st for spring comps or May 1st for fall comps).
2. The Oral Comprehensive Exam will cover three general questions that reflect all areas of the doctoral program of study including research, ethics, theory and practice. Any topic pertinent to the student's professional preparation and professional goals and plans is legitimate for questioning and discussion.
3. Each student is bound by the Florida Atlantic University Academic Integrity Policy and by professional ethics in completing their examination. Students will sign the honor code statement and file it with the department upon completing the exam and are not permitted to discuss the exam questions afterwards with current, former, or future students.
4. The doctoral committee will confer immediately after the Oral Comprehensive Exam to evaluate the student's performance and grade each question as being High Pass, Pass,

Low Pass or Fail. Grading will be done following the Department's evaluation scoring rubric and submitted to the Committee Chairperson.

5. Students who receive overall grades of Pass or higher on at least two of the three questions from at least three committee members and no failing grade will be notified by the Committee Chairperson that they have passed their Oral Comprehensive Exam.
6. Students who do not pass the oral examination 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.
7. A copy of the Certification of Comprehensive Exam Results will be provided to the Doctoral Program Coordinator and Department Chairperson upon student notification of the Oral Comprehensive/Specialty Paper exam results.
8. Doctoral students already in candidacy who do not pass Oral Comprehensive Exam may not continue to enroll in MHS 7980 Dissertation, and (subject to consultation with their Dissertation committee) may not defend their dissertation until all sections of the exam are passed.

Part 2 – Specialty Paper Procedures:

1. The Specialty Paper topic must be agreed upon with the student's doctoral committee at the time the completed Application for Doctoral Comprehensive Exam form is submitted to the Doctoral Program Coordinator by the appropriate due date (December 1st for spring comps or May 1st for fall comps).
2. Students may use any written and/or electronic resource (e.g., books, journal publications, or notes), as long as they are appropriately referenced in their paper. Students are encouraged to consult with his/her doctoral committee chairperson and committee members as needed while writing the paper.
3. The Specialty Paper must be typed in 12 pt. font, using Times New Roman font, and double-spaced. The style consistent with the most current edition of the APA Publication Manual is expected along with grammatical and spelling accuracy. The Specialty Paper must not exceed 25 printed pages – including title page and references. The student's Z number should be placed in the running head along with the Specialty Paper (e.g., Z0011122 Specialty Paper), and the page number.
4. The Specialty Paper must be saved and returned on a flash drive provided by the department. The student will print the Specialty Paper and paper-clip the pages together for ease of photocopying. The printed Specialty Paper and the flash drive must be returned in the envelope provided to the department no later than 10:00 a.m. Monday morning on the day that Written Comprehensive Exams are concluding.
5. Faculty will have a minimum of three weeks in which to review the student's Specialty Paper and evaluate it as being High Pass, Pass, Low Pass or Fail. Grading will be done following the Department's evaluation scoring rubric and submitted to the Committee Chairperson.
6. Students must earn a grade of Pass or High Pass on the Specialty Paper from at least three committee members.

7. A copy of the Certification of Comprehensive Exam Results will be provided to the Doctoral Program Coordinator and Department Chairperson upon student notification of the Oral Comprehensive/Specialty Paper exam results.
8. Doctoral students already in candidacy who do not pass Comprehensive Exams may not continue to enroll in MHS 7980 Dissertation, and (subject to consultation with their Dissertation committee) may not defend their dissertation until all sections of the exam are passed.

OPTION 3 – The Fall 2005 – Fall 2013 Comprehensive Exams are only available to members of the those fall cohort groups. The exam dates will be established by the Doctoral Program Coordinator and announced prior to the beginning of fall and spring semester.

Fall 2005 – Fall 2013 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 9 am 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 <u>not</u> 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 department senior secretary who will then be responsible for printing hard copies for the student's Committee Chairperson and each of the committee members 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.
8. Students who do not pass the exam 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. Doctoral students already in candidacy who do not pass Comprehensive Exams may not continue to enroll in MHS 7980 Dissertation, and (subject to consultation with their Dissertation committee) may not defend their dissertation until all sections of the exam are passed.

IX. DOCTORAL CANDIDACY

Admission to Candidacy
Students are considered candidates for the Ph.D. degree in Counseling upon a) approval of the dissertation proposal at the Qualifying Exam and b) 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. Successful completion of the written Comprehensive Examinations is required for graduation.

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 (Qualifying Exam). 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 Chair, 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 proposal (Qualifying Exam) and admission to Doctoral Candidacy, students are required to maintain continuous enrollment for dissertation study until work is completed. Continuous enrollment begins with the semester after the dissertation proposal is approved. This involves approval from the Dissertation Committee Chair to register 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 members are invited to attend a proposal defense and make comments at the defense.
- All departmental faculty members 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 (Qualifying Exam)

A formal Dissertation Proposal Defense is scheduled 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 dissertation proposal and the final dissertation must meet the guidelines in the *Requirements and Guidelines for Theses and Dissertation* issued by the Graduate School (available at http://graduate.fau.edu/). In addition, students should be familiar with the current *Publication Manual* of the American Psychological Association.

Dissertation 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 Dissertation Proposal

1. Typically, students will begin developing the research question and prospectus for their dissertation in consultation with their Adviser, Dissertation Chair and committee members. 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 a 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 IRB for Research with Human Subjects in order to be in compliance. Approval to conduct research from the IRB must be obtained before beginning the data collection phase of the research.
4. In consultation with all Dissertation Committee members, the students will reserve a time and place for the dissertation proposal defense with the department senior secretary.
5. At least two weeks prior to the dissertation proposal defense date, the student distributes hard copies of the dissertation proposal to (a) all committee members and the department chairperson and (b) provides electronic copies of the dissertation proposal to department faculty members by request. 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.

Dissertation Proposal Defense Meeting

1. The Ph.D. 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 dissertation 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. Committee members 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 committee 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 dissertation proposal may be (a) approve, (b) modify and approve, or (c) disapprove. If the proposal is approved or modified and approved, the students submit the Dissertation Proposal form along with the Admission to Candidacy form with all committee members' signatures to the Doctoral Program Coordinator and then to the Graduate College. These forms are completed and signed by the Dissertation Committee at the proposal meeting if all members are satisfied with the proposal. Upon approval of the IRB, the students 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 two weeks in advance.

With the approval of the Doctoral Committee, the students will schedule for the dissertation defense. The students, with the Committee Chairperson'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 students will distribute hard copies of the completed dissertation to Committee members and the Department Chairperson. 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 Committee Chair will then file the Dissertation Defense Report with the Department of Counselor Education and with the Graduate School as needed.

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/currentstudents/index.php It is customary for the students 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 Study, passing the Qualifying Exam, 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 plans 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 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 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. It is recommended 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

Policy on Dissertation Committee Members from Outside the Department

Policy on Doctoral Faculty Membership

Certification of Comprehensive Examination Results

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Fax: (561) 297-2309

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 chose 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 Course Rotations

For Students Admitted in Fall Odd Years (2013-2016)

Year 1—Fall 2013	**Spring 2014**	**Summer 2014**
7406- Opt. Funct. In Human Develop **7606** Consultation and Leadership in Counseling **7942** Adv Practicum CE	**7222** Appraisal Child Families **7714** Outcome Assessment Eval **7942** Adv Practicum CE	**Elective** **STA 7114** Advanced Statistics
Year 2-- Fall 2014	**Spring 2015**	**Summer 2015**
7730 Advanced Research in Counseling **7611** Advanced Superv & Instr. **7945** Doctoral Internship*	**7402** Adv CT: Brief Therapies **7429** Multicultural, Spiritual, Prof Issues in Counseling **7945** Doctoral Internship*	**7978** Dissertation Seminar* **ED7482** Advanced Educational Research
Year 3—Fall 2015	**Spring 2016**	**Summer 2016**
7980 Dissertation (3)	**7980** Dissertation (3)	**7980** Dissertation (3)
Year 4-- Fall		
7980 Dissertation (3)		

Key:

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

Electives[1] (enhanced to include all students):

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

PhD Program in Counseling-- Course Plan

For Students Admitted in Spring Even Years (2013-2016)

Year 1—Spring 2014 **7222** Appraisal Child Families **7714** Outcome Assessment Eval **7942** Adv Practicum CE	**Summer 2014** **Elective** **STA 7114** Advanced Statistics	**Fall 2014** **7730** Advanced Research in Counseling **7611** Advanced Superv & Instr. **7942** Adv Practicum CE
Year 2-- Spring 2015 **7402** Adv CT: Brief Therapies **7429** Multicultural, Spiritual, Prof Issues in Counseling **7945** Doctoral Internship*	**Summer 2015** **7978** Dissertation Seminar* **ED7482** Advanced Educational Research	**Fall 2015** **7406-** Opt. Funct. In Human Develop **7606** Consultation and Leadership in Counseling **7945** Doctoral Internship*
Year 3—Spring 2016 **7980** Dissertation (3)	**Summer 2016** **7980** Dissertation (3)	**Fall 2016** **7980** Dissertation (3)
Year 4—Spring 2017 **7980** Dissertation (3)		

PhD Program in Counseling-- Course Plan

For Students Admitted in Fall Even Years 2012-2015

Year 1—Fall 2014 **7730** Advanced Research in Counseling **7611** Advanced Superv & Instr. **7942** Adv Practicum CE	**Spring 2015** **7402** Adv CT: Brief Therapies **7429** Multicultural, Spiritual, Prof Issues in Counseling **7942** Adv Practicum CE	**Summer 2015** **Elective** **STA 7114** Advanced Statistics
Year 2-- Fall 2015 **7606** Consultation and Leadership in Counseling **7406-** Opt. Funct. In Human Develop **7945** Doctoral Internship*	**Spring 2016** **7222** Appraisal Child Families **7714** Outcome Assessment Eval **7945** Doctoral Internship*	**Summer 2016** **7978** Dissertation Seminar* **ED7482** Advanced Educational Research
Year 3—Fall 2016 **7980** Dissertation (3)	**Spring 2017** **7980** Dissertation (3)	**Summer 2017** **7980** Dissertation (3)
Year 4—Fall 2017 **7980** Dissertation (3)		

PhD Program in Counseling-- Course Plan

For Students Admitted in Spring Odd Years 2015-2018

Year 1—Spring 2015	**Summer 2015**	**Fall 2015**
7402 Adv CT: Brief Therapies **7429** Multicultural, Spiritual, Prof Issues in Counseling **7942** Adv Practicum CE	**Elective** **STA 7114** Advanced Statistics	**7606** Consultation and Leadership in Counseling **7406-** Opt. Funct. In Human Develop ***7942*** *Adv Practicum CE*
Year 2-- Spring 2016	**Summer 2016**	**Fall 2016**
7222 Appraisal Child Families **7714** Outcome Assessment Eval **7945** Doctoral Internship*	**7978** Dissertation Seminar* **ED7482** Advanced Educational Research	**7730** Advanced Research in Counseling **7611** Advanced Superv & Instr. **7945** Doctoral Internship*
Year 3—Spring 2017 **7980** Dissertation (3)	**Summer 2017** **7980** Dissertation (3)	**Fall 2017** **7980** Dissertation (3)
Year 4—Spring 2018 **7980** Dissertation (3)		

FLORIDA ATLANTIC UNIVERSITY

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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. Paul R. Peluso, 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 Chairperson Form)

Student's Name: _____

Student's Signature: _____

Semester the Student intends to take Exam: _____ Fall _____ Spring _____ Year

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.

The student is electing to take:

___ OPTION 1: Written Comprehensive Exams
___ OPTION 2: Oral Comprehensive Exam and Specialty Paper

- The oral comprehensive exam is scheduled for _____ Date, _____Time, and _____ Location.

- The mutually agreed Specialty Paper topic is: _____
_____
_____

___ OPTION 3: Fall 2005-Fall 2013 Cohort Comprehensive Exams

Please return this form to the Department of Counselor Education no later than **December 1st** to be eligible for Spring Comprehensive Exams or **May 1st** to be eligible for Fall Comprehensive Exams.

Signatures:
Dissertation Committee Chair: _____

Doctoral Program Coordinator: _____

Department Chair: _____

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Application for Doctoral Comprehensive Exams (Student Form)

Name: _____

I plan to take the comprehensive exams: _____ Fall _____ Spring _____ Year

I elect to take:

___ OPTION 1: Written Comprehensive Exams
___ OPTION 2: Oral Comprehensive Exam and Specialty Paper

- My oral comprehensive exam is scheduled for _____ Date, _____Time, and _____ Location.

- My mutually agreed Specialty Paper topic is: _____
_____
_____

___ OPTION 3: Fall 2005-Fall 2013 Cohort Comprehensive Exams

I confirm the following:

___ I am submitting my 10 suggested exam questions that would adequately reflect my comprehensive knowledge and application of the coursework completed during my doctoral program of studies. My questions reflect all areas of the doctoral program of study including research, ethics, theory, and practice.
___ I have completed the required course work. If not, gain approval from your Committee Chairperson.
___ I have reviewed the Comprehensive Exam Procedures with my Committee Chairperson.

Please, submit the completed form to your committee chairperson no later than one week before the Comprehensive Exam Notification Deadlines (December 1st to be eligible for Spring Comprehensive Exams or May 1st to be eligible for Fall Comprehensive Exams). 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: _____

Doctoral Program Coordinator: _____

Department Chairperson: _____

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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 Title: _____

ABSTRACT

FLORIDA ATLANTIC UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION
Phone: (561) 297-3602
777 GLADES ROAD BLDG 47 ROOM 270
BOCA RATON, FL 33431-0991
Fax: (561) 297-2309

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. Paul R. Peluso, Department Chair: _____

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

Policy on Dissertation Committee Members from Outside the Department
Approved on 11.18.09

From time to time, student may select topics or methodologies that require expertise from individuals outside the department, outside the college, or even outside the university. Since the dissertation committee is the student's main source of validation for the merits and integrity of the dissertation research, it is important to have access to experts in their area. This policy is designed to provide some guidance to students for the selection of committee member outside of the department.

A. If a potential committee member is outside of the Department of Counselor Education, but is within the College of Education at Florida Atlantic University:
    1. They must have an earned doctoral degree.
    2. They must have the appropriate college-wide graduate faculty status (B or higher).
    3. The potential member *can not* be chair of the committee.
    4. They must have the approval of the chair of the committee.
    5. Students should consult with other members of the committee about potential member.
    6. Final determination is made by the committee chair and doctoral program coordinator.
    7. Department chair will be informed of the decision by the doctoral program coordinator.

B. If a potential committee member is outside of the College of Education, but is a faculty member of another college at Florida Atlantic University:
    1. They must have an earned doctoral degree.
    2. They must have the appropriate status within the graduate college (*see graduate.fau.edu for details*).
    3. The potential member *can not* be chair of the committee.
    4. They must have the approval of the chair of the committee.
    5. Students should consult with other members of the committee about potential member.
    6. Final determination is made by the committee chair and doctoral program coordinator.
    7. Department chair will be informed of the decision by the doctoral program coordinator.

C. If a potential committee member is not a member of the faculty at Florida Atlantic University:
    1. They must have an earned doctoral degree.
    2. They must have the appropriate credentials (certification, license, etc.) and expertise to warrant inclusion on the committee.
    3. The student must submit the potential committee member's vita and any relevant published work related to the dissertation topic to the dissertation committee.
    4. The potential member *can not* be chair of the committee.

5. They must have the approval of the chair of the committee.
6. Students should consult with other members of the committee about potential member.
7. Final determination is made by the committee chair and doctoral program coordinator.
8. Department chair will be informed of the decision by the doctoral program coordinator.

Policy on Doctoral Faculty Membership
Approved 11.18.09

Note: This addresses CACREP 2009 Standards, Section 1, Standard W.6.

The composition of the doctoral faculty in the Department of Counselor Education at Florida Atlantic University shall consist of those faculty members who have achieved Graduate Status Level B or above, qualifying for membership on dissertation committees or the chairing of dissertations. This policy will take effect beginning in Spring 2010.

Sec. 1.W.6- The academic unit has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable core faculty who meet the following requirements: Have the authority to determine program curricula within the structure of the institution's policies and to establish the operational policies and procedures of the program.

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Certification of Written Comprehensive Exam Results

Date:

Doctoral Candidate:

Doctoral Committee Chair:

Doctoral Committee Members:

Please indicate the score assigned by each member of the Doctoral Committee using the scale High Pass, Pass, Low Pass, or Fail.

	Doctoral Chair	Committee Member	Committee Member	Committee Member (optional)
Question 1				
Question 2				
Question 3				
Question 4				
Question 5				
Question 6				

As chair of the committee I, _____, certify that _____ has

_____ (successfully/unsuccessfully) completed the Comprehensive Exam for the

Counseling Ph.D. program.

Signatures:

Dissertation Committee Chairperson: _____

Doctoral Program Coordinator: _____

Department Chairperson: _____

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Certification of Oral Comprehensive and Specialty Paper Exam Results

Date:

Doctoral Candidate:

Doctoral Committee Chair:

Doctoral Committee Members:

Please indicate the score assigned by each member of the Doctoral Committee using the scale High Pass, Pass, Low Pass, or Fail.

	Doctoral Chair	Committee Member	Committee Member	Committee Member (optional)
Oral Exam				
Specialty Paper				

As chair of the committee I, _____, certify that _____ has

_____ (successfully/unsuccessfully) completed the Comprehensive Exam for the

Counseling Ph.D. program.

Signatures:

Dissertation Committee Chairperson: _____

Doctoral Program Coordinator: _____

Department Chairperson: _____

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Certification of Fall 2005 - Fall 2013 Comprehensive Exam Results

Date:

Doctoral Candidate:

Doctoral Committee Chair:

Doctoral Committee Members:

Please indicate the score assigned by each member of the Doctoral Committee using the scale High Pass, Pass, Low Pass, or Fail.

Day 1	Doctoral Chair	Committee Member	Committee Member	Committee Member (optional)
Question 1				
Question 2				
Question 3				
Day 2				
Question 1				
Question 2				
Question 3				

As chair of the committee I, _____, certify that _____ has

_____ (successfully/unsuccessfully) completed the Comprehensive Exam for the

Counseling Ph.D. program.

Signatures:

Dissertation Committee Chairperson: _____

Doctoral Program Coordinator: _____

Department Chairperson: _____