Florida A&M University
College of Education
Department of Educational Leadership and Human Services

Counselor Education

MASTERS DEGREE PROGRAMS
CANDIDATE HANDBOOK

Genniver Bell, Ed.D., Dean
Ada Puryear Burnette, Ph.D., Department Chairperson
GEC-B, 501 Orr Drive, Room 308 • Tallahassee, Florida 32307 • 850-599-3191
I, ____________________________________________, acknowledge receipt of this Counseling Education Candidate Handbook from the Department of Educational Leadership and Human Services College of Education, Florida A & M University. I understand that this document is subject to change. I also understand that it is my responsibility to read the document and to submit questions, concerns and improvement suggestions to my advisor or the Counselor Education Coordinator.

__________________________________________
(Sign Name)

__________________________________________
(Date)

Note: Provide this completed form to your Counselor Education Advisor, the Program Coordinator, on the Department Chairperson.

I received the above statement on ______________.

(Date)

__________________________________________
(Print Name)  __________________________________
(Sign Name)

____ Advisor    ____ Coordinator    ____ Chairperson
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ABOUT THE FACULTY

Dr. Genniver Bell: Dr. Genniver C. Bell: Professor and Dean of the College of Education. Dr. Bell has been committed to excellence in education throughout her dynamic career. She holds a B.A. in Art from Oral Roberts University in Tulsa, Oklahoma; a M.A. in Educational Leadership and Policy Studies, and an Ed. D. in Educational Administration and Supervision from Clark Atlanta University in Atlanta, Georgia. Immediately prior to becoming Dean of the College of Education at FAMU in 2008, Dr. Bell served as Associate Professor in the Department of Educational Leadership and Foundations at Fayetteville State University in Fayetteville, North Carolina. She served as Chair of the Department prior to that appointment and led the team through a successful NCATE accreditation of the Graduate School of Administration and Doctoral Educational Leadership programs. While at Fayetteville State University, Dr. Bell also served as the Editor of the Facilitator, a peer reviewed journal published by the School of Education. She was a Faculty Senator and served as one of two Faculty Assembly Delegates to the University of North Carolina Faculty Assembly. Among Dr. Bell’s other faculty experiences was her service as a tenured Professor of Educational Leadership at Point Loma Nazarene University in San Diego, California and as Editor of Education Leadership and Administration: Teaching and Program Development, a refereed journal of the California Association of Professors of Educational Administration. Dr. Bell was Director of the Graduate Center for Western New Mexico University in 1990, a state consultant for the Department of Education, and a School Administrator for the New Mexico Commission of Higher Education. She also served as the Director of Faculty Services in the Office of the Provost at the University of New Mexico and as Executive Director of the New Mexico Project Leadership in Educational Administration and Development (LEAD). Her expertise is in higher education policy issues, faculty issues resolution, professional development programs, organizational behavior, legislative processes, and accreditation. Dr. Bell’s special interests include social justice, school reform, public policy, and advocacy. Her life’s work has clearly been one in which she demonstrated a wealth of knowledge and competencies as a public school teacher, university professor, and administrator who made a difference in every position which she has held. She has clearly demonstrated excellence, insight, and leadership in her outstanding career.

Dr. Ada Puryear Burnette: Professor and Chair, Department of Educational Leadership and Human Services. Dr. Burnette received her Ph. D. in Educational Administration and Supervision from Florida State University. She holds a Bachelor of Arts degree in Mathematics and took teacher education courses from Talladega College (Early Childhood Certified), and earned a Masters of Arts in Reading from the University of Chicago. She has studied at Chicago State University in Elementary Education, and at Texas Southern University and many other schools as well as hundreds of workshops in a variety of topics. She is a Certified Public Supervisor and a Certified Public Manager from Florida State University. She also holds a Florida Educators Certificate in five areas. Dr. Burnette has served as a public school teacher, a reading clinic founder and director at Norfolk State University and Tuskegee University, a freshman mathematics coordinator at Fisk University, an Education Division Head during the absence of the Head and the Graduate Division Head at Bethune-Cookman College, the first superintendent of the FAMU Developmental Research School District, Interim Department Chair and Professor at Florida A&M University, first Administrator in the Florida Department of Education in modern times, and coordinator off-campus programs at Valdosta State University. She also has experience in the private sector. She was the first teacher in the Ph. D. program in Ghana, West Africa. She is in the FAMU College of Education Gallery of Distinction. Her research interests are in health issues, children's literature, brain research, teaching and learning, legislation, policy studies, child growth and development, and leadership. She served as FAMU Faculty Senate President and Trustee. Governor Robert Graham appointed her to the
Correctional Education Council. She conceptualized and was lead writer of the FELE review book, approved as the book for the FELE.

**Dr. Arland Billups:** An Associate Professor and Program Coordinator, Dr. Billups earned his Ph.D. in Counseling Psychology from Florida State University. In addition, he is a licensed mental health counselor and national board certified counselor. Prior to joining the faculty at FAMU in 1993, he was an elementary and middle school counselor. Dr. Billups also served as a high school counselor at the Florida State University Research School. His professional interests are personality development, family counseling, and career development.

**Dr. Yolanda Bogan:** An Associate Professor, Dr. Bogan earned her Ph.D. in Clinical Psychology from the University of Georgia. Prior to joining the faculty in the Department of Educational Leadership and Human Services in 2000, she taught at Savannah State University. Her work experience also includes operating a private practice in Georgia as well as serving as the Director of the Counseling Center at FAMU since 2005. She has been licensed as a Psychologist for nearly twenty years and is also a certified addictions professional and an approved supervisor for mental health interns in the State of Florida. Dr. Bogan has extensive grant-writing experience. Her funded grants in 2009 include HIV/AIDS reduction, mental health advocacy and sexual victimization. In 2010 she was awarded a federal grant to open an Office of Women’s Health and Wellness at FAMU.

**Dr. Mary Harris Moore:** A Professor, Dr. Moore earned her Ph.D. in Counseling and Human Systems from Florida State University. In addition to being a National Board Certified Counselor, she has served as Director of Testing at FAMU and the Florida Department of Education. Her higher education experiences also include teaching in the Department of Counseling at Florida State University as well as an Instructional Designer for Florida Vocational and Community Colleges. Dr. Moore published one of the first study guides to the Florida Teacher Certification Examination (FTCE) which was well received throughout the State.

**Department Staff**

**Mr. Augustus Mitchell:** Office Manager. Mr. Mitchell has a Bachelor’s degree from FAMU in Sociology and minor in Psychology and is seeking a Master’s degree in Public Administration with a concentration in International Affairs. Outside of FAMU, he owns a “Green Cleaning” Janitorial Service and works with community based and non-profit organizations in deprived communities throughout the Big Bend area. He also conducts parent workshops on various topics at Title I schools in Leon County.

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PROGRAM ADMINISTRATION

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Professional Education Unit’s Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

The Professional Education Unit Assessment System is on Page 8. The system is used to track candidates' date, program and unit operations for 6 transitions points.
Counselor Education Mission Statement

The mission of the Counselor Education Program is to provide high quality training and curricular experiences to a diverse body of Master’s-level graduate students by contributing to their professional knowledge base and by providing collaborative services with others to solve critical personal, social, educational, family, and career problems. The program is designed to provide a challenging yet supportive environment that promotes professionalism, critical thinking and self-awareness.

DESCRIPTION OF THE PROGRAM

The Counselor Education Program is a master’s degree program offered in the Department of Educational Leadership and Human Services in the College of Education and provides the educational requirements for graduates to become certified school guidance counselors. This program offers graduate study which emphasizes both didactic and affective experiences as necessary dimensions in the growth and development of professional learners.

Special effort is made to sensitize and provide the candidate with experiences and skills to be relevant in working with individuals, groups, couples, families, and populations representing varied backgrounds and motivations. Multi-ethnic and multi-cultural effectiveness constitute a pervasive focus in all program studies.

Program Authority

A. The Counselor Education Program is accredited by the Southern Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education and is approved by the Florida Department of Education.

B. The Counselor Education Program offers courses leading to a Master’s Degree in Counselor Education and Certification. Selection of locations for off-campus course offerings is based upon school district need and requests, and commitment of individuals desiring graduate training in Counselor Education. Off-campus locations receive prior approval by the Southern Association of Colleges and Schools (SACS). The program is currently in the process of developing tele-conferencing as a means of partial course delivering in distant sites.

Program Administration

Administration of the Counselor Education Program is the responsibility of the Chair of the Department of Educational Leadership and Human Services in the College of Education. The Counselor Education Program has a Program Coordinator who works directly with the Department Chair and faculty members, and serves to coordinate program activities under the direct supervision of the Department Chair. The Department Chair is the administrative officer of the Department and determines all facets of all programs including, but not limited to, course offerings, times and dates for class meetings, and faculty assignments.
The Counselor Education program seeks to prepare candidates with skills and competencies that result in excellent leaders of schools and other educational entities. The Master of Education degree sequence in Counselor Education requires a minimum of forty-eight (48) semester hours of graduate coursework in areas required by the state of Florida for certification in school counseling. The Master of Science degree requires a written thesis and 3-6 additional credit hours.

ADMISSION AND GRADUATION REQUIREMENTS

1. Admission to graduate study at Florida A&M University conforms to the requirements established for the State University System. An application for admission to the University should be completed by prospective candidates. A readmission form should be completed by FAMU graduates and forwarded to the School of Graduate Studies and Research prior to the first semester of enrollment by the date specified by the Graduate School. Requirements for admission to graduate study are: 3.00 GPA on a 4.00 GPA scale over the last 60 semester hours or 90 quarter hours of undergraduate study, or an applicant must have a combined score of 1,000 on the Verbal and Quantitative sections of the GRE. A candidate must possess a baccalaureate degree from an accredited Institution of higher education.

2. Persons desiring admission to graduate study at the University should contact the Graduate School for the appropriate information, forms, and documents needed to complete an application. The Graduate Studies Office will channel the completed application and transcripts to the academic unit offering the applicant’s desired program, and that unit will make the determination on admission. If an applicant is approved by the Educational Leadership Admissions Committee, the program coordinator will complete the required Graduate Admission Status Form. This form will be submitted to the Department Chair and the Dean of the College of Education for signatures. The form will then be sent to the Dean of the School of Graduate Studies. A final signed copy of this form will be placed in the fully admitted candidate’s file. The Program Coordinator, with approval from the Department Chair, is responsible for informing each admitted applicant of the admission status and faculty advisor.

3. Criteria for awarding the degree require that candidates (a) demonstrate all program goals (program objectives are on each course syllabus), (b) apply ethical standards and legal mandates in personal and professional relationships and practices, (c) interact knowledgeably with candidates, parents, teachers, administrators, (d) meet all program requirements for the Master’s degree in Counselor Education, (e) pass a comprehensive examination, (f) pass the Florida Teacher Certification Examinations, (g) have on file a copy of Graduate Record Examination (GRE) scores current within five years, (h) a teaching certificate, if applicable, (i) a letter of intent, and (j) three professional reference letters.

Note: Candidates entering the Counselor Education Master’s Program (beginning Fall semester 2007) from other than a teacher education program and not possessing a Florida Teaching Certificate must pass the Florida Teacher Certification Examination as a condition of graduation.
Failure to Enter Program Designated on Admission Application

An individual who is officially accepted into a graduate program for a specified term and does not attend, must notify the Graduate Studies Office in writing if he or she intends to enter another term. If the School of Graduate Studies is not informed, all admissions applications, transcripts, letters of recommendation and other required materials must be re-submitted if the individual desires to be considered for entrance again. A $25 application fee must also be re-submitted if the individual is not a FAMU graduate.

Re-admission of Former Students

Students not in attendance during two consecutive terms (exclusive of the summer term), must apply for readmission to the University. Such students should secure an application for readmission from the School of Graduate Studies and Research or they should download the form from the Graduate Studies and Research website. An application fee is not required for returning students. Applications are not processed for students with permanent University holds or who are not in good standing with the University.

Graduation

Candidates must apply for graduation during the first week of the semester in which graduation is anticipated. The University publishes dates and deadlines that must be adhered to in the graduation process. When a candidate is at the point of graduation, the graduation application is reviewed by the Program Coordinator to ensure completion of all requirements. If a candidate does not graduate in the semester in which the application was submitted, then the candidate must submit a new graduation application for the semester graduation is expected. As a condition of graduation, candidates must have an overall 3.0 grade point average. All candidates admitted to the Master’s degree program commencing with the Fall Semester 2006, are required to pass the program’s Comprehensive Examination. Additionally, candidates who seek certification as a school guidance counselor must also provide proof of passing all parts of the Florida Teacher Certification Examination including General Knowledge, Subject Area and Professional Knowledge. All candidates must complete the exit interview and process prior to being awarded the Master’s degree and submit an electronic and hard copy portfolio on Livetext which is being transitioned to TaskStream in Spring 2010

Completer’s Survey

All candidates must complete and submit the Completer’s Satisfaction Survey to the Master’s degree Program Coordinator as a component of meeting graduation requirements.

MANDATORY ORIENTATION AND MEETING SESSIONS

Beginning in the Fall semester 2006, all candidates admitted to the Masters degree program in Counselor Education are required to attend an initial orientation session. This session will be scheduled as soon as possible each Fall and Spring semester. Counselor Education majors are required to attend the orientation session for the semester in which they are admitted. Other mandatory meetings will be held as needed for all majors or selected candidates.

Mandatory Exit Interview
Candidates are required to participate in an Exit Interview during the semester of graduation. The Exit Interview is part of the process established to evaluate the program. Information in the Exit Interview will be used by the faculty for program improvement. Candidates are also asked to contact Department personnel or the Program Coordinators and update contact and professional information during enrollment and after graduation.

CANDIDATE ADVISEMENT

The Educational Leadership and Human Services Department Chair will make advisement assignments at the beginning of each academic term or when a candidate is admitted. Since all courses in the program are taught in the evening, and recognizing that most candidates in the program are not on campus during the daytime, it is more beneficial to the candidates for faculty advisors to be available during afternoon and evening hours. Advisement assignments generally include candidates enrolled in particular courses with specific professors. The faculty advisor is usually available to meet with candidates prior to and after classes. Other scheduled times are included in the faculty advisor’s office hours or at mutually agreed upon appointment times. It is required that candidates meet with their faculty advisor at least twice a semester. The graduate candidate’s permanent program file is kept in the office of the Department Chair. All faculty advisors have access to these files through signing them out with the Department’s Office Manager. Copies can be made of the advisement transcript, and faculty advisors are encouraged to keep educational records (Academic Advisement Form) on candidates they advise; it becomes mandatory in Spring 2010.

REGISTRATION

All candidates must seek advisement from their designated faculty advisor regarding course offerings prior to registering for Counselor Education courses. An academic advisement form detailing course selections for the semester is completed. This procedure helps to keep candidates on track for program completion. Failure to follow registration procedures may result in delays and missed opportunities to complete courses in a timely manner. Each candidate must meet with his or her faculty advisor at least twice during each semester.

ELECTRONIC PORTFOLIO (TaskStream)

Documentation of candidate learning and acquisition of professional skills is a critical assessment component. The Professional Education Unit’s (College of Education and College of Arts and Sciences) accrediting agencies review the progress and performance of candidates in all programs. Tangible evidence of candidate learning and evidence of the acquisition of professional skills are required. The Counselor Education program faculty has determined that the Electronic Portfolio is an excellent way for candidates to record and document learning and the acquisition of skills in the professional area. The Professional Education Unit uses College LiveText as a source for the Electronic Portfolio until Spring 2010. Candidates admitted to the Masters degree program in Counselor Education are required to purchase access to TaskStream Electronic Portfolio, which will be utilized throughout the course of study to document candidate learning, skill acquisition, and other key events in candidate progress. The cost of the Electronic Portfolio may be purchased online at College TaskStream. At this time, candidates are required to upload three artifacts for each class into their College TaskStream portfolio. Transfer Livetext information to TaskStream since nothing will be accepted in LiveText effective May 2010 unless you graduated May 1, 2010.
PROGRAM CURRICULUM

Degrees Offered

The Counselor Education Program at Florida A&M University offers a planned sequence of educational experiences for (a) individuals seeking a Master’s of Science (M.S.) or a Masters of Education (M.Ed.) degree in Counselor Education and (b) individuals who possess a Master’s degree and wish to certify in School Counseling. The program is a 48 hour program leading to the Master’s of Science or Master’s of Education in Counseling: School Counseling. The School Counseling program prepares one for employment as a school counselor in elementary, middle, and high schools. Graduates of School Counseling are eligible to apply for and obtain teacher certification upon successful completion of all components of the Florida Teacher Certification Examination.

LENGTH OF STUDY

The specialization in school counseling or mental health counseling is completed in approximately five to six semesters of full-time study.

Foundations of Education (9 semester hours required)

- MHS 5005 Introduction to Counseling
- EDF 5481 Introduction to Educational Research
- MHS 5480 Human Development and Learning Theory

Counselor Education Core (27-30 semester hours required)

- MHS 5340 Career Development
- MHS 5400 Theories of Counseling
- MHS 5500 Group Theories in Counseling
- MHS 5780 Legal and Ethical Issues in Counseling
- MHS 6050 Personality Theory
- MHS 6220 Individual Psycho-Educational Testing
- MHS 6420 Counseling Minority Populations
- MHS 6430 Family Counseling (Optional)
- MHS 6600 Consultation Skills
- MHS 6800 Practicum in Counseling

Professional Clinical Experiences

- SDS 6820 Internship in School Counseling
- SDS 6830 Internship in School Counseling
- TSL 5700 Issues and Strategies for Other Professional Educators**

Electives 3-6 semester hours required

- SDS 6070 Thesis

Thesis for M.S. Degree (1-6 semester hours)

- SDS 6070 Thesis

For K-12 Counseling Track (6 semester hours required)

- TSL 5700 ESOL Issues and Strategies for Other Professionals
- RED 5336 Reading in the Content Area

Candidates who did not graduate from a teacher education program must have six (6) semester hours of curriculum and 6 semester hours of foundation courses.
EDF 5211 Advanced Educational Psychology  
EDF 5543 Philosophical Foundations of Education  
EDF 5608 Sociological Foundations of Education  
ESE 5035 Innovations in Secondary School Curriculum  
ESE 5215 Secondary School Curriculum

***Course is taken at the end of the program. Unless specified otherwise, each course is 3 semester hours.***

*Required Courses*

Candidates may select the Master of Science Degree option. This degree requires completion of forty-eight (48) semester hours of prescribed course work with the addition of 3-6 Thesis hours (SDS 6970 Thesis).

### Course Prerequisites

<table>
<thead>
<tr>
<th>Courses</th>
<th>Prerequisites</th>
</tr>
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<tbody>
<tr>
<td>MHS 6220 Individual Psycho-Ed. Testing</td>
<td>MHS 5005 Introduction to Guidance</td>
</tr>
<tr>
<td>MHS 6050 Personality Theory and Counseling</td>
<td>MHS 5420 Human Dev. &amp; Learning Theories</td>
</tr>
<tr>
<td>MHS 5500 Group Theory/Practice</td>
<td>MHS 5400 Theories/Techniques in Counseling</td>
</tr>
<tr>
<td>MHS 6070 Psychopathology</td>
<td>MHS 5500 Group Theory/Practice</td>
</tr>
<tr>
<td>MHS 6430 Family Counseling</td>
<td>MHS 5500 Group Theory/Practice</td>
</tr>
<tr>
<td>MHS 6470 Human Sexuality</td>
<td>MHS 5500 Group Theory/Practice</td>
</tr>
<tr>
<td>MHS 6800 Practicum in Counseling</td>
<td>MHS 6220 Individual Psycho-Ed. Testing</td>
</tr>
<tr>
<td>SDS 6820 Supervised Internship: School Guidance</td>
<td>MHS 6800 Practicum in Counseling</td>
</tr>
<tr>
<td>SDS 6830 Supervised Internship: School Guidance</td>
<td>MHS 6800 Practicum in Counseling</td>
</tr>
<tr>
<td>MHS 6830 Supervised Clinical Field Experience</td>
<td>MHS 6800 Practicum in Counseling</td>
</tr>
</tbody>
</table>

### Full-Time Schedule of Classes

#### Fall 1

- MHS 5005 Introduction to Counseling Profession  3
- EDF 5481 Introduction to Educational Research  3
- MHS 5400 Theories of Counseling  3
- MHS 5340 Career Development  3
  
- **Total** 12

#### Spring 1

- MHS 6220 Individual Psychological / Educational Testing  3
- MHS 5420 Human Development and Learning Theory in Counseling  3
- MHS 6050 Personality Theory  3
- MHS 6800 Practicum in Counseling  3
The curriculum for both the M.Ed. and M.S. degrees complies with the standards for state and national accrediting groups, and certification and licensure requirements. The Counselor Education Program is fully accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education (NCATE) and fully approved by the Florida Department of Education, and the Florida Board of Governors. In addition, the program seeks to adhere to all of the standards mandated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Proposed coursework and Internship setting must be approved by the candidate’s advisor and by the faculty member supervising the internship, respectively. All internships must be applied for during the first month of the semester prior to the semester in which the internship is to be done.

**THESIS**

Candidates in the graduate program in Counselor Education must complete forty-eight (48) semester hours of graduate credit to obtain the educational requirements for certification in school guidance. If a student elects the M.Ed. degree, he/she completes the required hours in course work. If a student elects the M.S. degree, he/she completes a minimum of forty-eight (48) hours of school guidance course work along with a maximum of six (6) hours for a thesis.

A research project or thesis is designed to:
1. Study an individual or group of individuals in depth relating to counseling theory and/or
development.
2. Discover and/or define a problem in the counseling field, and construct and test
hypotheses concerning the problem. The problem may be descriptive or inferential in
nature.

A graduate student who plans to complete a thesis will be assigned a major professor from the
program area by the second semester of enrollment by the department chair. This professor must
have graduate faculty status (approval from the University Graduate Council). One other
graduate faculty member must come from the College of Education, and one graduate faculty
member must come from outside the College of Education. The graduate committee form is
completed with the signatures of the committee members; this form is submitted to the
Department Chair, the Dean of the College of Education and then to the Dean of the School of
Graduate Studies and Research.

The student works closely with the committee members to develop the thesis topic and the
prospectus. The prospectus must be signed by all committee members, the Department Chair,
the Dean of the College of Education and the Dean of the School of Graduate Studies and
Research. After the prospectus is completed, the graduate student expands it into the full thesis.
The major professor with the written approval of the Department Chair sends an announcement
to the faculty, the Dean of the College of Education, and the Dean the Graduate School that a
defense will be held on a designated date and place. When the graduate student successfully
defends the thesis, the thesis committee members sign the thesis. The thesis is then forwarded to
the Program Coordinator and Department Chair for his or her initial signature and then submitted
to the Dean of the College of Education and the Dean of the Graduate School for signatures. A
minimum of eight (8) copies are bound with one copy for the major professor, committee
members and the Department Chair, Dean of the College of Education, the Graduate School,
the University Reference Library, and the graduate student. The official documentation format
for theses in the Counselor Education Program is the APA format latest edition.

PROGRAM GOALS AND OBJECTIVES

Criteria for awarding the degree require that candidates demonstrate the following program
goals (applicable and other program objectives are found on each course syllabus). The
learner will be able to:

1. Define and give examples of the philosophical, sociological, career, and political
implications of cultural features in personal-social relationships.
2. Recognize the nature and needs of individuals at all developmental levels.
3. Articulate concepts underlying the dynamics of contemporary social issues
especially as they affect personal development.
4. Construct facets of an environment which are conducive to the development of
positive mental health.
5. Utilize effectively a variety of counseling procedures for establishing and
implementing facilitative relationships.
6. Demonstrate ability to explain and critique research including problem
identification, objectives, hypotheses, method and design, implications and
conclusions.
7. Select and apply a range of appraisal techniques appropriate for varied clientele.
8. Utilize group dynamics in a variety of settings with diverse groups to promote cognitive/ emotional growth.
9. Provide information/resources to individuals/groups in decision-making processes regarding career development and educational/occupational choices.
10. Demonstrate knowledge and understanding of program development including rationale, needs assessment, objectives, implementation strategies and program evaluation procedures.
11. Apply ethical standards and legal mandates in personal and professional relationships and practices.
12. Confer knowledgeably with candidates, parents, teachers, administrators.

TRANSFER OF CREDIT

At the discretion of the Program Coordinator in consultation with faculty members in the Counselor Education Program and the Department Chair, a student may transfer a maximum of six (6) semester hours of graduate course work from another accredited educational institution. The Program Coordinator will complete a transfer of credit form supported by an official transcript of the institution from which the credits will be verified.

COMPREHENSIVE EXAMINATION

Beginning in the Fall semester 2005, all Counselor Education majors are required to take and pass a comprehensive examination. The acceptable pass rate has been determined to be 70% correct responses for each section of the Comprehensive Examination. The examination will combine elements of all course work completed in the candidate’s program of study. All candidates must pass the comprehensive examination as a graduate requirement. The comprehensive examination is administered during the last semester of enrollment. Any candidate who does not pass the examination during the first administration will be given a group review session. Students must pass the comprehensive during the second administration to remain in the program.

PROGRESSION THROUGH THE PROGRAM

It is recommended that each graduate student follow these suggestions for successful progression through the program:

1. Become familiar with the University policies/procedures for graduate candidates. Be especially mindful of parking regulations. (All cars must be registered if parked on the campus, including evening hours). **Do not park in reserved parking spaces since towing and boots will be used.**
2. Know your advisor and the program coordinator. Personally meet with your advisor early in your course progression. Be sure to schedule at least two appointments each semester to discuss your academic performance, professional growth, and personal growth needs.
3. Become familiar with the academic calendar, (e.g., special dates, holidays).
4. Be responsible for knowing the requirements of your program. Certain prerequisites determine your progression in the program.
5. Because this program is competency-based, course work frequently invites candidates to deal with personal and professional issues, both situational and developmental in nature. The openness to risk self-examination and constructive feedback are integral parts of professional development. Some courses will allow candidates the opportunity to take psychological assessment instruments in order to learn how to interpret them. Others will contain small group activities which may foster self-disclosure. These tests and experiences are considered to be an integral part of counseling candidates’ total growth process. Therefore, candidates will be strongly encouraged to take part in these experiences as training components of the program. If there are concerns regarding these experiences, seek the counsel of your advisor, instructor, and/or program coordinator.

6. As professionals who adhere to the ethical standards of the profession, faculty are committed to an on-going screening process designed to assist candidates whose issues interfere significantly with their progress in the program.

**CLASS ATTENDANCE**

In keeping with the University’s policies, please note that “class attendance is compulsory for all candidates.” A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be dropped from the course and assigned the grade of “F.”

Because all courses in the Counselor Education program are three credit courses and meet once a week, missing more than one class meeting may result in a grade of “F” for the course.

**TARDINESS**

Attending class after the instructor begins lecturing is considered unprofessional and disruptive behavior. For every two tardies under 15 minutes, instructors will consider the student as missing one hour of class. For all other tardies, instructors will consider the student as having missed a minimum of one hour of class and the class attendance policy will be applied accordingly.

**ACCESS FOR REMOTE-SITE CANDIDATES**

In addition to the FAMU main campus in Tallahassee, FL, the Master’s Degree in Education (M.Ed.) and Masters of Science (M.S.) Degree in Counselor Education have been offered at remote sites: the Florida State Hospital in Chattahoochee, FL, in Jacksonville, FL and Suwannee Middle School in Live Oak, FL. Candidates who took courses at these locations had to fulfill the same requirements as those on the main campus. Important telephone numbers and internet addresses are located below to facilitate full access to the university’s programs and services.

1. You may contact the FAMU Student Affairs Division at [http://www.famu.edu/index.cfm?StudentAffairs](http://www.famu.edu/index.cfm?StudentAffairs)
3. For the reference section at the library please call (850) 599-3330
WRITTEN CLASS ASSIGNMENTS

The *Publication Manual of the American Psychological Association (10th Ed.)* shall be used as a guide in writing and referencing all papers. The latest edition is always used.

CLASSROOM FACULTY EVALUATIONS

The College of Education faculty value effective classroom instruction, and believe that one way to improve classroom teaching is for course instructors to receive specific feedback from students on teaching methods and activities. Therefore, College and University policy stipulates that faculty members as well as adjunct faculty must obtain students' evaluations of their teaching for all their classes during each academic year. Information from these evaluations will be used in tenure and promotion decisions as well as in future class assignments or continuation as a professor.

CLINICAL INSTRUCTION EVALUATIONS

Practicum and Internship students are asked to do a self-evaluation of their observations, evaluate practicum and internship sites and supervisors at the end of every semester. Evaluation information is assessed for future placements or changes in program offerings.

PRACTICUM, CLINICAL EXPERIENCE INTERNSHIP

As is the case in all clinical training programs, the actual clinical component of the Counselor Education Program is the culminating experience of the program. This is the time when one begins doing what one has been learning. The clinical component is divided into two major parts: practicum (MHS 6800- Practicum) and professional clinical experiences (SDS 6820 and SDS 6830- Internship in School Counseling).

The Counselor Education Program actively seeks opportunities for candidates to become involved in “real world” activities or work assignments that will introduce them to and, in some cases, provide practical experiences related to their major or career interest. This involvement may take the form of an internship requirement. In other situations, the opportunities may come in the form of a “practicum” in which candidates are assigned to work “in the field” to see first hand how problems are addressed by professionals in their major or career interest. In practicum, candidates are introduced to direct service delivery via four learning roles: observer, participant/observer, co-leader, and taking the lead. This model prepares candidates for the increased responsibility of the internship or clinical field experience.

The student intern is under the day-to-day direction of the sponsoring public school, may be given specific work assignments and may work side-by-side with regular employees of the organization. A faculty member, in turn, provides the “bridge” between the work experience and learning experience – giving guidance to the student and striving to place the field work into the broader context of the student’s educational program.

PERSONAL LIABILITY INSURANCE

Just as for all professional counselors, students are required to maintain current liability insurance whenever they are in clinical experiences, including courses with clinical components. Students must submit a copy of their liability insurance to the Program Coordinator or University Supervisor. It is assumed that a student does not have liability insurance if she or he...
does not have a copy in his/her clinical file. Without current liability insurance, a student may not participate in clinical experiences. Students can obtain professional liability insurance at a discounted rate as a benefit of membership through national professional organizations such as ACA, AMHCA, AAMFT, and ASCA. This information is put in the student’s folder in the department office.

**PERSONAL HEALTH INSURANCE**

Based on a ruling from the 1st District Court of Appeals in Florida (August 2007), students must accept personal responsibility for any injuries they may sustain while performing any College required placements. Neither clinical setting nor Florida A&M University provides workers’ compensation for students while engaged in field experience, practicum, or internships required by the Counselor Education Program. Therefore, candidates are required urged to maintain personal health insurance to cover any injury possibly sustained while participating in a required field placement. A copy of this insurance must be provided to the program coordinator and put in the student’s department file.

**FINGERPRINT REQUIREMENTS FOR COUNSELORS**

Prior to enrollment in Practicum or Internship, students in the Counselor Education School Guidance Program must be fingerprinted with the Leon County School Board. No student will be allowed to work with students in school without having a background clearance that results from the fingerprinting process. Students must complete a fingerprint form which may be obtained from the Office of Student Teaching located in Room 301 – GEC-B.

**Professional Counseling Associations**

- American Counseling Association (ACA)
- American Mental Health Counselors Association (AMHCA)
- American Association of Marriage and Family Therapy (AAMFT)
- American School Counselor Association (ASCA)
- Florida Counseling Association (FCA)
- Florida Association for Marriage and Family Therapists (FAMFT)
- Florida Mental Health Counselors Association (FMHCA)
- Florida School Counselor Association (FSCA)
- National Board for Certified Counselors (NBCC)

**GRADUATION REQUIREMENTS**

Candidates must maintain a 3.0 cumulative GPA and have no “C” grade in a required course. Candidates may earn a grade of “C” or lower in a maximum of two courses. These courses must be retaken and a grade of “A” or “B” is required for each course when the candidate takes them for the second time.

In addition to the course requirements outlined above, all candidates must purchase TaskStream. TaskStream can be purchased at FAMU at the bookstore or on-line. Three (3) Artifacts assigned in the course must be posted on the portfolio and shared with the program faculty for evaluation.

Candidates who seek certification as a School Guidance Counselor must also provide proof of passing all parts of the Florida Teacher’s Certification Examination including General Knowledge, Subject Area, and Professional Knowledge.
ACADEMIC PROBATION AND DISMISSAL FROM THE PROGRAM

It is the general policy of the University that candidates who have earned more than two grades of C or lower in courses be placed on academic probation. The two courses may be retaken and a grade of A or B must be earned per the University’s forgiveness policy. Failure to maintain a "B" (3.0) average is cause for dismissal from the program. The student will be notified and given ample opportunity to present his/her case to the faculty committee in the Department of Educational Leadership and Human Services. However, the 3.0 GPA is required to graduate.

Candidates may also be dismissed for overt violations of the current ACA Ethical Codes and Standards of Practice.

ETHICAL STANDARDS

Students will be expected to conduct themselves in accordance with the Code of Ethics of the American Counseling Association. Failure to do so may result in suspension or dismissal from the program.

LICENSURE AND CERTIFICATION POLICIES AND PROCEDURES

At the completion of the degree, all degree seeking graduate candidates in the Counselor Education Program will be qualified with all necessary work completed to apply for either Florida Certification as a School Counselor.

The "certification only" option through an approved planned program is only available to candidates who hold a master's degree and teaching certification. The Florida DOE requires that to be certified under this option, persons must present evidence of having approved graduate courses in ten competencies: organization or introduction to guidance, career counseling, appraisal, individual counseling, group counseling, counseling special need clients, legal/ethical issues in counseling, consultation skills, learning theory or educational psychology, supervised counseling practice. In addition, the individual must pass the Subject Area Examination (SAE) of the FTCE before school guidance can be added as an endorsement on his/her teaching certificate.

For licensure as a mental health counselor, the individual has completed the degree requirements for the master's degree and must present evidence of having graduate course work in the following areas: personality theory, psychopathology, human sexuality, domestic violence, individual counseling, group counseling, individual mental testing, legal/ethical issues in counseling, learning and human development theories, career development, research, supervised counseling practice. In addition, requirements for licensure include completion of two years of post-master’s supervised experience under the guidance of a state-approved supervisor, passing the national clinical mental health counseling exam, and thirteen hours of continuing education in laws and rules (8), prevention of medical errors (2), and HIV/AIDS (3).
CREDEniTAlling INFORMATION
CERTIFICATION: Dept of Education-School Guidance (Teaching Certificate) State Board Rule (Chapter 6A 4.002)
*If a student has an undergraduate degree with a teacher education major and has passed the FTCE
(Florida Teacher Certification Exam: Professional Ed Subtests) or ETS (Praxis Series) and wants to be
certified in School Guidance, she/he must:

  Complete the master's degree in an approved (SACS, NCATE) Counselor Education
  Program (48 semester hours) and pass the Subject Area Exam (SAE) of FTCE

*If a student has an undergraduate degree with no teacher education major and wants to be certified in
School Guidance, she/he must:

  Complete the master's degree in an approved (SACS, NCATE) Counselor Education
  Program (48 semester hours) and pass CLAST, Professional Ed and School Guidance sub-tests (FTCE) or ETS
  (Praxis Series - for initial certification only)
  Complete Professional Preparation course requirements (undergraduate or graduate level)
  6 semester hours: Educational Foundations
    3 hrs in psychological foundations-educational psychology, learning theory, personality
    theory, human development theory
    3 hrs in sociological or philosophical foundations
  6 semester hours: General Methods
  Educational Leadership/Administration courses at the graduate level
  Curriculum courses
  30 semester hours: Graduate Level Content (specified areas for School Guidance)
  Professional Orientation/Introduction to Guidance/Human Services
  Individual Counseling
  Group Counseling
  Consultation
  Counseling Special Clients
  Career Development/Counseling
  Appraisal
  Legal/Ethical Issues
  Learning Theory
  Supervised Practice
  6 semester hours: Internship (School based or Student based)

*If a student has an accredited graduate degree and a teaching certificate or passing scores on the FTCE
or ETS Professional Education Subtest and wants to certified in School Guidance, she/he must:
  *Complete graduate level courses in the Specified Content areas
  *Pass the Content Level Exam (FTCE or ETS)
LICENSURE: Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health
Counseling-(Mental Health Counselor) Florida Statute 491 Rule Chapter 64B4, F.A.C.
*If an applicant has a master's degree from a mental health counseling program accredited by CACREP
(Council for the Accreditation of Counseling and Related Educational Program) and 60 semester hours of
graduate coursework including courses in human sexuality substance abuse, she/he must:
  Complete instruction equivalent to 1 hour of continuing education in Domestic Violence
  Complete instruction equivalent to 3 hours of continuing education in HIV/AIDS Education

(1) Educator’s certificates.

(a) Types of certificates. The types of certificates are the professional certificate, the nonrenewable professional certificate, the temporary certificate, and the athletic coaching certificate. Requirements for obtaining all types of certificates are specified in Rule 6A-4.004, F.A.C.

(b) An applicant for a Florida educator’s certificate shall be governed by Florida Statutes and rules for the temporary and professional certificates that are in effect at the time of application and qualification for the initial certificate provided successive certificates are issued for consecutive school fiscal years. An individual who permits a temporary certificate to expire for at least one (1) school fiscal year may secure another full-time certificate in accordance with Florida Statutes and rules for temporary and professional certificates which are in effect at the time the most recent application is received in the Bureau of Educator Certification, Florida Department of Education.

(c) Effective date of certificates. Each certificate shall bear an effective date of July 1 of the school fiscal year for which it is issued.

(d) Definition of coverage. The term “coverage” as used in Florida State Board of Education rules for educator certification purposes shall be defined as the designation on a Florida educator’s certificate which indicates the area in which an individual has a content knowledge base. The term “coverage” shall be used synonymously with the terms “subject,” “area,” or “field.”

(e) Definition of endorsement. The term “endorsement” as used in Florida State Board of Education rules for educator certification purposes shall be defined as a rider on a Florida educator’s certificate with a designated coverage. An endorsement shown on a certificate with a coverage signifies a pedagogical knowledge base which targets particular levels, stages of development, or circumstances.

(f) Classification of coverages and endorsements shown on certificates. Each coverage or endorsement shown on a certificate shall be identified as an academic class, administrative class, specialty class, or vocational class. The classification is specified in the specialization rule for each coverage or endorsement.

(g) Authority of the Commissioner of Education. Under extenuating circumstances not covered in these rules, the Commissioner is authorized to issue a certificate to an individual upon the request of a Florida district school superintendent.

(h) Responsibility to qualify for and maintain a valid certificate. It shall be the responsibility of each applicant to complete all requirements for the temporary and professional certificates and to file with the Bureau of Educator Certification, Florida Department of Education, evidence of such completion within the specified timelines. For renewal of the professional certificate, it shall be the responsibility of each applicant to obtain current information regarding renewal requirements and complete such requirements prior to expiration of the professional certificate. Information regarding renewal of the professional certificate may be obtained by contacting the employing Florida district school board or nonpublic school, or by contacting the Bureau of Educator Certification, Florida Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(i) Certificates from other states. Certificates from other states shall not be valid for teaching in Florida.

1. Certificates from other states used to document eligibility for a Florida certificate shall:
   a. Be the standard educator’s certificate issued by that state which is comparable to a Florida Professional Certificate,
   b. Be issued in a subject comparable to a Florida certification subject, and
   c. Require the same or higher level of training required for certification in that subject in Florida.

2. Official documentation of another state’s certificate shall be a photocopy of the front and back of the original certificate.

(j) Certificates from national certification organizations. Certificates issued by national certification organizations approved in Florida Statute or by the State Board of Education shall:

1. Be issued in a subject comparable to a Florida certification subject,

2. Require the same or higher degree level of training required for certification in that subject in Florida, and

3. Official documentation of the national certificate shall be a photocopy of the front and back of the original certificate.

(k) Alteration of certificates. The alteration of any certificate with the intent to mislead or defraud shall be sufficient grounds for revocation of the certificate. It shall be incumbent upon the certificate holder to establish
evidence of the absence of intent to mislead or defraud.

(2) Degree major.
(a) A degree major used in Florida State Board of Education rules for educator certification purposes is defined as the major field of study as identified by the degree granting institution. A degree major completed at an accredited or approved institution as defined in Rule 6A-4.003, F.A.C., in an area in which Florida offers certification may be utilized to satisfy the specialization requirements specified in Rules 6A-4.008 through 6A-4.035 and 6A-4.054 through 6A-4.062, F.A.C., for the subject to be shown on the certificate.
(b) The Commissioner is authorized to deny acceptance of a major for educator certification purposes if the courses completed for the major are not comparable in quantity and content to the specific course requirements listed in Florida State Board of Education rules for certification in that subject.

(3) College credit. College credit used for educator certification purposes shall be undergraduate or graduate credit earned at an accredited or approved institution as specified in Rule 6A-4.003, F.A.C. All college credit shall be computed by semester hours. One (1) quarter hour of college credit shall equal two-thirds (2/3) of one (1) semester hour. Community and junior college credit used for educator certification purposes shall parallel those of the first and second years of course work at an accredited or approved institution and shall be comparable to courses offered at Florida community and junior colleges which have been approved by the Florida Department of Education.

(4) Waiver of college credit.
(a) Course exemption. Exemption from a college course as verified in writing by the institution of higher education shall be accepted the same as credit earned in that course to meet a specific course requirement for certification.
(b) College teaching experience. Teaching a college course at an accredited or approved institution or an accredited community or junior college as described in Rule 6A-4.003, F.A.C., shall be accepted the same as credit earned in that course to meet a specific course requirement for certification. A written statement from the registrar or other official designated by the president verifying the college teaching experience shall be filed with the Bureau of Educator Certification, Florida Department of Education.

(5) Teaching experience.
(a) Definition of teaching experience. Teaching experience as used in Florida State Board of Education rules for educator certification purposes shall be defined as full-time teaching, administrative, or supervisory service.
1. Teaching experience used for academic, administrative, vocational, and specialty class subjects shall be gained in a public or state supported elementary or secondary school; or in a prekindergarten (ages three [3] and four [4]) school as defined in Section 1003.01(2), Florida Statutes; or in a birth through age two (2) school which is a public or state supported school or is a contractor for a public school system. However, teaching experience in a nonpublic school shall be acceptable provided the applicant held a valid full-time teaching certificate issued by the state department of education in the state where the teaching experience was acquired.
2. Teaching experience used for vocational class subjects shall be gained in an elementary or secondary school as specified in subparagraph (5)(a)1. of this rule, in a public or state supported vocational or technical school, or in an accredited community or junior college as described in Rule 6A-4.003, F.A.C.
(b) Utilization of teaching experience. A year of full-time teaching experience may be accepted in lieu of three (3) semester hours of college credit. A maximum of three (3) years of teaching experience may be used in lieu of nine (9) semester hours of college credit. Not more than one (1) year of teaching experience may be used in lieu of three (3) semester hours of college credit toward satisfying requirements in professional preparation. Not more than two (2) years of teaching experience may be used in lieu of six (6) semester hours of college credit toward satisfying requirements in a specialization area. When teaching experience is used to satisfy a course requirement in a specialization area or to satisfy a subject special methods course requirement in professional preparation, the teaching experience shall be comparable to the course requirement acquired in the subject or field and at the appropriate instructional level to which it is applied.
(c) Limitations on the use of teaching experience. Teaching experience shall not be accepted in lieu of college credit to satisfy the following certification requirements:
1. Renewal or reinstatement of a professional certificate,
2. Reissuance of a temporary certificate,
3. Satisfaction of a graduate credit requirement,
4. Satisfaction of an entire certification subject.
(6) Noncitizens. A noncitizen may be issued an Official Statement of Status of Eligibility or a certificate as specified below:
(a) An Official Statement of Status of Eligibility shall be issued when the applicant meets requirements specified in Section 1012.56(1), Florida Statutes.

(b) The certificate may be issued when the applicant meets requirements specified in Rule 6A-4.004, F.A.C., and an official of the employing Florida public, state supported, or nonpublic school submits documentation of appropriate immigration status. The documentation shall be a photocopy of the completed United States Immigration and Naturalization Form I-9, Employment Eligibility Verification, accepted for employment in compliance with the United States Immigration Reform and Control Act of 1986.

(c) Exchange teachers.

1. An exchange teacher is defined as a teacher from a country other than the United States teaching as the result of a reciprocal arrangement with the United States government or a nationally recognized organization in the United States and another country.

2. A temporary certificate valid for three (3) years may be issued to an exchange teacher. The certificate shall reflect the designation of exchange teacher and shall not reflect a subject. Only one (1) certificate may be issued under this provision when an applicant meets the following requirements:

a. Submits an application form and fee as specified in Rule 6A-4.0012, F.A.C.

b. Submits verification of participation in an exchange program. Verification shall be provided by the employing school district, state supported or nonpublic school, and

c. Submits a request for issuance of the temporary certificate from the employing Florida school superintendent or chief administrative officer of the state supported or nonpublic school which has a Department of Education approved system for documenting the demonstration of required professional education competence.


OTHER RELEVANT INFORMATION

All candidates are urged to join professional associations (e.g., ACA, ASCA, FCA, FACES) so that they may receive the publications of the associations, copies of the ethical standards, and information regarding liability insurance.

Financial Aid Information is available from the Office of the Dean: College of Education and the Office of Graduate Studies and Research (469 Tucker Hall). Financial aid opportunities include assistantships, fellowships, grants, and loans. It is advisable to stay informed of required documents which must be completed for financial aid.

COUNSELING ACADEMIC AND PROFESSIONAL HONOR SOCIETY INTERNATIONAL
Chi Sigma Iota is an international honor society of professional counselors and counselors-in-training. It promotes the counseling profession through leadership, research, advocacy, and the pursuit of academic and clinical excellence.

The Alpha Chi Epsilon chapter of Chi Sigma Iota was established at Florida A & M University Spring 2001 with three candidates and three faculty members from the Department of Educational Leadership and Human Services. Florida A & M University is the only chapter of Chi Sigma Iota in North Florida.

Membership in this organization provides candidates with an opportunity to enhance their professional and personal growth. In addition, the organization embraces the philosophy of members recognizing and developing their potential for now and the future. Chi Sigma Iota attempts to create a synergy of partnership among the members which results in service to the profession and to those whom the members serve.

To qualify for membership in Chi Sigma Iota, candidates must be:

- admitted and currently enrolled in the graduate counselor education program,
- have completed at least one full term of graduate courses, and
- have a minimum of a 3.5 grade point average on a 4.0 scale.

Interested persons should contact the advisor for the Alpha Chi Epsilon Chapter of Chi Sigma Iota, Dr. Arland Billups at (850) 599-3425.

RELEVANT CONTACTS

TELEPHONE NUMBERS AND ADDRESSES

College of Education

Department of Ed. Leadership & Human Serv.  308 GEC-B  599-3191
Fax Number for Department  599-3906
Dr. Ada Puryear Burnette, Dept. Chair  308 GEC-B  599-3191
Dr. Arland Billups, Program Coordinator  303 GEC-B  599-3425

Dr. Yolanda Bogan, Counseling  599-3145
Dr. Mary Moore  310 GEC-A  599-3172

Dr. Genniver Bell, Dean, College of Education  300 GEC-A  561-2211
Fax Number for College of Education  561-2211
Fiscal Officer  300 GEC-A  599-3482

Academic Affairs  301 Foote-Hilyer  599-3276
Automobile Registration  Gamble St.  561-8588
Bookstore  Student Services Center  599-3070
Coleman Library  599-3370
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<tr>
<th>Department</th>
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<td>Continuing Education</td>
<td>682 Gamble St.</td>
<td>599-3474</td>
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<td>Counseling Center</td>
<td>CCEN</td>
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<td>Dining Hall</td>
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<td>FAMU Developmental Research School</td>
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<td>Financial Aid</td>
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<td>Graduate Studies</td>
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<td>Police Department</td>
<td>Police Bldg.</td>
<td>599-3256</td>
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<td>President’s Office</td>
<td>401 LH</td>
<td>599-3225</td>
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<tr>
<td>Registrar’s Office</td>
<td>112 FHAC</td>
<td>599-3115</td>
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Home Telephone: ____________________________________________    Work: ____________________________________________
Undergrad GPA: _______     GRE/Verbal: _______  Quantitative: ________  Total: ________  Other: ________
Academic Status: _____Fully Admitted ______Special Student    Teaching Cert. #: _____________________________
School Track: _________                 Non-School Track: __________
FTCE Status: _____Prof. Ed. _______CLAST       _______Subject Area(s): ______________________________

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<td>MHS 5005 -INTRODUCTION TO GUIDANCE SYSTEMS</td>
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<td>EDF 5481 - INTRODUCTION TO EDUCATIONAL RESEARCH</td>
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<td>MHS 5420 -HUMAN DEVELOPMENT AND LEARNING THEORY</td>
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<td><strong>SPECIALIZATION COURSES (27-30 SEMESTER HOURS)</strong></td>
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<td>MHS 5340 -CAREER DEVELOPMENT SYSTEMS</td>
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<td>MHS 5400 – THEORIES OF COUNSELING</td>
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<td>MHS 5500 -GROUP THEORY AND PRACTICE</td>
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<td>MHS 6420 –COUNSELING MINORITY POPULATIONS</td>
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<td>MHS 6430 -FAMILY COUNSELING</td>
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<td>EDUCATION FOUNDATIONS (6 SEMESTER HOURS)</td>
<td>6</td>
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<tr>
<td>INTERNSHIP IN SCHOOL COUNSELING (6 SEMESTER HOURS)</td>
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*THESE COURSES ARE EFFECTIVE FOR STUDENTS BEGINNING SPRING 2009 SEMESTER AND THEREAFTER*
PERMISSION FORM: MHS 6800 PRACTICUM (3 hrs)

This course is a restricted course requiring permission from the instructor for a student to enroll in; therefore, prior to the registration period, please complete this form, obtain the signature of the instructor and return the form to the Program Coordinator.

Name: ____________________________________  I.D.#: __________________________

Address: _______________________________________________________________________

Telephone Number:
______________________________________  ____________________________________
(Home)                        (Work)

Admission Status: _____  Fully Admitted_______ Other/Specify_____________________

Term for Enrollment in Practicum: ____________  Year: ________________

Approved: _________________________________  Date:_______________________
(Instructor)

Instructors Comments: ____________________________________________________________

Filed: _____________________________________________________________
Date: ______________________________________________________________
(Program Coordinator)

Copy Sent to Instructor: _________________________________
(Date)