



**COUNSELING PROGRAM MANUAL
DOCTOR OF PHILOSOPHY (PH.D.) IN COUNSELING
ADRIAN DOMINICAN SCHOOL OF EDUCATION**

BARRY UNIVERSITY

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INTRODUCTION

We are delighted by your interest in the counseling profession and welcome your exploration of the Doctoral Program in Counseling in the Adrian Dominican School of Education at Barry University. The Counseling Program faculty strives to create an environment that is scholarly and rigorous, yet free from unnecessary obstacles, busy work, or frustration. In-class activities blend the traditional didactic approach to teaching with more experiential methods. Students are challenged to work independently as well as cooperatively on written projects and oral presentations. Role-play demonstrations, audio, video, and digital recordings of skill practice and supervisory observation of counseling sessions through audio-visual equipment encourage both professional and personal development. Feedback on performance is given and accepted freely within, as well as outside, the classroom. The faculty work together to create a caring, open and trusting atmosphere. Consistent with the mission of the University, we seek to provide a learning environment that encourages students to explore and accept intellectual, personal, ethical, spiritual, and social responsibilities.

The Doctoral Program in Counseling, housed within the Adrian Dominican School of Education, offers educational experiences in the foundations of counseling. The program follows a practitioner/educator/investigator model and stresses integration of theory, research, and practice. Through course work and supervised practice, students develop knowledge and skills in the following areas: appraisal; treatment planning; individual, family and group counseling; career counseling; consultation; counselor education; and, supervision. The program offers a specialization in *marital, couple, and family counseling/therapy*. Coursework on research design and statistics, combined with supervised independent research on professional projects and dissertations, refine students' research skills. As researchers, counselors possess the expertise to evaluate the extent to which clients are achieving their goals, and to evaluate and conduct research; thus, increasing the body of knowledge on the theory and practice of counseling. Students who complete the program are awarded a Ph.D. in counseling with a specialization in marital, couple, and family counseling/therapy.

The Dr. Maureen Duffy Family Enrichment Center, a component of the Family CARE Center, offers facilities for supervised counseling and supervision-of-supervision. Rooms are set up for live viewing through closed circuit television with telephones and microphone-speakers for live supervision of counseling and live supervision-of-supervision. Individuals admitted to the Program are expected to maintain high standards of personal and professional conduct. The faculty believes that the goals of the Program strongly reflect both the definition and identity of counseling, and that accomplishing the Program goals empowers graduates to find success and fulfillment in the field of counseling. Collegial learning manifested through mentorship opportunities, a strong commitment to the practitioner/educator/investigator model, and extensive work and study in all areas relevant to the counseling profession characterize the Program.

Barry University Mission Statement

Barry University is a Catholic institution of higher education founded in 1940 by the Most Reverend Patrick Barry, Bishop of St. Augustine, and Reverend Mother M. Gerald Barry, prioress General of the Dominican Sisters of Adrian, Michigan, and supported by Reverend Monsignor William Barry and Mayor of Miami Shores John Graves Thompson. Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate and professional education.

In the Catholic intellectual tradition, integration of study, reflection and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

Barry University provides opportunities for affirming our Catholic identity, Dominican heritage, and collegiate traditions. Catholic beliefs and values are enriched by ecumenical and interfaith dialog.

Through worship and ritual, we celebrate our religious identity while remaining a University community where all are welcome.

CORE COMMITMENTS

Catholic intellectual and religious traditions guide us in the fulfillment of our mission. The mission and values of the Adrian Dominican Sisters serve as the inspiration for our core commitments.

Knowledge and Truth

Barry promotes and supports the intellectual life, emphasizing life-long learning, growth and development. The University pursues scholarly and critical analysis of fundamental questions of the human experience. In the pursuit of truth, the University advances development of solutions that promote the common good and a more humane and just society.

Inclusive Community

Barry is a global, inclusive community characterized by interdependence, dignity and equality, compassion and respect for self and others. Embracing a global worldview, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

Social Justice

Barry expects all members of our community to accept social responsibility to foster peace and nonviolence, to strive for equality, to recognize the sacredness of Earth, and to engage in meaningful efforts toward social change. The University promotes social justice through teaching, research and service.

Collaborative Service

Barry is committed to serving local and global communities through collaborative and mutually productive partnerships. The University accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic and environmental problems.

Approved by the President and the Executive Committee of the Administration on May 15, 2008; approved by the Board of Trustees on May 30, 2008; submitted to the General Council of the Adrian Dominican Sisters for final approval; Council approval received via letter from Sister Rosa Monique Pena, OP on June 20, 2008.

Mission Statement of the Doctoral Program in Counseling

The mission of the Doctoral Program in Counseling at Barry University is to provide advanced education and training in clinical practice, leadership, research, supervision, and teaching. Consistent with this mission is the goal of graduating doctoral-level ethical professionals with expert knowledge and skills in counseling, leadership, supervision, counselor education, and conducting and evaluating research relevant to the profession. These professionals are committed to continued development and promotion of the profession of counseling.

The Doctoral Program in Counseling espouses the four core values set forth in the Mission of the Adrian Dominican School of Education and Barry University: knowledge and truth, inclusive community, social justice, and collaborative service. The Doctoral Program is a community of learners in which the study, development, and improvement of effective counseling theories are promoted through scholarly and critical analysis. The Doctoral Program fosters an inclusive academic atmosphere that encourages collaboration, respect, and sharing of ideas. In keeping with the importance of diversity and multiculturalism in counseling, the Program expects students to accept social responsibility and places great value on the function of social justice in the curriculum and society. The Program is also committed to offering services to communities for various human, social, economic and environmental problems.

General Program Learning Outcomes

Following are *General Program* Learning Outcomes for students enrolled in the Doctoral Program:

1. Develop advanced knowledge and application of counseling theories and their respective skills and techniques in counseling relationships with individuals, couples, families, and groups within a variety of practice settings and contexts in a multicultural society.
2. Develop advanced appraisal skills in the use of models and methods of clinical assessment and use of data in treatment planning.
3. Demonstrate a counselor professional identity, adhere to ethical counseling practice, and promote social justice, advocacy, and wellness within clinical supervision and counselor education contexts.
4. Develop understanding and application of instructional theories and methods relevant to counselor education.
5. Develop knowledge of major and emerging theories and practices of counselor supervision.

6. Evaluate, design, and conduct counseling research, particularly in the area of marriage, couple, and family counseling/therapy.
7. Develop knowledge and skills to assume leadership positions in the counseling profession, including academic, clinical, professional counseling organizations, and administrative.

Specialization in Marital, Couple, and Family Counseling/Therapy Learning Outcomes:

Following are *Specialization in Marital, Couple, and Family Counseling/Therapy Learning Outcomes* for students enrolled in the Doctoral Program:

1. Develop knowledge of the history and development of marital, couple, and family counseling/therapy as a specialization within the counseling profession.
2. Develop knowledge of roles and functions of the marital, couple, and family counselor/therapist in the helping professions.
3. Increase understanding of the influences of culture, family life cycle, diversity, crises and disasters, and societal trends on the practice of marital, couple, and family counseling/therapy.
4. Develop knowledge of systemic perspectives about client behaviors and the processes of problem formation and change.
5. Develop knowledge of major theoretical and practice models in the area of marital, couple, family counseling/therapy.
6. Develop advanced interviewing, assessment, and intervention skills in marital, couple, and family counseling/therapy.
7. Increase knowledge of the role of wellness, prevention, and relationship enhancement programs in the practice of marital, couple, family counseling/therapy.
8. Develop knowledge and skills to assume leadership positions in the field of marital, couple, and family counseling/therapy in various settings, including academic, clinical, professional counseling organizations, and administrative.
9. Increase knowledge and skills to develop original research that will contribute to the knowledge base in the field of marital, couple, and family counseling/therapy.

Statement of Cultural Values

The Counseling Program at Barry University fosters increased sensitivity to cultural diversity within our society. Cross-cultural components of theory, practice, and research are stressed in

both course work and research opportunities. The ethics and standards of practice in working with diverse clients are emphasized throughout the program. Self-exploration through in-depth supervision and personal awareness activities are provided throughout the program.

The Doctoral Program is a community of scholars in which both students and faculty are encouraged to explore intellectual ideas, to express intellectual thoughts, to exhibit excitement about ideas, to develop intellectual skills, to criticize ideas, and to discover and explore core intellectual passions, in a caring environment free from personal attacks and personalized criticism. The purpose of the program is to develop leaders who have the vision, passion, and skill to contribute significantly to the development to the field of Counseling in a principled, compassionate and caring way.

The program is characterized by:

- Cooperation rather than competition
- Development rather than judgment of others
- Highly intellectual achievement without elitism
- The free exploration of ideas within a structure of responsible activity
- Intellectual achievement and respect for intellectual property rights
- The encouragement and assistance of colleagues

ADMISSION REQUIREMENTS

Academic Requirements

Counseling doctoral applicants must have a Master's degree in counseling, or in a closely related field, to be admitted to the Ph.D. program. To complete the Ph.D. in 57 credits, students must have minimum of a 60-credit Master's degree with coursework that meets (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of the marriage, couple and family counseling specialty.

Application Requirements

- Completed application for admission and admission fee;
- Career narrative statement (see application);
- Writing sample to be submitted with application;
- Three recent letters of academic/professional recommendation (two of which must be from a graduate level professor) regarding the prospective student's capacity to successfully complete a research-oriented doctoral program;
- A Master's or higher degree in counseling or a related field from a regionally accredited or internationally recognized college or university;
- Graduate GPA of at least 3.25 (A = 4.0);
- Graduate Record Examination (GRE) in all three areas: Verbal, Quantitative, and Analytical; scores must be from a test date within five years preceding application; and
- An interview with faculty members of the Counseling Doctoral Admissions Committee
 - (CDAC).

This program can accommodate only a limited number of students; therefore, there is a possibility of being denied admission even when all criteria are met. The Counseling Program reserves the right to refuse student entrance or terminate a student after admission to the doctoral program, if in the judgment of the faculty the student demonstrates unacceptable personal fitness to work in the counseling field with children, youth, and/or adults.

All of the factors will be weighed in the admission decision. Failure to meet the minimum standards in one area may be offset by excellence in another. Students must submit the formal application form, transcripts, GRE scores, and letters of recommendation to the Graduate Admissions Office, Division of Enrollment Services before formal acceptance to graduate study can be granted.

The following admission process is used for screening applicants:

1. The Counseling Doctoral Admissions Committee (CDAC) reviews all application material and approves or disapproves the application.
 - a. When the Counseling Program receives the application, the chair of the CDAC reviews the application and contacts the applicant regarding any missing information.
2. The Chair of the Counseling Program reviews the application and recommendations from the CDAC.
3. The Associate Dean and Dean of the School of Education make the final determination regarding disposition of the application.

Transfer of Credit

At the time of application to the Ph.D. program, students must identify transfer courses. Upon program approval, a maximum of six (6) post-master's credits may be transferred into the student's program of study. Courses must have been taken within eight (8) years of the date of admission and must have an earned grade of "B" or better. Grade course credits earned at institutions outside of the United States that are submitted for transfer consideration will be evaluated according to Barry University policies.

Prerequisite Coursework

Applicants must a) have graduated from a CACREP accredited Counseling program or b) demonstrated that they have completed graduate coursework that meets (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., marriage, couple and family counseling/therapy) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework. Students without these co-requisites *may be* admitted into the doctoral program *with deficiencies*. A student admitted with deficiencies must meet with his or her doctoral advisor, prior to course enrollment, and outline a plan to take the required co-requisite coursework.

Prerequisite Courses

- CSL 569 Psychopathology: Diagnosis and Treatment in Counseling
- CSL 600 Legal and Ethical Issues in Counseling
- EDR 601 Research Methodology
- CSL 605 Treatment of Substance Abuse in Counseling
- CSL 610 Human Growth and Development
- CSL 621 Psychological Measurements
- CSL 629 Social and Cultural Issues in Counseling
- CSL 650 Human Sexuality
- CSL 652 Individual Counseling Procedures
- CSL 653 Career Development and Life Work Planning
- CSL 658 Group Counseling Procedures
- CSL 680 Family Counseling and Therapy
- CSL 686 Counseling Theories and Intervention

- CSL 687 Marriage and Family Systems
- CSL 688 Marital and Couples Counseling and Therapy
- CSL 689 Issues in Marriage and Family
- CSL 691 Personality Theories
- CSL 694 Counseling Practicum
- CSL 699 Counseling Internship

Temporary Admission as a Non-Degree Seeking Student

Applicants may be permitted to take two doctoral courses (6 credits) on the basis of a signed application and proof of a Master's degree from a regionally accredited institution of higher education, with the approval of the Counseling Program Coordinator.

Foreign Student Applications

Students for whom English is not their native language are required to submit an official total score for the Test of English as a Foreign Language (TOEFL) of 500 or above (if taken before July 2017). If taken after July 2017 the minimum score in each scale of the TOEFL iBT should be as follows:

Reading	21
Listening	21
Speaking	25
Writing	23
Total Score	90

Financial Aid

To be considered for Financial Aid, an Application for Financial Aid must be forwarded to the Office of Financial Aid. It is strongly advised that applicants file a Free Application for Federal Student Aid (FAFSA), available at Barry University's Financial Aid Office (and at most college or university financial aid offices). This application will determine eligibility and aid availability. It is important to apply for financial aid as soon as possible after January 1 and before March 1 to increase the likelihood of available funds. There are a limited number of graduate assistantships available. To apply for a graduate assistantship, please send a letter of intent and copy of your resume or curriculum vita to Dr. Sylvia Fernandez Associate Dean of Clinical Practice Division, Adrian Dominican School of Education, Barry University, Miami Shores, FL, 33161.

DEGREE REQUIREMENTS

Course Requirements

The doctoral degree requires that students complete the published curriculum to satisfy the pre-dissertation academic requirements. The faculty advisor and the Doctoral Program Director must approve modification of the curriculum. The course requirements include three clinical residencies comprising three semesters of registration for three (3) each. See *Required Coursework for the Doctoral Program* below.

Scholarly Paper or Workshop Proposal

The doctoral degree program requires that students prepare and **submit** either a scholarly paper to a counseling or counseling-related journal or submit a workshop proposal for a state, national, or international counseling or counseling-related conference. Students must complete this degree requirement prior to sitting for the comprehensive examination. In order to sit for the comprehensive examination, students must submit a copy of their scholarly paper or workshop proposal to their advisor, complete and sign the *Submission of Scholarly Paper or Workshop Proposal Form* (see Appendix 3), and have their advisor approve their submission by signing this form. The student is also required to submit either an acknowledgment from the editor for an article submission or a receipt from a conference for a workshop submission. With the acknowledgment of receipt from the journal editor or conference reviewer, a copy of the *Submission of Scholarly Paper or Workshop Proposal Form* is placed in the student's file.

Comprehensive Examination

A written comprehensive examination is administered upon completion of *Course Requirements* and the submission of a *Scholarly Paper or Workshop Proposal*. Upon verification that all coursework has been completed and the scholarly paper or workshop proposal has been submitted, and all other requirements have been satisfied, the student may take the comprehensive examination.

Dissertation

The student is required to complete a dissertation. After passing the comprehensive examination, the student formally begins the dissertation. The dissertation includes a research proposal and oral defense of said proposal. The research proposal and oral defense must be completed prior to proceeding with the dissertation. The student's dissertation topic must add substantively to the theory, research, and/or practice of the field of counseling and address systemic implications. During the dissertation stage of the program, students are required to follow the guidelines set forth in the Adrian Dominican School of Education's *Dissertation Handbook*.

The doctoral degree, including the dissertation, must be completed by the end of eight (8) calendar years beginning with the date the student first registered as a student for the Ph.D. in Counseling. After completing CSL 798 Dissertation seminar, students enroll in CSL 797 Dissertation (credits). Following CSL 797, students enroll in CSL 800 Continuous Matriculation (1 credit) each term, including the term in which they graduate. All fees must be paid and

requirements for the degree must be completed and reported to the faculty advisor no later than two weeks prior to graduation.

Additional Requirements and Technical Standards

The Counseling Program faculty has a responsibility to society and to the profession to matriculate and graduate the best possible counseling professionals. Therefore, the technical standards that follow are required for matriculation and graduation from the Counseling Program.

All students are expected to uphold personal and professional ethical standards and practices both inside and outside of the classroom. Adherence to such personal and professional ethical standards is an intrinsic and essential component of the professional standards of the counseling field. All students must adhere to the “Code of Ethics and Standards of Ethical Practice” of the American Counseling Association.

Professional liability insurance coverage is required during matriculation in the Counseling Program.

The student must be able to participate in oral demonstrations, presentations, and role-plays of counseling situations and be video or digitally recorded for the purposes of developing skills and receiving feedback. Because counseling professionals must be able to respond immediately in counseling and crisis situations, the student must be able to participate in role-plays or other practice simulations as a counselor without advance knowledge of the scenario or preparation for the role-play.

The student must be able to conduct a counseling session with real clients under live or videotaped supervision.

The student must be able to communicate effectively in oral and in written form with all members of a mental health team.

The student must possess the emotional and mental health needed for the full use of one’s intellect, perception and sound judgment. Such emotional and mental health is required for the efficient completion of all responsibilities related to the diagnosis, treatment and referral of clients and to the communication with others in the mental health care network.

The faculty in the Counseling Program reserves the right to recommend entry into personal counseling for assessment and/or treatment as a condition of continuation in the Doctoral Counseling Program. Graduation from the program is recommended when students are determined by the Adrian Dominican School of Education to be personally, academically and clinically ready for entry into the counseling profession.

Required Coursework for the Doctoral Program

Counseling Core

- CSL 740 Leadership in Counseling and Counselor Education (3 credits)
- CSL 758 Advanced Counseling Procedures (3 credits)
- CSL 761 Advanced Multicultural Issues in Counseling (3 credits)
- CSL 765 Advanced Professional Issues in Counseling (3 credits)
- CSL 768 Advanced Appraisal Techniques (3 credits)
- CSL 784 Counseling Supervision (3 credits)

Marital, Couple, and Family Counseling/Therapy Cognate

- CSL 729 Counseling for Change (3 credits)
- CSL 763 Advanced Family Systems Theory (3 credits)
- CSL 767 Advanced Counseling Techniques with Families (3 credits)

Research Core

- CSL 798 Seminar in Counseling (3 credits)
- HSE 705 Qualitative Methods (3 credits)
- HSE 707 Quantitative Methods of Inquiry (3 credits)
- HSE 706 Advanced Qualitative Methods or HSE 708 Advanced Quantitative Methods (3 credits)

Internship

- CSL 786 Counseling Supervision Internship (3 credits)
- CSL 793 Counseling Leadership and Advocacy Internship (3 credits)
- CSL 794 Advanced Counseling Practicum (3 credits)
- CSL 795 Counseling Teaching Internship (3 credits)

Dissertation

- CSL 796 Dissertation Seminar (3 credits)
- CSL 797 Dissertation (3 credits)
- CSL 800 Continuous Matriculation (1 credit)

Course Descriptions (Prerequisite Courses)

CSL 569 - Psychopathology: Diagnosis and Treatment in Counseling (3 credits)

Examines the diagnosis and treatment of psychopathology within the counseling relationship. Introduces the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV®-TR); explores the dynamics of psychopathology and identifies the criteria associated with specific mental disorders; and considers the role of psychopharmacology in treatment. Case material and analyses are presented. Students are expected to demonstrate knowledge and skills related to the use of the DSM-IV-TR and conducting diagnostic interviews, including the mental status examination, biopsychosocial history, and treatment planning.

CSL 600 – Legal and Ethical Issues in Counseling (3 credits)

Examines legal, ethical, and professional standards of practice of mental health, guidance, rehabilitation counseling, and marital, couple, and family counseling & therapy, which includes goals and objectives of related professional organizations, codes of ethics, legal considerations,

standards of preparation, state and national certifications and state licensure. Examines the role identity of counselors and overviews the rights of consumers.

EDR 601 – Methodology of Research (3 credits)

Explores major research designs and methods emphasizing underlying assumptions, inquiry aims, participant selection, data collection and analysis, interpretation of findings, conclusions, and reporting.

CSL 605 – Treatment of Substance Abuse in Counseling (3 credits)

Focuses on substance abuse assessment and treatment issues and practice, especially those relevant to marital, couple, family counseling & therapy, mental health, school, and rehabilitation counseling settings. As this course is intended to prepare the counselor for clinical work in a variety of settings, extensive experiential practice in both assessment and intervention will be included. It will additionally provide an overview of the history, theory, and current research perspectives in the etiology, assessment, and treatment of substance abuse, as they relate to the role of the professional counselor. Prerequisites: CSL 569 or PSY 594 or permission of instructor.

CSL 610 – Human Growth and Development (3 credits)

Discusses life-span theories of development; investigates models of moral, intellectual, and sexual development, normal and abnormal behavior, and learning theories; addresses developmental intervention; and relates them to the needs of specific client populations.

CSL 621 – Psychological Measurement (3 credits)

Examines the theory, administration, scoring, and interpretation of standardized intelligence, interest, personality, psychomotor, and aptitude testing. Students are expected to demonstrate competency in the administration and interpretation of a broad range of assessment tools, as well as the ability to integrate and present this information appropriately. Prerequisite: EDR 601.

CSL 629 – Social and Cultural Issues in Counseling (3 credits)

Identifies the needs and issues relevant to counseling special populations. This course will explore the influence of gender, age, race, ethnicity, culture, sexual orientation, socioeconomic status, and physical and mental disabilities in the counseling relationship. Counseling interventions appropriate for specific populations will be addressed.

CSL 650 – Human Sexuality (3 credits)

Examines theories and etiology of human sexuality, sexual development, and sexual role expectations. Particular attention is given to exploration of sexual attitudes, values, and behavior. The biological, psychological, cultural, and social implications of sexuality are discussed.

CSL 652 – Individual Counseling Procedures (3 credits)

Presents the major theories and practices in individual counseling. Topics include: case conceptualization; treatment planning; case management; relationship building, problem-solving; and outcome assessment. Emphasis is placed on development of counseling micro-skills within the context of the helping relationship.

CSL 653 – Career Development and Life Work Planning (3 credits)

Overviews the major theories and skill areas in educational planning, career development, and work motivation. Emphasis is placed on understanding career decision-making, using appropriate information and assessment techniques, and applying knowledge and skills to the planning and conduct of career development activities in appropriate counseling settings. Resume development and job seeking skills are taught.

CSL 658 – Group Counseling Procedures (3 credits)

Discusses major concepts in group counseling theory and practice. Students develop competence in group counseling relationship development and application of group counseling theory and practice to coordination of group work.

CSL 680 – Family Counseling and Therapy (3 credits)

Investigates the theories and practices of family counseling and therapy. Major and emerging models of counseling and therapy are studied and applied in practice sessions. Emphasis is placed on the development of a systemic perspective.

CSL 686 – Counseling Theories and Interventions (3 credits)

Examines major and emerging counseling models, and theories and interventions, and their application to the counseling process. Students are expected to begin to develop a personal model of counseling.

CSL 687 – Marriage and Family Systems (3 credits)

Explores the systems approach to marital and family counseling and facilitates understanding of marital and family problems from a systems perspective.

CSL 688 – Marital and Couple Counseling and Therapy (3 credits)

Examines the theory and techniques associated with marital and couples counseling and therapy. Case examples are provided.

CSL 689 – Issues in Marriage and Family Therapy (3 credits)

Identifies the latest trends and issues affecting marital and family systems and discusses their impact upon marital, couple, and family functioning.

CSL 691 – Personality Theories (3 credits)

Surveys major and emerging models and theories of personality development. Focuses on identifying and analyzing theoretical models of personality development and clinical implications.

CSL 694 – Counseling Practicum (3-6 credits)

Requires 200-400 hours of supervised field experience in a setting consistent with a student's area of specialization. Students are expected to demonstrate the knowledge and skills learned throughout the counselor education program. Individual and group supervisory meetings are required weekly. All core and specialization courses, except CSL 699, must be completed before beginning Practicum. Exceptions need advisor and program director approval.

CSL 699 – Counseling Internship (6 credits)

Requires completion of 600 clock hours of field experience in a community health and/or human services organization, hospital, marital, couple, and family setting, or in a primary or a secondary school. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques, and service delivery systems are discussed in weekly group sessions. Prerequisites: All core and area of specialization courses. Exceptions require advisor and program director approval.

Course Descriptions (Doctoral Courses)*CSL 729 - Counseling for Change (3 credits)*

Assesses the issues involved with problem identification, problem solving, change enabling, and accountability in relationship to theoretical approaches to counseling. Examines the systemic issues involved in interpersonal and organizational change. Critically examines the existing research base in relationship to effective change processes in counseling, and marital, couple and family counseling and therapy.

CSL 740 - Leadership in Counseling & Counselor Education (3 credits)

Examines the theories, research, and processes that influence leadership, pedagogy, scholarship, and consultation. This course fosters the development of specific philosophies, skills, and intervention strategies required to perform effectively in these functions.

CSL 784 - Counseling Supervision (3 credits)

Discusses the theories and models of counselor supervision. Requires students to develop a theoretically based personal model of counseling supervision. Prerequisites CSL 758 and CSL 767.

CSL 758 - Advanced Counseling Procedures (3 credits)

Analyzes the latest theories and techniques in counseling. Students are expected to review the literature on specific counseling techniques and identify their efficacy for use with specific counseling populations. Application of techniques to clinical problems is emphasized.

CSL 761 - Advanced Multicultural Issues in Counseling (3 credits)

Examines theories and research for counseling culturally different clients. Exploration of cultural biases in the existing theories and current research is encouraged throughout this experience. Students will actively participate in experiential approaches designed to develop a higher skill base when working and treating individuals from different cultural/ethnic and religious backgrounds. This course is designed to maximize their effectiveness through the identification of differences and similarities of multicultural populations. Prerequisite: CSL 629.

CSL 765 - Advanced Professional Issues in Counseling (3 credits)

Explores central professional, legal, and ethical issues surrounding contemporary counseling practice. The counselor's advocacy role is stressed, both in advocacy for clients, i.e., topics of gender, ethnicity, religion, spirituality, and disability; and advocacy for the profession, i.e., including guild issues and utilizing the legislative process to better serve clients. Professional

codes of ethics as well as virtue and organizational ethics serve as the foundation for analyzing the complex issues facing counseling professionals. The process of achieving and maintaining CACREP accreditation is considered. Also, the evolving impact of federal, i.e., HHS and HIPAA, and state laws and regulations on counseling practice is explored. Prerequisite: CSL 600.

CSL 768 - Advanced Appraisal Techniques (3 credits)

Reviews the process of assessment and effective utilization of assessment data in working with individuals, couples and families in various clinical and human services contexts. Focuses on the relationship among formal assessment, case formulation and treatment planning. A wide variety of clinical appraisal methods, i.e., standardized inventories, structured observation, projective techniques and other self-report measures, are reviewed and critically evaluated. Students are encouraged to apply these assessment methods to a wide variety of individual, couple and family issues, i.e. alcohol/substance abuse, child abuse, custody, pre-marriage, marriage, divorce, mediation, work-family, and health problems. Prerequisite: EDU 621.

CSL 763 - Advanced Family Systems Theory (3 credits)

Reviews and critically analyzes contemporary theories and research that impacts the practice of couples and family counseling and therapy. Emphasizes various contemporary approaches to couples therapy ranging from early systemic and modernists approaches to later systemic, integrative and postmodernists approaches. Critically reviews empirical findings on attachment, intimacy, relational conflict or parenting research and related clinical implications for a wide range of therapeutic and psycho educational interventions with couples and families. Prerequisite: CSL 687.

CSL 767 - Advanced Counseling Techniques with Families (3 credits)

Addresses the development of advanced level skills and competencies in the practice of family counseling/therapy. Multiple systemic models for practice in a complex, multi-cultural society will be explored. Diverse and emerging contexts for clinical practice will be studied. These contexts include home, school and community-based settings, detention facilities, and health-care settings. Models and techniques from both the modernist and postmodernist traditions will be studied. Prerequisites: CSL 680, CLS 687, CSL 688, CSL 689 or the equivalent with permission from advisor.

CSL 798 - Seminar in Counseling (3 credits)

Presents the recent developments, issues, and trends in Counseling. Library research is required for preparation of a presentation and/or a written concept paper. Prerequisite: Approval of program advisor.

HSE 705 - Qualitative Methods of Inquiry (3 credits)

A critical analysis of qualitative methods of inquiry for the human sciences to facilitate the understanding of the aims, processes, and outcomes of these methods.

HSE 707 - Quantitative Methods of Inquiry (3 credits)

Examines advanced competencies to conceptualize, design, execute, analyze, report and publish quantitative research that delivers new and useful knowledge. Balances its presentations of

research theory and computer-based tools with applications to real world problems.

HSE 706 - Advanced Qualitative Inquiry (3 credits)

Seminar discussions of qualitative readings to facilitate an advanced understanding of the qualitative perspective in nursing, education, and social work research. This course is specifically designed to assist students in particular methods for research and practice implications. In depth analysis distinguishes this course from first qualitative course. Prerequisite: HSE 705.

HSE 708 - Advanced Quantitative Inquiry (3 credits)

Builds on principles of measurement, design and sampling presented in HSE 707. Students learn to code, organize, reduce, and analyze quantitative data, and to interpret and report results. emphasis on a variety of common statistical procedures, the assumptions underlying each, and the criteria for selecting them. Prerequisite: HSE 707.

CSL 786 Counseling Supervision Internship (3 credits)

Emphasizes the process of supervising counselor trainees in the Dr. Maureen Duffy Family Enrichment Center (FEC) and field settings. Stresses the integration of supervision theory and practice. Group supervisory meetings are required weekly. Prerequisites: CSL 784, permission of program advisor.

CSL 793 Counseling Leadership and Advocacy Internship (3 credits)

This course requires supervised field experience in a setting that provides significant opportunities to engage in advocacy and leadership. Students are expected to demonstrate advanced knowledge and skills in the implementation of advocacy competencies, as well as leadership within the counseling profession. Individual and group supervisory meetings are required weekly. Prerequisite: CSL 740 Leadership in Counseling & Counselor Education

CSL 794 Advanced Counseling Practicum (3 credits)

Requires supervised field experience in a setting that provides significant opportunities to engage in marital, couple, and family counseling/therapy. Students are expected to demonstrate advanced knowledge and skills in the practice of counseling. Students will also engage in counseling-related activities, such as case preparation and note-keeping, treatment team meetings, and attendance of professional development workshops. Individual and group supervisory meetings are required weekly.

CSL 795 Advanced Teaching Internship (3 credits)

Requires supervised teaching experience that provides significant opportunities for students to participate in classroom teaching. Students will demonstrate teaching methods and strategies at the college/university level; explore topics such as adult learning, teaching and learning styles, and societal and cultural factors and their impact on teaching at the collegiate level. Individual and group supervisory meetings are required weekly.

CSL 796 - Dissertation Seminar (3 credits)

Assesses researchable questions in counseling, resulting in a dissertation proposal. Prerequisite: Successful completion of coursework and doctoral comprehensive examination.

CSL 797 - Dissertation (3 credits)

Culminates the research of the doctoral program, methods of inquiry must be appropriate to the problem being investigated. Prerequisite: CSL 796.

CSL 800- Continuous Matriculation (1 credit)

Enrollment is required each fall and spring semester after completion of CSL 796 and 797 until the dissertation is successfully defended. Prerequisite: CSL 797.

ACADEMIC POLICIES

Students are required to adhere to *all* policies listed in the Barry University *Graduate Catalog*. Some of these policies are listed below. Students are directed to the Barry University *Graduate Catalog*, however, for a thorough list of the policies in this publication. What follows are additional policies pertaining specifically to the Counseling Program.

Grading and Student Progress

Grades of A, B, C, and F, are assigned for graduate courses. Students are required to maintain a cumulative grade point average (GPA) of 3.25 or higher to remain in good academic standing and to graduate. If a student's GPA falls below 3.25, then he or she will have two 15-week semesters in which to attain a 3.25. If the student fails to do so, then he or she will be terminated from the program. Any student who receives two C's in the program is subject to school action, including dismissal. Failing grades must be replaced by a passing grade in the same course or the student is subject to dismissal. Courses may be retaken for a change of grade with the permission of the Program Advisor. In the event that a student has a grievance concerning a grade or other course-related matter, the issue should first be taken to the instructor and then, if unresolved, to the Program Advisor prior to initiation of the formal grievance procedure.

Academic Advising

Students are required to meet with their assigned faculty advisor during their first semester of enrollment to develop a *Doctoral Plan of Study* (see Appendix 4). Students are also expected to meet with their advisor on an as needed basis to discuss any concerns or questions about the program.

Attendance Policy

Learning to be a counselor requires more than reading and reiterating information, and active participation is an important and expected aspect of each class. Particularly in an applied discipline such as ours, the input of everyone, both students and faculty, is an integral part of learning. During your career as a counselor, the well-being and, at times, possibly the very lives of your clients will depend on your knowledge and preparation. It is essential, therefore, to be as well prepared as possible. Therefore, the Counseling Program adheres to the following policy regarding attendance:

Prompt, regular attendance is required for all courses in the Counseling Program. Due to the applied nature of our discipline, participation in class is absolutely essential to your training, both for your own benefit as well as for the benefit of your classmates. MORE THAN THREE ABSENCES during the semester will result in a failure to pass the course. Late arrival or early departure from class may be considered an absence. Instructors may assign additional work for ANY absence. For the purpose of this policy, ALL assigned hours are considered class periods, including assigned clinic, practicum and internship hours.

The implementation of this policy is not intended to be punitive, but rather to ensure that as counselors, and as a Department, we fulfill our clinical, moral, and ethical obligations to our present and future clients by providing the very best training environment possible.

Academic Dishonesty Policy

Students are responsible for knowing the policies regarding cheating and plagiarism and the penalties for such behavior. Failure of an individual faculty member to remind the student as to what constitutes cheating and plagiarism does not relieve the student of this responsibility. Students must take care not to provide opportunities for others cheat. Students must inform the faculty member if cheating or plagiarism is taking place.

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents.

Plagiarism is defined as the use, without proper acknowledge, of the ideas, phrases, sentences, or larger unit of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violations of copyright laws.

An incident of cheating and/or plagiarism upon which a faculty member may take action will be an event which the faculty member witnesses or has written evidence to support. A faculty member must observe this evidence directly and may not take action solely on the report of another party.

Any faculty member discovering a case of suspected cheating or plagiarism shall make a responsible effort to confront the student with evidence within five working days.

If the student can explain the incident to the satisfaction of the faculty member, no further action is warranted.

If the student denies cheating and the faculty member continues to believe cheating has occurred, the faculty member will send an *Academic Dishonesty Form* to the faculty member's Dean.

- a. The Dean will hold a hearing in which the faculty member will present the evidence against the student. The will decide who, in addition to the above, may be present at the hearing.
- b. The Dean will determine whether or not the evidence indicates that cheating/plagiarism has taken place.

If the student has admitted or as been found guilty of cheating or plagiarism, the following records will be kept:

- a. The faculty member sends an *Academic Dishonesty Form* to the student's Dean and Advisor. The Dean will inform the student in writing that these forms have been sent.

- b. The faculty member's Dean shall place on file the records of the incident to be kept in the Office of the Provost/Vice President for Academic Affairs. This record shall be destroyed upon graduation or other forms of separation for the University if no further incidents of cheating or plagiarism occur.
- c. If the records in the Office of the Provost/Vice President for Academic Affairs indicate that the student has committed two offences, both incidents become part of the student's permanent academic record.

The faculty member shall decide how the student will be graded for the course in which cheating or plagiarism occurred. Typical penalties include:

- a. The student may be required to resubmit the assignment or take a new examination.
- b. The student may receive a failing grade on the assignment or examination in question.
- c. The student may receive a failing grade for the course.

For a second or subsequent offense, the student shall be subject to suspension or dismissal from the University by the Provost/Vice President for Academic Affairs.

The student may appeal any of the above decisions in writing to the Provost/Vice President for Academic Affairs within in 30 working days.

Disability Policy

Students who have had special needs related to disabilities documented by the Office of Services for Students with Disabilities should inform the instructor as early as possible in the semester to arrange appropriate modifications. Students who have not documented a disability with the office of Disability Services must do so before requesting modifications.

PRACTICUM AND INTERNSHIP

This section provides students and faculty members with information pertaining to CSL 786 Counseling Supervision Internship, CSL 793 Counseling Leadership and Advocacy Internship, CSL 794 Advanced Counseling Practicum, and CSL 795 Advanced Teaching Internship. The information provided in this section is designed to assist you in successfully completing the requirements of these four courses. A course syllabus provided by the faculty member (referred to as Faculty Course Supervisor) designated to instruct and supervise the course in which you plan to enroll may establish more specific and/or additional requirements. Sample forms that you are required to submit to your Faculty Course Supervisor are included in this handbook (see Appendix 6 through 18).

Course Descriptions

CSL 786 – Counseling Supervision Internship (3 credits)

Emphasizes the process of supervising counselor trainees in the Dr. Maureen Duffy Family Enrichment Center (FEC) and field settings. Stresses the integration of supervision theory and practice. Group supervisory meetings are required weekly. Prerequisites: CSL 784, permission of program advisor.

CSL 793 Counseling Leadership and Advocacy Internship (3 credits)

This course requires supervised field experience in a setting that provides significant opportunities to engage in advocacy and leadership. Students are expected to demonstrate advanced knowledge and skills in the implementation of advocacy competencies, as well as leadership within the counseling profession. Individual and group supervisory meetings are required weekly. Prerequisite: CSL 740 Leadership in Counseling & Counselor Education

CSL 794 - Advanced Counseling Practicum (3 credits)

Requires supervised field experience in a setting that provides significant opportunities to engage in marital, couple, and family counseling/therapy. Students are expected to demonstrate advanced knowledge and skills in the practice of counseling. Students will also engage in counseling-related activities, such as case preparation and note-keeping, treatment team meetings, and attendance of professional development workshops. Individual and group supervisory meetings are required weekly.

CSL 795 Advanced Teaching Internship (3 credits)

Requires supervised teaching experience that provides significant opportunities for students to participate in classroom teaching. Students will demonstrate teaching methods and strategies at the college/university level; explore topics such as adult learning, teaching and learning styles, and societal and cultural factors and their impact on teaching at the collegiate level. Individual and group supervisory meetings are required weekly.

Dr. Maureen Duffy Family Enrichment Center

The Dr. Maureen Duffy Family Enrichment Center, a component of the CARE Center, is our on-site, state of the art counseling clinic with integrated, production quality audio-video equipment. The purpose of The Dr. Maureen Duffy Family Enrichment Center is two-fold: (1) to provide counseling services to the community on a sliding fee basis; and (2) to provide on-site training to Barry University Counseling Program students. Clients are seen by treatment teams

under faculty supervision to maximize the delivery of quality clinical services. The Center is supervised by the faculty of the Barry University Counseling Program. The faculty supervises Internship and Practicum students completing a Master's or Ph.D. degree in counseling. Our services are offered to clients from preschool through late adulthood. Services include individual, family, marital, couples, and group counseling. Consultation services, workshops, and training tailored to individual needs are also available.

Requirements for Counseling Supervision Internship (CSL 786)

Counseling Supervision Internship (CSL 786) is designed to provide doctoral students with the opportunity to develop and demonstrate clinical supervision skills. Students will supervise Masters-level practicum and internship students and, in turn, have their supervision supervised by faculty. Doctoral counseling students will develop the clinical supervision skills needed for leadership positions in mental health, family counseling, social service agencies, school settings, business settings, and other mental health settings. The course requirements include, but are not necessarily limited to, the following:

1. Students will participate in demonstrations and other experiential activities as directed by the instructor during regularly scheduled classes. Students will also participate interactively in discussions of mutual concern regarding clinical supervision practice, both giving and receiving feedback to and from classmates as well as the instructor.
2. Students will provide direct clinical supervision to a minimum of two Masters-level practicum or internship students in the Dr. Maureen Duffy Family Enrichment Center on a weekly basis. The student is required to document the supervisory session on the *Counseling Supervision Internship – Supervision Log* (see Appendix 6). Audio/video taping is strongly recommended for each supervision session.
3. Students will be required to provide one 5-hour time period of supervision at the Dr. Maureen Duffy Family Enrichment Center per week for the entire course. The *Counseling Supervision Internship – Supervision Log* is to be included following each 5-hour block of supervision provided at the Dr. Maureen Duffy Family Enrichment Center. The *Counseling Supervision Internship – Supervision Summary Form* (see Appendix P on Canvas) should include the date, time, critical issues addressed, and any other information pertaining to the supervisory experience. The form is placed in the Portfolio. The faculty course instructor monitors and tracks the student's attendance and completion of supervisory hours.
4. This course includes five major goals: (1) to increase understanding of multiple clinical supervision models and apply them to supervisory sessions; (2) to develop and apply knowledge of multicultural issues in clinical supervision, in particular issues of gender, ethnicity, sexual orientation, and power differentials; (3) enhance and apply knowledge of critical clinical supervision skills (e.g. contracting, goal setting, and evaluation); (4) ensure client welfare through a thorough understanding of ethical and legal issues in clinical supervision; (5) demonstrate competence in other areas of clinical supervision, such as, use of self, boundaries between supervision and counseling, privileging the supervisees' voice, and differing supervisory styles.

Requirements for Counseling Leadership and Advocacy Internship (CSL 793)

Counseling Leadership and Advocacy Internship (CSL 793) facilitates for doctoral students to apply their knowledge and skills in leadership and advocacy in the counseling profession. During this course, students are expected to be actively involved in leadership and advocacy opportunities at the local, state, national and/or international levels. This course is designed to ensure students demonstrate the appropriate skills as identified by the CACREP standards. The course requirements include, but are not limited to, the following:

1. Students must complete 200 hours of field experience in a setting that facilitates the application of leadership and advocacy skills. Students will keep a log of all hours completed to include:
 - a. 100 hours of internship must include direct experience formulating, implementing, and or evaluating leadership and advocacy activities. Some of these activities may include: holding a leadership position in any counseling-related board such as ACA, FCA, ACES, SACES, FACES, CSI, BU-CSI, etc. It may also include the direct engagement in advocacy and social justice efforts.
 - b. 100 hours of can consist of activities related to the counseling leadership and advocacy internship process such as receiving individual supervision, receiving group supervision, documentation, training, and professional development.
2. Students must receive an hour of individual clinical supervision per week. They will also receive group supervision on a regular basis offered by a faculty member. This must be documented in the log of hours completed.
3. Students are expected to demonstrate an advanced level of knowledge and skills in the practice of counseling leadership and advocacy. Students will be evaluated using a rubric aligned with the CACREP standards and best practices.

Requirements for Advanced Counseling Practicum (CSL 794)

Advanced Counseling Practicum (CSL 794) provides doctoral students with experience in advanced counseling practice. These experiences are designed to allow students to demonstrate knowledge and skills in counseling as well as develop an area of professional counseling expertise in marital, couple, and family counseling/therapy. This course is designed to insure that students have the appropriate clinical skills as identified by the CACREP standard and to meet Florida licensure requirements for LMFT. The course requirements include, but are not necessarily limited to, the following:

1. Students must complete 100 hours of field experience in a counseling setting that provides significant opportunities to engage in marital, couple, and family counseling/therapy. Students will keep a log of all hours completed to include:
 - a. 40 hours must include marital, couple, and family counseling/therapy with the following categories of cases: Unmarried dyads, married couples, separating and divorcing couples, and family groups, including children.
 - b. 40 hours of practicum can consist of activities related to the practice of counseling, such as: group counseling, individual counseling, case preparation and discussion, supervision, treatment planning and note-writing, treatment team meetings, etc.
 - c. 20 hours must be spent on professional development activities, such as attendance at local, state, regional and national conferences, trainings, or workshops.

2. Students must receive one hour of individual clinical supervision per week. They will also receive regular group supervision offered by a faculty member. This will be documented in the log of hours completed.
3. Students are expected to demonstrate an advanced level of knowledge and skills in the practice of counseling with special attention to the practice of couple, marital, and family counseling/therapy. Students will be evaluated using a rubric of best practices.
4. Students are expected to provide direct counseling services, with a portion of their time (one day a week) spent seeing clients in the Dr. Maureen Duffy Family Enrichment Center (FEC), and the rest of their hours completed at an approved off-site placement.

Requirements for Counseling Teaching Internship (CSL 795)

This course will provide doctoral students experiences in counselor education and teaching. This experience is designed to allow students to develop an area of professional philosophy and expertise related to pedagogy and to develop collaborative relationships with program faculty in the area of teaching and instruction. In this culminating course students meet the Barry University mission's core commitments of knowledge and truth, inclusive community, social justice, and collaborative service: by engaging in seminar discussions; writing their philosophy of teaching; developing and implementing teaching units and lesson plans consistent with specific course content and considering learners' societal and cultural diversity and learning styles; and collaboratively engaging with the professional community. The course requirements include, but are not necessarily limited to, the following:

1. Students will be required to complete 200 hours of teaching or co-teaching experiences. These experiences may include face-to-face teaching, preparing for lectures, grading assignments, meeting with students, supervision-of-teaching with program faculty, and professional development in counselor education. Students will work as a teaching assistant to an assigned faculty member in the Counseling Department at Barry University. The student's teaching activities will include but are not limited to preparation for classes, research, and assessment of student performance, direct teaching, and other duties designated by the assigned faculty member. Students will be provided opportunities to use technology in the delivery of educational materials, including Power Point presentations.
2. It is a necessary procedure to document the total number of hours in Internship and total number of hours in specific Internship activities. Students are responsible for recording activity logs in LiveText FEM as part of their Teaching Portfolio. Your Teaching Portfolio is a compilation of your lesson plans, instructional units and related activities, self-assessments, supervisory feedback, supervisory evaluations, and student evaluations of instruction. No confidential or identifying information is to be included in the Teaching Portfolio. You are expected to bring your Teaching Portfolio to group as well as to individual or triadic supervision. The original Teaching Portfolio will be maintained as part of the student record, at Barry University.
3. Students are expected to either audiotape or videotape some class sessions during the course of the internship. Written informed consent and permission must be obtained from each student prior to taping the sessions. Every effort must be made to insure student confidentiality. Tapes will be reviewed during individual and group supervision.

APPENDICES

This section includes appendices referred to in this manual and other forms pertaining to the Program. The appendices begin on the next page.

Appendix 1

BARRY UNIVERSITY COUNSELING PROGRAM
Ph.D. in Counseling
ADVISING FILE ORGANIZATION AND CONTROL SHEET
(08-21-2004)

Student's Name: _____

Advisor: _____

Date of Admission: _____

LEFT SIDE OF FILE (From Top Down)

- Copy of Graduation Application.
- Final Dissertation Defense Memo.
- Proposal Defense Memo.
- Dissertation Committee Form.
- Yellow copies of registration form (chronological order most recent on top).
- Submission of Scholarly Paper or Workshop Proposal Form
- Copies of Student Discount or Tuition Remission Forms.
- Evidence used to confirm eligibility for discount or tuition remission (For example, letter from Principal).
- Change of Grade forms (if applicable).
- Miscellaneous correspondence and memos (chronological order most recent on top).

RIGHT SIDE OF FILE (From Top Down)

Copy of Transcript with Approval to Graduate verification.

- Advising Log.
- Doctoral Advisement Sheet.
- Masters Prerequisites Advising Sheet.
- Plan of Study.
- Program of Study Sequence Form (Prerequisites to be completed before commencing doctoral courses).
- Change of Program form (if applicable).
- Transfer of Credits memo (if applicable).
- Program Acceptance authorization form and/or letter.
- Barry University transcripts.
- Other application/admission materials:
 - GRE Scores
 - Letters of recommendation
 - Narrative of Professional Goals
 - Application
 - Admissions transcripts

TUITION DISCOUNT INFORMATION:

Ph.D. students:

Ten Percent (10%) TUITION DISCOUNT FORMS MAY ONLY BE SIGNED FOR **PH.D. STUDENTS** WHO ARE EMPLOYED FULL-TIME IN A PUBLIC, PRIVATE, OR PAROCHIAL SCHOOL AND WHO PRESENT

EVIDENCE TO THIS EFFECT. Acceptable evidence includes a statement on official letterhead signed by the school principal or a copy of a current employment contract with a school or school system. A copy of the evidence used to confirm eligibility for this discount must be included in this student file.

Appendix 2

Acknowledgment of Academic Requirements for Licensure or Certification *form*

I understand that: (1) Courses taken and/or transferred from other universities toward a Ph.D. may not meet academic requirements for licensure or certification. (2) It is my responsibility as the student and not the University's to monitor licensure and certification standards and to ensure my compliance. (3) Furthermore, I understand that it is my responsibility to make sure that all requirements for the appropriate degree are met in a timely fashion. (4) Any courses taken outside of the course requirements for meeting additional licensure or certification standards do not apply toward the requirements for the Ph.D. degree unless written acceptance of these credits towards the degree is given by the Program Director. (5) I have received instructions to access the Doctoral Counseling Program Manual.

STUDENT'S NAME (Print)

STUDENT'S SIGNATURE

DATE

ADVISOR'S NAME (Print)

ADVISOR'S SIGNATURE

DATE

Appendix 4

COUNSELING PROGRAM - DOCTORAL PLAN OF STUDY

Instructions: With the assistance of your Program Advisor, map out a plan of study. This plan is subject to change, depending upon course availability and/or other scheduling changes.

STUDENT'S NAME:

ADMISSION DATE:

FALL 20__	SPRING 20__	SU I 20__	SU II 20__
CREDITS:			
FALL 20__	SPRING 20__	SU I 20__	SU II 20__
CREDITS:			
FALL 20__	SPRING 20__	SU I 20__	SU II 20__
CREDITS:			
FALL 20__	SPRING 20__	SU I 20__	SU II 20__
CREDITS:			TOTAL CR:

STUDENT SIGNATURE: _____ DATE: _____
 ADVISOR SIGNATURE : _____ DATE: _____

Appendix 5

COUNSELING DOCTORAL PROGRAM COURSE ROTATION: MIAMI SHORES

PLEASE NOTE THAT THIS COURSE ROTATION IS SUBJECT TO CHANGE BASED ON PROGRAM AND STUDENT NEEDS.

Admitted Odd # Year	Admitted Even # Year
ACADEMIC YEAR I	ACADEMIC YEAR I
FALL	FALL
CSL 765 Advanced Professional Issues in Counseling	CSL 740 Leadership in Counseling and Counselor Education
CSL 729 Counseling for Change	CSL 729 Counseling for Change
SPRING	SPRING
CSL 758 Advanced Counseling Procedures	CSL Advanced Counseling Procedures
CSL 763 Advanced Family Systems Theory	CSL 761 Advanced Multicultural Issues in Counseling
SUMMER	SUMMER
CSL 768 Advanced Appraisal Techniques	CSL 768 Advanced Appraisal Techniques
CSL 798 Seminar in Counseling	CSL 798 Seminar in Counseling
ACADEMIC YEAR II	ACADEMIC YEAR II
FALL	FALL
CSL 767 Advanced Counseling Techniques with Families	CSL 765 Advanced professional Issues in Counseling
CSL 740 Leadership in Counseling and Counselor Education	CSL 767 Advanced Counseling Techniques with Families
SPRING	SPRING
CSL 784 Counseling Supervision	CSL 784 Counseling Supervision
CSL 761 Advanced Multicultural Issues in Counseling	CSL 763 Advanced Family Systems Theory
SUMMER	SUMMER
HSE 707 Quantitative Methods of Inquiry	HSE 707 Quantitative Methods of Inquiry
CSL 794 Advanced Counseling Practicum	CSL 794 Advanced Counseling Practicum

ACADEMIC YEAR III	ACADEMIC YEAR III
FALL	FALL
CSL 786 Advanced Counseling Supervision Internship	CSL 786 Advanced Counseling Supervision Internship
HSE 705 Qualitative Methods of Inquiry	HSE 705 Qualitative Methods of Inquiry
SPRING	SPRING
CSL 795 Teaching Internship	CSL 795 Teaching Internship
HSE 706 Advanced Qualitative Methods of Inquiry or HSE 708 Advanced Quantitative Methods of Inquiry	HSE 706 Advanced Qualitative Methods of Inquiry or HSE 708 Advanced Quantitative Methods of Inquiry
SUMMER	SUMMER
HSE 706 Advanced Qualitative Methods of Inquiry or HSE 708 Advanced Quantitative Methods of Inquiry	HSE 706 Advanced Qualitative Methods of Inquiry or HSE 708 Advanced Quantitative Methods of Inquiry
ACADEMIC YEAR IV	ACADEMIC YEAR IV
FALL	FALL
Comprehensive Examination	Comprehensive Examination
CSL 796 Dissertation Seminar	CSL 796 Dissertation Seminar
SPRING	SPRING
CSL 797 Dissertation	CSL 797 Dissertation
SUMMER	SUMMER
CSL 800 Continuous Matriculation	CSL 800 Continuous Matriculation

Student is required to register for CSL 800 Continuous Matriculation for each subsequent semester until the dissertation is completed.

ADDITIONAL DOCUMENTS AND FORMS FOR DOCTORAL PRACTICUM AND INTERNSHIP

The most updated versions of the doctoral practicum and internship forms are accessible through the Practicum and Internship Placement Site on Canvas. Once students apply for CSL 794 Advanced Practicum, CSL 795 Counseling Teaching Internship, CSL 793 Counseling Leadership and Advocacy Internship, or CSL 786 Counseling Supervision Internship they have access to the most current information through Canvas.