Florida International University
College of Education

Student Handbook for
Counselor Education Program

2012-2013
The faculty, administration, and staff of the Department of Leadership and Professional Studies welcome you to the College of Education and Florida International University. We hope your academic and professional experiences with us are positive and fulfilling as you embark on your chosen career as a professional counselor and begin one of our Counselor Education Programs. This Student Handbook provides information regarding program curricula, faculty, performance outcomes, program and university policies, professional associations, and student services.

We look forward to seeing you in classes and getting to know you better. Should you need further information, please feel free to contact any of us.

Sincerely, Counselor Education Program Faculty

Program Address
Counselor Education Program at Florida International University
College of Education
Department of Leadership and Professional Studies
11200 SW 8th Street ZEB 247 A
Miami, FL 33199
305-348-3506
305-348-1515 (fax)
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ABOUT THE UNIVERSITY

Florida International University is one of America's most dynamic young universities. Since opening in 1972, FIU has achieved many benchmarks of excellence that have taken other universities more than a century to reach. The University has a nationally renowned full-time faculty, known for their outstanding teaching and cutting edge research; students from throughout the U.S. and more than 130 foreign countries; and its alumni have risen to prominence in every field and are a testament to the University's academic excellence.

A member of the State University System of Florida, FIU is a research university offering a diverse selection of undergraduate, graduate and professional programs. Through its 21 colleges and schools, FIU offers more than 200 baccalaureate, master's, and doctoral degree programs in more than 280 majors, conducts basic and applied research, and provides public service. Committed to both quality and access, FIU meets the educational needs of traditional students as well as the increasing number of part-time students and lifelong learners. Interdisciplinary centers and institutes at the University conduct research and teaching that address economic and social concerns.

FIU currently has about 44,000 students, about 900 faculty and over 160,000 alumni, making it the largest public university in South Florida. FIU has been ranked among the top 100 public national universities in the U.S. News & World Report annual guide to "America's Best Colleges." FIU was the youngest institution in the group. The magazine has reported that FIU students are among the least indebted college students in the nation and recognized the University as a "best buy" in higher education. In 1998, Kiplinger's Personal Finance Magazine ranked FIU as the country's 18th best value in public higher education. FIU was named one of the top 10 public commuter colleges in the U.S. in the 1995 edition of Money Guide, an annual report published by Money Magazine, and has been cited in several other of the country's leading college guides. FIU is a member of Phi Beta Kappa, the country's oldest and most distinguished academic honor society.

HISTORY

FIU was established by the Florida legislature in 1965. Classes began in September 1972, with 5,667 students enrolled in upper-division and graduate programs, the largest opening day enrollment in the history of American higher education. In 1981, the University added lower-division classes for freshmen and sophomores, expanding its enrollment capacity. In 1984, the University received authority to begin offering degree programs at the doctoral level; these programs received Level IV accreditation from the Southern Association of Colleges and Schools (SACS) in 1986. In 2000, the Carnegie Foundation for the Advancement of Teaching reclassified FIU as a Research Extensive University. The institutions in the Research Extensive University category offer a full range of baccalaureate programs, graduate education through the doctoral level (and confer doctorates in more than five disciplines), and are committed to research.
CAMPUS

FIU has two major campuses, Modesto Maidique in western Miami-Dade County and the North Campus on Biscayne Bay in north east Miami-Dade County, and an academic site that serves Broward County, in Pembroke Pines, and a third academic site in Homestead in southern Miami-Dade County. Courses in the Counseling Programs are typically offered at the Western Miami-Dade, Modesto Maidique campus.

TUITION

The State University System Board of Regents as required by the Florida law establishes tuition and fees, and they are subject to change. Graduate students will be assessed the following fees per credit hour effective Fall 2012.

<table>
<thead>
<tr>
<th>Per Credit Hour</th>
<th>Graduate Prior to Fall 2006</th>
<th>Fall 2006 or After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resident</td>
<td>Non-Res</td>
</tr>
<tr>
<td>Tuition - Resident</td>
<td>$335.38</td>
<td>$335.38</td>
</tr>
<tr>
<td>Tuition - Differential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition - Non Resident</td>
<td>$480.08</td>
<td>$480.08</td>
</tr>
</tbody>
</table>

Total Tuition: $335.38 $815.46 $351.31 $831.39
Total Fees: $69.25 $93.25 $70.85 $94.85
Total Per Credit Hour: $404.63 $908.71 $422.16 $926.24

FINANCIAL AID

Financial aid is in the form of grants, scholarships, assistantships, fellowships, loans and work-study. These are awarded on the basis of academic achievement and/or financial need. Students are encouraged to view the Financial Aid website at: http://finaid.fiu.edu/. There are a limited number of scholarships and assistantships available in the Department and in other divisions in the School of Education. Anyone interested should review the website and complete an application, which must be endorsed by a faculty member. Please see http://education.fiu.edu/ogs/ga.html. The Faculty and Chairperson review the applicants, and positions are offered based on availability. Annually, a graduate student will be offered an Assistantship and will work closely with a faculty member on research.
COUNSELOR EDUCATION FACULTY

Full-time Counseling Faculty

Maureen C. Kenny, Ph.D., N.C.C., Professor of Counselor Education
Program Director of Counselor Education Program, Program Leader – Clinical Mental Health Counseling, (305-348-3506, kennym@fiu.edu)
Research Interests: Trauma in children and adult survivors; professional and child abuse reporting; prevention of child sexual abuse; working with Latino families.

Adriana G. McEachern Ph.D., LMHC, NCC, CRC, Associate Professor of Counselor Education
Program Leader – Rehabilitation and School Counseling Programs
(305-348-3391, mceacher@fiu.edu)
Research Interests: Multicultural issues and counseling; child abuse, exceptional student education and exceptional students.

Marilyn J. Montgomery, Ph.D., Associate Professor, Counselor Education (on sabbatical)
Clinical Coordinator
(305-348-2096, montgomm@fiu.edu)
Research Interests: Positive youth development, alcohol abuse, adolescent identity, gender and multicultural issues.

Isaac Burt, Ph.D., Assistant Professor, Counselor Education
(305-302-1793, iburt@fiu.edu)
Research Interests: Social justice for historically marginalized populations; adolescent self-efficacy; culturally sensitive treatments for youth; redefining anger management groups in schools and relationship decision making.

Valerie Russell, Ph.D., Assistant Professor, Counselor Education
(305-348-3865, verussel@fiu.edu)
Research Interests: Ethical issues in counseling, counseling supervision, staff development, research methods, community counseling, multicultural issues in counseling, psychosocial aspects of disability, criminal justice offenders with disabilities, substance abuse issues.

Adjunct Faculty


Rowena Ramnath-Fernandez, Psy.D., Psychologist, Forensic Coordinator, Interim Outreach Coordinator, Counseling and Psychological Services Center, Florida International University, Miami, Florida

Ana Maria Rey, Psy.D., Psychologist, Miami-Dade County Public Schools, Miami, Florida

Jane Ruprecht, Ph.D., Teacher/Counselor, New Beginnings Alternative, 4-12th Grade, Immokalee, Florida

Gloria Montes de Oca, Ph.D., Psychologist, Private Practice, Kendall and North Miami Beach, Florida.
DEPARTMENT INFORMATION & POLICIES

The Department of Leadership and Professional Studies, housed in the College of Education, offers a variety of programs to prepare teachers, professional counselors and school psychologists to work in school, community and rehabilitation settings. In addition to the Masters of Science in Counselor Education, the department also offers a Specialist degree in School Psychology, Masters degrees in Adult Education, Educational Leadership, Higher Education Administration, Recreation and Sport Management, and Urban Education. Doctoral degrees are available in some of these areas as well.


The department has over 26 full time faculty representing culturally and ethnically diverse backgrounds. They have been educated in some of the best universities in the country. In addition, they have considerable years of experience in their related fields.

Special Student Status

Students who have not been officially admitted into the program may enroll for a maximum of 12 credits as a "Special Student." However, upon admissions into the program, students must obtain an "Inclusion/Exclusion Form" from the Registrar's Office, complete it with their advisor, and file it with the registrar in order for these credits to be counted toward the degree requirements.

Physically or Psychologically Challenged Students

Students with disabilities who will need auxiliary aids or services to fully participate in the educational program should register with the Office of Disability Services prior to the beginning of the first term for which assistance is requested. Students shall be requested to provide current, appropriate documentation of their impairment or disability. Upon appropriate certification, the Office of Disability Services will provide the required services. The Office is located in GC 190 on the Modesto Maidique Campus (305-348-3532) and in the Wolfe University Center 131 at the Biscayne Bay Campus (305-919-5345).

Endorsement Policy

All counseling students who complete their practicum and internship hours are provided with a letter of endorsement by their faculty supervisor verifying location, hours, and clinical experience. School Counseling students can then submit this letter to the Department of Education for school counselor certification. Clinical Mental Health Counseling students submit this letter to the Florida Board of Clinical Social Work, Marriage & Family Therapy, & Mental Health Counseling for the purposes of licensure. These letters demonstrate that the students have completed clinical experiences required by the degree.

In addition, students may sometimes require a letter for employment (i.e. letter of recommendation) verifying the completion of degree requirements. Faculty will provide these letters based on student’s requests and at faculty discretion.
Student Services

The University’s Division of Student Affairs offers various services for students through their campus offices. These include The Counseling and Psychological Services Center, the Office of Disability Services for Students, the Health and Wellness Center, International Student and Scholar Services, Judicial and Mediation Services, Multicultural Programs and Services, Student Government, Victim Advocacy Center, the Volunteer Action Center, and the Women’s Center. See FIU’s Student Handbook for more information.

Transfer of Credit

Not more than 6 semester hours of credit from another institution may be used to satisfy program requirements. The institution must be accredited and have a graduate degree program approved by the Florida Department of Education for Guidance (PK-12) Certificate. The approval of any transfer credit is at the Program Advisor’s and the Dean of Graduate School’s discretion. Acceptance of transfer credits for a course is dependent upon the following provisions: the student received a grade of 3.0 or better on a 4.0 scale, the course was taken at an accredited institution, the course was relevant as judged by the admissions committee of the department or program, to the graduate program in which the student is accepted, the course is listed on an official transcript received by the Office of Admissions, the course was completed within the six years preceding admission to the program (does not apply to credits earned as part of a completed graduate degree).

Due Process Policy

Given the unique nature of the field of counseling, requiring mastery of cognitive skills and demonstration of relevant and appropriate interpersonal skills, the faculty retains the right to ‘counsel out’ of the program and/or not recommend for internship placement any student whose level of interpersonal competence is considered incompatible with that required for effective functioning as a counseling practitioner.

When a student is identified, the following process is followed:

a. Student meets with the Advisor to discuss issues, concerns, and/or inappropriate behaviors.
b. Student and Advisor meet with the Chair of the Department and Program Director to discuss the problem.
c. A plan for remediation, if warranted, is developed for the student with a specific timeline for completion. At the end of the timeline, the student’s plan and behavior is re-evaluated.
d. At that point, a decision is made regarding the disposition of the student and whether to allow the student to 1) continue the program, 2) withdraw, or 3) seek admission into an alternative discipline.

Review of Student Progress

In addition to evaluation techniques utilized in courses (i.e. exams, papers, presentations), the Counselor Education faculty review the progress of every student enrolled in the program. At the monthly Counselor Education faculty meetings, faculty review the progress of several students who are selected at random. The faculty’s perception of the students’ progress is documented on the Review of Student Progress Form (See Appendices). Each faculty member contributes input based on the student’s academic performance, personal and professional behavior in class, ability to get along with peers, openness to feedback and constructive criticism, as well as other aspects of their functioning as a future counselor. This information is recorded on the Student Progress Form and placed in the student’s academic file. The student’s progress will be discussed with him or her during the next scheduled advising session. If the student displays poor academic performance, inappropriate behavior or behavior not becoming of a professional counselor, an action plan is developed. The student will be notified by his or her faculty advisor and the action plan is then discussed with the student. The
faculty reserve the right to monitor any student’s progress at any time during their enrollment in the program and to discuss problematic students on a continuous basis.

**Advisement**

All students enrolled in the Counselor Education programs are required to meet at least once a semester with their faculty advisor to review their program of study. At these meetings, advisement forms will be completed and the student will be given a copy. It is the responsibility of the student to schedule these advisement meetings.

**Academic Warning, Probation and Dismissal- FIU Policy**

**Warning**: A graduate student whose cumulative GPA falls below a 3.0 (graduate) will be placed on warning, indicating academic difficulty.

**Probation**: A graduate student on warning whose cumulative GPA falls below a 3.0 (graduate) will be placed on probation, indicating serious academic difficulty. The College/School of the student on probation may indicate conditions, which must be met in order to continue enrollment.

**Dismissal**: A graduate student on probation whose cumulative and semester GPA’s fall below a 3.0 will be automatically dismissed from his or her program and the University. A graduate student will not be dismissed prior to attempting a minimum of 12 hours of coursework as a graduate student. The student has ten working days to appeal the dismissal decision. The appeal must be made in writing to the Dean of the College or the School in which the student is admitted. The dismissal from the University is for a minimum of one year. After one year, the student may reapply for re-admission (see re-admission) to the University in the same or a different program, or register as a non-degree seeking student. Dismissed students applying for re-admission or registering as non-degree seeking students are placed on academic probation.

**Academic Appeals/Student Grievance Procedures**

Preamble: Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include but are not limited to: failure to abide by the state policies and procedures articulated in a syllabus, unprofessional classroom practice, arbitrary and capricious awarding of grades, failure to respect a student’s right to privacy, and discrimination based on age, sex, religion, race, marital status, national origin, or disability. The last category, discrimination, will be handled by the EOP Office, following procedures developed in compliance with the Florida Equity Act. This document outlines the procedures by which student grievances are to be handled. It is designed as a University wide policy to replace the various individual unit policies and the “Student Grievance Procedure” outlined in the University Student Handbook. This policy will be in effect as of April 1, 1992. The student Government Council has an Advisory Branch to counsel and assist students in grievance procedures decisions. Students may contact the SGA office for more information.

**Application for Graduation**

Students who plan to graduate must submit to the Office of the Registrar an Application for Graduation form. This form should be submitted before the last day of classes of the academic semester prior to graduation. Application deadlines can be found by referring to the Academic Calendar on the Registrar’s homepage at http://registrar.fiu.edu/. Students turning in the Application for Graduation after the deadline will graduate the following semester. There is no charge for applying for graduation.
Students must be enrolled for at least one semester hour the semester that they intend to graduate. Students who do not graduate must re-apply for graduation and complete the remaining requirements needed for graduation. The application can be found on the registrar’s office webpage, http://registrar.fiu.edu/.
COUNSELOR EDUCATION PROGRAM POLICIES, CURRICULA, AND DESCRIPTIONS

The College of Education offers the Master of Science in Counselor Education with three specialization majors. These include Clinical Mental Health Counseling, School Counseling, and Rehabilitation Counseling.

The majors follow a competency-based model, the early part of which is largely generic in nature. It is concerned with the development of knowledge and skills in the areas of individual and group counseling, consultation, preventive mental health, educational-vocational development, client appraisal systems intervention, and model program organization and evaluation. The latter part of the program is more differentiated and enables a specialization in Clinical Mental Health, School, or Rehabilitation Counseling.

Students should be advised that a substantial amount of time is spent in fieldwork to meet practicum and internship requirements. Students should plan for this fieldwork to be during the day rather than during the evening. (This is especially important for students who wish to be certified in school counseling). Program completion is not compatible with full time employment. Although most of the courses are offered in the evening, the fieldwork experiences are most commonly completed during daytime hours. Fieldwork must also be completed in the local, tri-county area (i.e., Miami-Dade, Broward, Palm Beach).
CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Overview and Mission Statement

The Master of Science in Counselor Education, Clinical Mental Health Counseling Major, is nationally accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and meets the curriculum requirements as outlined by the Florida Department of Medical Quality Assurance and the American Counseling Association.

The Counselor Education Program is housed within the Department of Leadership and Professional Studies in the College of Education. The College is an urban, multicultural setting which reflects both the student body of the program as well as the diversity of the clients who will be served by our graduates.

Our mission is to prepare competent mental health counselors to significantly impact diverse individuals in a variety of settings (e.g., hospital, agencies, private practice). Our program trains counselors to meet the challenges involved in working in a multiethnic, multicultural, and urban environment. The second part of our mission is to provide both educational experiences that emphasize multiculturalism in practice and theory as well as opportunities for professional and personal growth. Finally, it is our intent to produce ethical and responsible mental health counselors who function to help others achieve positive personal change.

The Clinical Mental Health Counseling program requires the completion of 60 semester hours of academic work beyond the baccalaureate degree and includes four major components: Counseling Core, Clinical Mental Health Specialization, Measurement and Research, and Clinical Experience.

- **Counseling Core (27 credits).** These courses are designed to advance the theoretical and practical application of counseling skills and techniques in the areas of individual and group counseling, as well as systems interventions. These courses include: Counseling Skills & Techniques, Human Development, Personality Theories, Legal, Ethical, & Professional Issues in Counseling, Group Counseling, Educational & Vocational Counseling, Cross Cultural Counseling, Counseling Children and Adolescents, Crisis Counseling.

- **Clinical Mental Health Specialization (15 credits).** These courses are designed to provide a focus on topics most pertinent to working with clients presenting with a variety of concerns in Mental Health settings. These courses include: Foundations of Mental Health, Counseling & Consultation in Community Settings, Adult Psychopathology, Human Sexuality Counseling, Substance Abuse Counseling.

- **Measurement & Research (6 credits).** These courses are designed to provide students with a broad base of research methods, statistics, and applications of assessment instruments. These courses include: Foundations of Educational Research, Measurement & Appraisal in Counseling.

- **Clinical Experience (12 credits).** These courses occur at the end of the training program and are designed to provide students with the opportunity to practice the knowledge and skills acquired in the program. Interns will participate in activities equal to that of a regular Mental Health Counselor, but with close university and site supervision. These courses include: Advanced Practicum in Counseling, Supervised Field Experience in Counseling.

Students are also responsible for meeting academic program requirements and deadlines and are therefore advised to meet with their faculty advisor on a regular basis. The program curricula and requirements are subject to change at any time.
Clinical Mental Health Counseling Program Objectives

To prepare competent and ethical mental health counseling professionals who:

1. Understand and act according to the ethical principles of the American Counseling Association (2005) and the legal guidelines of Florida Statutes 455 and 491, Rule Ch. 61F4 (1994), and 491.0045 (1998).

2. Understand the wide variety of theories and techniques of counseling with the inherent assumptions regarding the nature of mankind.

3. Address and respond to the impact of culture and ethnicity on the practice of counseling and consultation.

4. Function as program evaluators and interpreters/consumers of empirical research in the field of counseling.

5. Recognize the value and importance of on-going self-analysis, self-improvement and life-long learning.

6. Understand, master, and apply subject matter from the following areas:

   a. Personality and counseling theories and practice
   b. Human development theories
   c. Psychopathology, diagnosis, and treatment planning
   d. Human sexuality theory
   e. Group theories and practice
   f. Measurement and appraisal
   g. Research concepts and applications
   h. Career and vocational counseling
   i. Crisis counseling and interventions
   j. Legal, ethical, and professional standards
   k. Multicultural and cross-cultural counseling

7. Are able to engage in the pursuit of new knowledge in the profession of mental health counseling.
Admissions Requirements

All applicants must submit an application to the Office of Graduate Admissions, Modesto Maidique Campus, PC 230, Miami, Florida 33199. The applicant must submit all academic transcripts and pay the appropriate fees. Letters of recommendation, autobiographical sketch and resume, should also be submitted to the Office of Graduate Admissions, Modesto Maidique Campus, PC 230, Miami, Florida 33199.

Candidates are judged on the basis of multiple criteria. These include:

1. Grade point average. A minimum of 3.2 or higher in upper division coursework (at least 60 semester hours). If the applicant already possesses a master’s degree then the grade point average of this degree may also be considered.
2. Quality of written recommendations. The committee has not prepared explicit criteria for evaluating written references. However, a recommendation would be considered marginal if the candidate were recommended with reservations. A recommendation would be considered inappropriate if it spoke of personal characteristics unrelated to the area in which the student is applying. A recommendation would be considered poor if a negative recommendation came from a faculty member who had knowledge of the candidate’s work or ability as a potential graduate student.
3. Evidence of related educational background and experiences
4. Evidence of applicant’s clarity in presenting their ideas and thoughts in an autobiographical sketch
5. Willingness to commit oneself to the time (including time for field experience) necessary for training
6. Evidence of professionalism and maturity
7. Recent resume
8. A personal interview with the Admissions Committee. The Admissions Committee considers the interpersonal qualities and responses of each candidate during the personal interview. During the interview, the Committee makes a decision based on a set of established criteria as to the candidate's competence and potential as a future practitioner in counseling.

A student who meets these minimum requirements is not automatically assured admission. Given the unique nature of the field of counseling, which requires the mastery of cognitive skills and the demonstration of relevant and appropriate interpersonal skills, the faculty retains the right to deny admission to the program for any candidate whose level of interpersonal competence is considered incompatible with that required for effective functioning as a counseling practitioner. This might be evidenced by poor academic performance, inappropriate behavior, or behavior not becoming of a professional counselor or lack of fit between student interests and program emphasis.

Program admissions requirements are subject to change; therefore it is the responsibility of the student to assure that he/she has met the requirements. To ensure a Fall semester admission, students are advised to submit their applications by June 1; for Spring admissions, by October 1; and Summer admissions, March 1.

Since it is the student’s responsibility to assure that all admissions materials are in the file, they are advised to contact the Department of Leadership and Professional Studies (305-348-2382) to check on the status of their application.

Applicants with Out of Field Majors

Students seeking admission to the program in Clinical Mental Health Counseling with an “out of field major” (non-psychology) are required to successfully complete 9 hours of prerequisite psychology courses (unless similar courses were taken during their undergraduate degree program). All prerequisite courses must be completed with a minimum grade of ‘C’ in each course and a cumulative grade point average of 3.0 for all courses taken. Courses may be taken prior to admission to the graduate program. All prerequisite courses are three credits. They are as follows:
<table>
<thead>
<tr>
<th>Corresponding FIU Courses</th>
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</thead>
<tbody>
<tr>
<td>Introduction to psychology</td>
</tr>
<tr>
<td>Statistics</td>
</tr>
<tr>
<td><strong>AND</strong> one of the following:</td>
</tr>
<tr>
<td>Educational Psychology <strong>OR</strong></td>
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<tr>
<td>Abnormal Psychology <strong>OR</strong></td>
</tr>
<tr>
<td>Personality Theories</td>
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**Graduation Requirements**

1. Master’s program students must maintain an overall GPA of 3.0 to graduate. No grades of C- or less received in courses that are part of a masters program of study will be accepted toward graduation.
2. Students must have received a grade of “B” or higher in MHS 6800, Advanced Practicum in Counseling and MHS 6820, Supervised Practices in Counseling (internship) in order to graduate.
3. Students must successfully pass the Comprehensive Exam (CPCE), which is offered once each semester (for those admitted beginning Fall 2006). Qualifying scores and remediation practices are described later in this handbook.
Program of Study

All students admitted to the program beginning Fall 2000 to present will follow the course of study outlined below. This program meets both the standards of CACREP and the Florida Department of Medical Quality Assurance.

Clinical Mental Health Counseling Major Curriculum

COUNSELING CORE (27 credits)  
Credit Hours

EDP 6506 Human Development: Across the Lifespan 3
MHS 5400 Counseling Skills & Techniques (the pre-req for all other classes) 3
MHS 6802 Personality Theories 3
MHS 6700 Legal, Ethical, & Professional Issues in Counseling 3
MHS 6511 Group Counseling 3
MHS 5350 Educational & Vocational Counseling 3
MHS 6428 Cross Cultural Counseling 3
SDS 6411 Counseling Children and Adolescents 3
SDS 5460 Crisis Counseling 3

MEASUREMENT & RESEARCH (6 credits)

EDF 5481 Foundations of Educational Research 3
MHS 6200 Measurement & Appraisal in Counseling (EDF 5481 pre-req) 3

SPECIALIZATION (15 credits)

MHS 6020 Foundations of Mental Health 3
MHS 6411 Counseling & Consultation in Community Settings 3
MHS 6427 Adult Psychopathology 3
MHS 6470 Human Sexuality Counseling 3
MHS 6450 Substance Abuse Counseling 3

CLINICAL EXPERIENCES (12 credits)

MHS 6800 Advanced Practicum in Counseling 3
MHS 6820 Supervised Field Experience in Counseling 9

TOTAL 60

Recommended Sequence of Courses

Students are encouraged to enroll in a minimum of 9 semester hours during the fall, spring, and summer semesters as this is considered full-time. Students should begin with the following courses, MHS 5400, MHS 6802, MHS 6700, EDP 6277, & EDF 5481. The practicum must be completed satisfactorily before students can enroll in the internship.
SCHOOL COUNSELING PROGRAM

Overview and Mission Statement

The Master of Science in Counselor Education, School Counseling Major, is nationally accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and is approved by the State of Florida Department of Education, the Florida Board of Regents, and by the National Council for the Accreditation of Teacher Education (NCATE).

The Counselor Education Program is housed within the Department of Leadership and Professional Studies in the College of Education. The College is an urban, multicultural setting which reflects both the student body of the program as well as the diversity of the clients who will be served by our graduates.

Our mission is to prepare competent school counselors to significantly impact diverse individuals in a variety of settings (e.g., those at the elementary, middle, and/or high school levels). Our program trains counselors to meet the challenges involved in working in a multiethnic, multicultural, and urban environment. The second part of our mission is to provide both educational experiences that emphasize multiculturalism in practice and theory as well as opportunities for professional and personal growth. Finally, it is our intent to produce ethical and responsible school counselors who facilitate learning, development, and achieve positive change within urban, diverse school settings.

The School Counseling program requires the completion of 57 semester hours of academic work beyond the baccalaureate degree and includes four major components: Counseling Core, School Specialization, Professional Studies, and Clinical Experience.

- **Counseling Core (24 credits).** These courses are designed to advance the theoretical and practical application of counseling skills and techniques in the areas of individual and group counseling, as well as systems interventions. These courses include: • Counseling Skills & Techniques • Human Development • Personality Theories • Legal, Ethical, & Professional Issues in Counseling • Group Counseling • Educational & Vocational Counseling • Cross Cultural Counseling • Measurement & Appraisal in Counseling
- **School Specialization (15 credits).** These courses are designed to provide a focus on topics most pertinent to working with students presenting with a variety of concerns in school settings. These courses include: • Organization and Administration of School Counseling • Counseling Children and Adolescents • Crisis Counseling and Interventions • Family, School Collaboration and Consultation • Education of Students with Exceptionalities
- **Professional Studies (6 credits).** These courses are designed to provide students with a broad base of research methods and foundations found in education. These courses include: • Foundations of Educational Research • Psychological Foundations of Education
- **Clinical Experience (12 credits).** These courses occur at the end of the training program and are designed to provide students with the opportunity to practice the knowledge and skills acquired in the program. Interns will participate in activities equal to that of a regular School Counselor, but with close university and site supervision. These courses include: • Advanced Practicum in Counseling • Supervised Field Experience in Counseling

The prospective student should be advised that a substantial amount of time is spent in field work to meet practicum and internship requirements. The practicum requirement (105 hours) is the equivalent of one workday per week spent in a field placement during one academic semester. The internship (600 hours) is the equivalent of a full-time work (five days per week) experience for the period of one academic semester. The student should plan for this fieldwork to be during the day, rather than during evening hours, as the field experiences must be completed in an elementary, middle, or secondary school setting.
Students are also responsible for meeting academic program requirements and deadlines and are therefore advised to meet with their faculty advisor on a regular basis. The program curricula and requirements are subject to change at any time.

**School Counseling Program Objectives**

To prepare competent and ethical school counseling professionals who:

1. Understand and act according to the ethical principles of the American Counseling Association (2005), the American School Counselor Association (2004), and the legal guidelines of Florida Statutes 455 and 491, Rule Ch. 61F4 (1994), and 491.0045 (1998).

2. Understand the knowledge base and how it is organized within the structure of school counseling.

3. Use a variety of guidance and counseling approaches, interventions, and methods including technological innovations to promote learning and change.

4. Are ready to work effectively with and demonstrate sensitivity toward individuals from diverse populations (i.e., ethnic, racial, cultural, gender, sexual/affectional, class, age, disability, and/or spiritual/religious).

5. Recognize the value and importance of on-going self-analysis, self-improvement and life-long learning.

6. Understand, master, and apply subject matter from the following areas:
   a. Individual and group counseling skills, techniques, and theories
   b. Human development theories
   c. Measurement and appraisal in counseling
   d. Educational and career development
   e. Consultation approaches and interventions
   f. Guidance Coordination functions and activities
   g. Multiculturalism and counseling diverse populations
   h. Crisis counseling and interventions
   i. Research and evaluation methods in school guidance and counseling
   j. Legal, ethical, and professional issues in counseling

7. Are able to engage in the pursuit of new knowledge in the profession of school counseling.

8. Have had opportunities to interact with faculty in a variety of ways (i.e., advisement and career counseling, research projects, presentations at conferences, mentoring, student and professional associations).

**Admission Requirements**

All applicants must submit an application to the **Office of Graduate Admissions, Modesto Maidique Campus, PC 230, Miami, Florida 33199**. The applicant must submit all academic transcripts and pay the appropriate fees. Letters of recommendation, autobiographical sketch and resume, should also be submitted to the **Office of Graduate Admissions, Modesto Maidique Campus, PC 230, Miami, Florida 33199**.

Candidates are judged on the basis of multiple criteria. These include:
1. A passing score on all sections of the General Knowledge (GK) Exam (or the CLAST for students entering program after July 1, 2002). A combined score of 1000 on the Verbal and Quantitative sections of the GRE may be accepted in lieu of the GK for admission purposes.

2. GPA of 3.2 (B) or higher in upper division coursework (at least 60 semester hours) are required for admissions. All stated admissions requirements are to be considered minimums.

3. Three letters of recommendations (at least one from academic sources and one from work or volunteer experience). A recommendation would be considered inappropriate if it spoke of personal characteristics unrelated to the area in which the student is applying. A recommendation would be considered poor if a negative recommendation came from a faculty member who had knowledge of the candidate’s work or ability as a potential graduate student.

4. Evidence of applicant’s clarity in presenting their ideas and thoughts in an autobiographical sketch.

5. Willingness to commit oneself to the time (including time for field experience) necessary for training.

6. Evidence of professionalism and maturity.

7. Recent resume.

8. A personal interview with the Admissions Committee. The Admissions Committee considers the interpersonal qualities and responses of each candidate during the personal interview. During the interview, the Committee makes a decision based on a set of established criteria as to the candidate's competence and potential as a future practitioner in counseling.

A student who meets these minimum requirements is not automatically assured admission. Given the unique nature of the field of counseling, which requires the mastery of cognitive skills and the demonstration of relevant and appropriate interpersonal skills, the faculty retains the right to deny admission to the program for any candidate whose level of interpersonal competence is considered incompatible with that required for effective functioning as a counseling practitioner. This might be evidenced by poor academic performance, inappropriate behavior, or behavior not becoming of a professional counselor.

Program admissions requirements are subject to change; therefore it is the responsibility of the student to assure that he/she has met the requirements. To ensure a Fall semester admission, students are advised to submit their applications by April 1; for Spring admissions, by October 1. Admission decisions are made on a rolling basis once the applicant’s file is complete.

Since it is the student’s responsibility to assure that all admissions materials are in the file, they are advised to contact the Department of Leadership and Professional Studies (305-348-2382) to check on the status of their application.

**Applicants with Out of Field Majors**

Students seeking admission to the program in School Counseling with an “out of field major” (non-education) and/or who do not hold a Florida Teacher's Certificate are required to successfully complete 15 credit hours of corequisite education courses at the graduate level during the counseling program (unless similar courses were taken during their undergraduate degree program). These professional education courses (covering social, historical, and philosophical foundations; classroom management; general methods of teaching; TESOL, and; reading) are required by the Florida State Department of Education in order to meet state certification requirements. They must also pass the Florida Professional Educational teacher Competency Examination. Students who plan on working in a state other than Florida are advised to check the certification requirements of the particular state. Certification is an individual, personal responsibility. Courses that satisfy these requirements include:

**Social, Philosophical, & Historical Foundations (choose one):**
EDF 6608 Social, Philosophical, & Historical Foundations of Ed
Classroom Management (choose one):
EDP 5255 Classroom Management
EEX 5608 Behavioral Approaches to Classroom Learning and Mgmt

General Methods of Teaching (choose one):
EDG 5414, EDA 6061, EDE 6205, EDG 6250

TESOL:
TSL 5361c TESOL for Secondary Teachers

Reading (choose one):
RED 5339 Subject Related Reading
RED 6336 Reading in the Content Area

**Graduation Requirements**

1. Master’s program students must maintain an overall GPA of 3.0 to graduate. No grades of C- or less received in courses that are part of a masters program of study will be accepted toward graduation.
2. Students must have received a grade of “B” or higher in SDS 6800, Advanced Practicum in Counseling and SDS 6820, Supervised Practices in Counseling (internship).
3. Students must successfully pass the Comprehensive Exam for their program area (school counseling students must show proof of having passed the Florida Teacher Professional Competency Exam, the GK Exam, and the subject area exam in Guidance and Counseling).
4. Students must demonstrate successful completion of the Florida Educators’ Accomplished Practices (FEAPs). Uploading of all course artifacts on Taskstream demonstrating the FEAPs is required for graduation.
Program of Study

All students admitted to the program beginning Spring 2005 to present will follow the course of study outlined below. This program meets the standards of both CACREP and the Florida Department of Education.

School Counseling Program Curriculum

<table>
<thead>
<tr>
<th>PROFESSIONAL STUDIES (9 credits)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6211 Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 5481 Foundations of Education Research</td>
<td>3</td>
</tr>
<tr>
<td>EDP 6277 Human Development: Across the Lifespan</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNSELING CORE (21 credits)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 5400 Counseling Skills &amp; Techniques (the pre-req for all other classes)</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6802 Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6200 Measurement and Appraisal in Counseling (EDF 5481 pre-req)</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6700 Legal, Ethical, and Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6428 Cross Cultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 5350 Educational/Vocational Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6511 Group Counseling (for School Counselors)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNSELING SPECIALIZATION (15 credits)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDS 6700 Organization and Administration of School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6411 Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SDS 5460 Crisis Counseling and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SPS 6199 Family, School Collaboration and Consultation</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6051 Education of Students with Exceptionalities</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL EXPERIENCES (12 credits)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDS 6800 Advanced Practicum in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SDS 6820 Supervised Field Experience in Counseling</td>
<td>9</td>
</tr>
</tbody>
</table>

TOTAL 57

Recommended Sequence of Courses

Students are encouraged to enroll in a minimum of 9 semester hours during the fall, spring, and summer semesters as this is considered full-time. Students should begin with the following courses, MHS 5400, MHS 6802, MHS 6700, SDS 6700, & EDF 5481. The practicum must be completed satisfactorily before students can enroll in the internship.
REHABILITATION COUNSELING PROGRAM

Overview and Mission Statement

The Master of Science in Counselor Education, Rehabilitation Counseling Major, meets the requirements for the certification in rehabilitation counseling (CRC).

The Counselor Education Program is housed within the Department of Leadership and Professional Studies in the College of Education. The College is an urban, multicultural setting which reflects both the student body of the program as well as the diversity of the clients who will be served by our graduates.

Our mission is to prepare competent rehabilitation counselors to fulfill the national critical shortage of diverse and trained professionals who can provide vocational and rehabilitation counseling and services to individuals with physical or mental disabilities in a variety of settings (e.g., agencies, hospitals, treatment centers, assisted living facilities). Our program trains counselors to meet the challenges involved in working in a multiethnic, multicultural, and urban environment. The second part of our mission is to provide both educational experiences that emphasize multiculturalism in practice and theory as well as opportunities for professional and personal growth. Finally, it is our intent to produce ethical and responsible rehabilitation counselors who assist clients struggling with physical, intellectual, and emotional disabilities.

The Rehabilitation Counseling program requires the completion of 60 semester hours of academic work beyond the baccalaureate degree and includes four major components: Counseling Core, Rehabilitation Specialization, Measurement and Research, and Clinical Experience.

- **Counseling Core (30 credits)**. These courses are designed to advance the theoretical and practical application of counseling skills and techniques in the areas of individual and group counseling, as well as systems interventions. These courses include: • Counseling Skills & Techniques • Human Development • Personality Theories • Legal, Ethical, & Professional Issues in Counseling • Group Counseling • Educational & Vocational Counseling • Counseling & Consultation in Community Settings • Cross Cultural Counseling • Adult Psychopathology • Human Sexuality Counseling

- **Rehabilitation Specialization (12 credits)**. These courses are designed to provide a focus on topics most pertinent to working with clients presenting with a variety of concerns in Rehabilitation settings. These courses include: • Rehabilitation Counseling: Principles and Practices • Service Delivery and Case Management in Rehabilitation • Psychological/Sociological Aspects of Disability • Medical Aspects of Disability

- **Measurement & Research (6 credits)**. These courses are designed to provide students with a broad base of research methods, statistics, and applications of assessment instruments. These courses include: • Foundations of Educational Research • Measurement & Appraisal in Counseling

- **Clinical Experience (12 credits)**. These courses occur at the end of the training program and are designed to provide students with the opportunity to practice the knowledge and skills acquired in the program. Interns will participate in activities equal to that of a regular Rehabilitation Counselor, but with close university and site supervision. These courses include: • Advanced Practicum in Rehabilitation Counseling • Supervised Field Experience in Rehabilitation Counseling

Rehabilitation counselors (RCs) in public and private sectors assist persons with disabilities in all age groups to become productive citizens and or improve the quality of their lives. The Rehabilitation Act of 1998 mandated that RCs be nationally certified. To be eligible for certification, RCs must have completed a Masters degree in Rehabilitation Counseling or a Masters degree in Counseling or a related area with specific coursework in rehabilitation counseling. In addition, throughout the State of Florida, as in other States, there is a shortage of certified RCs with Masters degrees. RCs provide a variety of services that include, but may not be limited to (a) individual personal adjustment counseling, (b) family counseling and consultation, (c) medical and
psychological consultation and purchase of service, (d) educational and vocational career guidance and counseling services, (e) coordination of services and case management, (h) group counseling, (i) job analysis, job development, and job placement, (j) vocational assessment and disability evaluation, and (k) advocacy.

Students are also responsible for meeting academic program requirements and deadlines and are therefore advised to meet with their faculty advisor on a regular basis. The program curricula and requirements are subject to change at any time.

Rehabilitation Counseling Program Objectives

To prepare competent and ethical rehabilitation counseling professionals who:

1. Understand and act according to the ethical principles of the American Counseling Association (2005), the American Rehabilitation Counseling Association, as well as the Florida legal statutes.

2. Understand the wide variety of theories and techniques of counseling with the inherent assumptions regarding the nature of humankind and their application to individuals with disabilities.

3. Address and respond to the impact of culture and ethnicity on the practice of counseling and consultation.

4. Function as program evaluators and interpreters/consumers of empirical research in the field of counseling and rehabilitation counseling.

5. Recognize the value and importance of on-going self-analysis, self-improvement and life-long learning.

6. Understand, master, and apply subject matter from the following areas:
   a. Personality and counseling theories and practice
   b. Human development theories
   c. Psychopathology, diagnosis, and treatment planning
   d. Human sexuality theory and human sexuality issues with individuals with disabilities
   e. Group theories and practice
   f. Measurement and appraisal
   g. Research concepts and applications
   h. Career, vocational assessment, and vocational counseling
   i. Crisis counseling and interventions
   j. Legal, ethical, and professional standards
   k. Multicultural and cross-cultural counseling
   l. Medical, psychological, and social issues of individuals with disabilities
   m. case management and service delivery in vocational rehabilitation counseling
   n. basic principles, concepts, and procedures in public and private vocational rehabilitation counseling
   o. transition and job placement services for individuals with disabilities

7. Are able to engage in the pursuit of new knowledge in the profession of counseling and rehabilitation counseling.

Admission Requirements

All applicants must submit an application to the Office of Graduate Admissions, Modesto Maidique Campus, PC 230, Miami, Florida 33199. The applicant must submit all academic transcripts and pay the
appropriate fees. Letters of recommendation, autobiographical sketch and resume, should also be submitted to the Office of Graduate Admissions, Modesto Maidique Campus, PC 230, Miami, Florida 33199.

Candidates are judged on the basis of multiple criteria. These include:

1. Grade point average. A minimum of 3.2 or higher in upper division coursework (at least 60 semester hours) are required for admissions. If the applicant already possesses a master’s degree then the grade point average of this degree will also be considered.
2. Quality of written recommendations. The committee has not prepared explicit criteria for evaluating written references. However, a recommendation would be considered marginal if the candidate were recommended with reservations. A recommendation would be considered inappropriate if it spoke of personal characteristics unrelated to the area in which the student is applying. A recommendation would be considered poor if a negative recommendation came from a faculty member who had knowledge of the candidate’s work or ability as a potential graduate student.
3. Evidence of related educational background and experiences
4. Evidence of applicant’s clarity in presenting their ideas and thoughts in an autobiographical sketch
5. Willingness to commit oneself to the time (including time for field experience) necessary for training
6. Evidence of professionalism and maturity
7. Recent resume
8. A personal interview with the Admissions Committee. The Admissions Committee considers the interpersonal qualities and responses of each candidate during the personal interview. During the interview, the Committee makes a decision based on a set of established criteria as to the candidate's competence and potential as a future practitioner in counseling.

A student who meets these minimum requirements is not automatically assured admission. Given the unique nature of the field of counseling, which requires the mastery of cognitive skills and the demonstration of relevant and appropriate interpersonal skills, the faculty retains the right to deny admission to the program for any candidate whose level of interpersonal competence is considered incompatible with that required for effective functioning as a counseling practitioner. This might be evidenced by poor academic performance, inappropriate behavior, or behavior not becoming of a professional counselor.

Program admissions requirements are subject to change, therefore it is the responsibility of the student to assure that he/she has met the requirements. To ensure Fall semester admissions, students are advised to submit their applications by April 1; for Spring admissions, by October 1. Admission decisions are made once the applicant’s file is complete, and are reviewed by the Counselor Education Admissions Review Committee. Since it is the student’s responsibility to assure that all admissions materials are in the file, they are advised to contact the Department of Leadership and Professional Studies(305-348-2382) to check on the status of their application.

**Graduation Requirements**

1. Master’s program students must maintain an overall GPA of 3.0 to graduate. No grades of C- or less received in courses that are part of a masters program of study will be accepted toward graduation.
2. Students must have received a grade of “B” or higher in RCS 6801, Advanced Practicum in Counseling and RCS 6821, Supervised Practices in Counseling (internship) in order to graduate.
3. Students must successfully pass the Comprehensive Exam (CPCE), which is offered each semester (for those admitted beginning Fall 2006). Qualifying scores and remediation practices are described later in this handbook.
## Program of Study

All students admitted to the program will follow the course of study outlined below. This program meets the requirements for certification as a certified rehabilitation counselor (CRC).

### Rehabilitation Counseling Major Curriculum

<table>
<thead>
<tr>
<th>COUNSELING CORE (30 credits)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 6277 Human Development: Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>MHS 5400 Counseling Skills &amp; Techniques (the pre-req for all other classes)</td>
<td>3</td>
</tr>
<tr>
<td>MHS 5350 Educational/Vocational Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6802 Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6411 Counseling and Consultation in Community Settings</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6700 Legal, Ethical, and Professional Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6428 Cross-Cultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6511 Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6427 Adult Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6470 Human Sexuality Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

| MEASUREMENT AND RESEARCH (6 credits)                                                         |              |
| EDF 5481 Foundations of Educational Research                                                 | 3            |
| MHS 6200 Measurement and Appraisal in Counseling (EDF 5481 pre-req)                          | 3            |

| SPECIALIZATION (12 credits)                                                                  |              |
| RCS 6031 Rehabilitation Counseling: Principles and Practices                                 | 3            |
| RCS 6625 Service Delivery and Case Management in Rehabilitation                             | 3            |
| EEX 6203 Psychological/Sociological Aspects of Disability                                   | 3            |
| EEX 6208 Medical Aspects of Disability                                                       | 3            |

| CLINICAL EXPERIENCES (12 credits)                                                           |              |
| RCS 6801 Advanced Practicum in Rehabilitation Counseling                                     | 3            |
| RCS 6821 Supervised Field Experience in Counseling Rehabilitation Counseling                 | 9            |

**TOTAL**                                                                                       **60**

### Recommended Sequence of Courses

Students are encouraged to enroll in a minimum of 9 semester hours during the fall, spring, and summer semesters as this is considered full-time. Students should begin with the following courses, MHS 5400, MHS 6802, MHS 6700, EDP 6277, & EDF 5481. The practicum must be completed satisfactorily before students can enroll in the internship.
CLINICAL FIELD EXPERIENCES

Clinical Mental Health Counseling

The clinical field experience consists of a full-time practicum consisting of 400 hours (MHS 6800) and a full-time internship consisting of 600 hours (MHS 6820) and is completed over the course of two consecutive semesters. These field experiences are intended to be conducted in a mental health counseling setting. The nature of this experience should be similar to that of a regular counseling position, but with closer supervision. The field experiences will occur at the end of the training program, and the intern is expected to put into practice the knowledge and skills acquired in the program. A major criterion for placement is the credentials of the agency’s on-site supervisor, namely possession of at least a master’s degree in counseling, psychology, or clinical social work as well as licensure in such discipline. Students must have completed the majority of their coursework (to include the following courses) prior to enrolling in MHS 6800—the practicum that precedes the internship: MHS 5400, MHS 6700, MHS 6802, MHS 6428, MHS 5350, MHS 6511, MHS 6020, MHS 6427, MHS 6450, SDS 6411, and SDS 5460. Students must have completed all coursework prior to enrolling in MHS 6820—the internship. All students must have the approval of their advisor to enroll in the field experiences. Applications are available from the Counselor Education website; see under Field Experiences section.

Placement Deadlines and Procedures

<table>
<thead>
<tr>
<th>Placement</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Placement</td>
<td>June 15</td>
</tr>
<tr>
<td>Spring Placement</td>
<td>October 1</td>
</tr>
<tr>
<td>Summer Placement</td>
<td>March 1</td>
</tr>
</tbody>
</table>

Placement Sites

The Counselor Education Student Website lists the agency profiles. The student must consult with his or her faculty advisor about their placements at least four months prior to the expected time of placement. At this time, matters related to placement will be discussed and the necessary paperwork initiated. Students must apply to both practicum and internship by submitting a completed application package. As of Spring 2008, there will be no placements outside of the tricounty area (Miami-Dade, Broward, Palm Beach). Students are required to provide evidence of having obtained professional liability insurance prior to beginning a practicum or internship assignment. Professional liability insurance may be purchased at the student rate from the American Counseling Association (ACA) Insurance Trust. To purchase this insurance at a lower rate, students must first join (as student members) either the Florida Counseling Association (FCA) or ACA.

The completed packet includes:
- The completed Field Experience Application
- An unofficial copy of your transcript, and
- An updated resumé

Applicants must prepare and submit 3 copies of the completed, signed packet to the individuals or offices shown below by the deadline.

- Original signed application and one copy to Clinical Coordinator of Field Experiences in ZEB 241 A.
- One copy for the student
School Counseling

The clinical field experience consists of a part-time practicum consisting of 105 hours (SDS 6800) and a full-time internship consisting of 600 hours (SDS 6820) and is completed over the course of two consecutive semesters. The field experiences will occur at the end of the training program, and the intern is expected to put into practice the knowledge and skills acquired in the program. Students must have completed the majority of their coursework (to include the following courses) prior to enrolling in SDS 6800--the practicum that precedes the internship: MHS 5400, MHS 6700, MHS 6802, MHS 6428, MHS 5350, MHS 6511, SDS 6700, SDS 6411, and SDS 5460. Students must have completed all course work prior to enrolling in SDS 6820--the internship. All students must have the approval of their advisor to enroll in the field experiences. School counseling students must apply for field experience through the Office of Field Experiences website at http://education.fiu.edu/field_experience.htm.

Placement Deadlines and Procedures

Online Procedures (Fall – February 1st, Spring – September 15th)
Students must access the on-line application through http://education.fiu.edu/field_experience.htm and complete the registration process by this date. A copy should be printed before logging off. Instructions are available from the Student Teaching and Clinical Supervision Office in ZEB 238 B. No summer field experience placements are available.

Offline Procedures (Fall – March 1, Spring – October 1st)
Students must get advisor approval, obtain fingerprint clearance with the school system to which they intend to be assigned, prepare and submit copies of the completed packet to the individuals or offices shown below by the deadline.

- Original and three copies to the Student Teaching and Clinical Supervision Office
- One copy to your advisor
- One copy to Clinical Coordinator of Field Experiences (Dr. Montgomery) in ZEB 241 A
- One copy for the student

The completed packet includes:
- The printout of the on-line application with appropriate signatures
- The School Counseling Professional Education Requirements form listing the courses completed toward program completion
- An unofficial copy of your transcript
- An updated résumé, and
- A statement of the student’s counseling/educational philosophy.

*As of Spring 2008, there will be no placements outside of the tri-county area (Miami-Dade, Broward, Palm Beach).

Rehabilitation Counseling

The clinical field experience consists of a part-time practicum consisting of 105 hours (RCS 6801) and a full-time internship consisting of 600 hours (RCS 6821) and is completed over the course of two consecutive semesters. The field experiences will occur at the end of the training program, and the intern is expected to put into practice the knowledge and skills acquired in the program. The student must consult with his or her faculty
advisor about their placements at least four months prior to the expected time of placement. In addition to completing the required hours, on a weekly basis students will participate in individual supervision with a certified rehabilitation counselor and group supervision with a counselor education faculty member. Students must have completed the majority of their coursework (to include the following courses) prior to enrolling in RCS 6801--the practicum that precedes the internship: MHS 5400, MHS 6700, MHS 6802, MHS 6428, MHS 5350, MHS 6511, MHS 6427, RCS 6031, RCS 6625, EEX 6203, and EEX 6208. Students must have completed all course work prior to enrolling in and RCS 6821--the internship. All students must have the approval of their advisor to enroll in the field experiences.

Placement Deadlines and Procedures

<table>
<thead>
<tr>
<th>Placement</th>
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<tbody>
<tr>
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<td>Summer Placement</td>
<td>March 1</td>
</tr>
</tbody>
</table>

In terms of placement sites, the Counselor Education Student Website will list the agency profiles. The student must consult with his or her faculty advisor about their placements at least four months prior to the expected time of placement. At this time, matters related to placement will be discussed and the necessary paperwork initiated. Students must apply to both practicum and internship by submitting a completed application package. As of Spring 2008, there will be no placements outside of the tricounty area (Miami-Dade, Broward, Palm Beach). Students are required to provide evidence of having obtained professional liability insurance prior to beginning a practicum or internship assignment. Professional liability insurance may be purchased at the student rate from the American Counseling Association (ACA) Insurance Trust. To purchase this insurance at a lower rate, students must first join (as student members) either the Florida Counseling Association (FCA) or ACA.

The completed packet includes:
- The completed Field Experience Application
- An unofficial copy of your transcript, and
- An updated résumé

Applicants must prepare and submit copies of the completed packet to the individuals or offices shown below by the deadline.

- Original and two copies to Clinical Coordinator of Field Experiences in ZEB 241 A
- One copy to your advisor
- One copy for the student

Master's Comprehensive Examination

All Counselor Education students will complete a Comprehensive Examination prior to graduation (after completion of 30 credit hours). For Clinical Mental Health and Rehabilitation Counseling students admitted in the Fall 2006 and beyond, this comprehensive examination will be an objective test known as the Counselor Preparation Comprehensive Examination (CPCE). School Counseling students are responsible for passing the Florida Teacher Certification Examination as well as the subject area examination in Guidance and Counseling. For additional information about these exams, go to the Florida Department of Education website at http://www.fldoe.org/edcert/ The rest of this document will outline the purpose, format, and logistics of the CPCE for Clinical Mental Health and Rehabilitation Students.

Purpose
The purpose of the comprehensive examination process is to help students synthesize their learning about counseling and to ensure that students have a thorough understanding of professional attitudes, skills, and knowledge related to the eight common-core areas as defined by CACREP’s Standards for Preparation. Evaluation of students’ examinations will provide the faculty an opportunity to appraise students’ academic preparation.

Format and Description

The exam is an objective test known as the Counselor Preparation Comprehensive Examination (CPCE). The CPCE was developed by the Center for Credentialing & Education (CCE), an affiliate of the National Board for Certified Counselor (NBCC). The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP. The exam is a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs. Currently, there are about 100 master’s programs using the CPCE.

The CPCE consists of 160 items with 20 items per CACREP area. Although there are 160 questions, only 136 are graded. The exam is administered in whole and not by sections. The 8 core curriculum areas of the CPCE are:

1. **Human Growth and Development** – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. **Social and Cultural Foundations** – studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. **Helping Relationships** – studies that provide an understanding of counseling and consultation processes.
4. **Group Work** – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. **Career and Lifestyle Development** - studies that provide an understanding of career development and related life factors.
6. **Appraisal** – studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. **Research and Program Evaluation** - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. **Professional Orientation and Ethics** – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Detailed descriptions of the core areas are found at [http://www.cacrep.org](http://www.cacrep.org)

Students are given a copy of the CPCE brochure (that contains detailed description of the exam) and a list of textbooks used in each category from their advisor. Students with special needs should consult with their advisors to obtain assistance in arranging individual examination requirements.

Cost of the CPCE

The fee charged each student for the CPCE is $55.00, effective Spring 2012. Cash or checks (made out to Florida International University) are acceptable forms of payment.
**Criterion for Passing**

Once students complete the exam, the director of the Counselor Education program returns the exams to NBCC for individual scoring. Each exam score will consist of a score for each section, as well as a total score. The results of each exam will then be reported to the program faculty.

A passing grade is determined for each administration of the exam. The FIU faculty have designated a passing score to be at or above one standard deviation below the mean on the total score as passing. Only students’ total score will be considered to determine a passing or failing grade.

**Remediation Procedures**

Students who do not pass the exam the first time will be able to re-take the exam the next semester during their internship. The retake will involve the entire exam: the student is responsible for reapplying and repaying for the exam. In the event a student does not pass the comprehensive examination again, they will need to wait until the following semester to re-take the exam, and if they are not taking any other courses, will need to register for one-semester hour of independent study. Students will not be able to complete their Field Experiences (i.e. will receive an “Incomplete”) and therefore will not be able to graduate until after they successfully pass the comprehensive examination.

**Application Process**

The exam will be administered after the student has completed at least 30 credit hours. Applications for the examination are found in the Student Handbook for Counselor Education Programs or may be obtained from the student’s advisor. Return the completed application, an unofficial copy of your transcripts, and the payment to your advisor. Check with program director for application deadlines and exam administration dates. Students will also be notified via the counseling student listserv of upcoming deadlines and administration dates.

**Administration of Comprehensive Examination**

Time and Date: The Comprehensive exam is given once per semester midway through the semester (Fall, Spring, or Summer) and will last for four (4) hours. The site of the exam will be announced each semester. Those that do not pass the exam will need to follow-up on the remediation plan discussed above.

- The examination will begin promptly at the posted times. Please bring 2B pencils and erasers.
- Food and drinks are not allowed in the examination room.
- Please bring a picture ID for identification purposes.

**Further Questions**

Please address any questions you may have to your advisor.
**PROFESSIONAL ORGANIZATIONS**

Students are encouraged to join a variety of professional organizations that promote the interests of counselors. Faculty in the department are also members of these groups and actively involved members. Membership applications can be obtained directly from the organization or from faculty.

**American Counseling Association** ([www.counseling.org](http://www.counseling.org) 1-800-347-6647)
For more than 50 years, the ACA has been dedicated to the enhancement and growth of the counseling profession. It provides members with training opportunities, advocacy services, publications (to include *The Journal of Counseling and Development* and *Counseling Today*) and annual conferences. Students may also obtain professional liability insurance (student coverage) from the ACA. (Such insurance is mandatory for students who are going on practicum and internship experiences).

**American Mental Health Counselors Association** ([http://www.amhca.org](http://www.amhca.org) 1-800-326-2642)
The American Mental Health Counselors Association (AMHCA) is the professional membership organization that represents the mental health counseling profession. Clinical membership in AMHCA requires a master's degree in counseling or a closely related mental health field and adherence to AMHCA's National Standards for Clinical Practice. AMHCA provides members with a monthly newsletter (*The Advocate*) and a peer-reviewed journal (*the Journal of Mental Health Counseling*).

**American School Counselor Association** ([www.schoolcounselor.org](http://www.schoolcounselor.org) 703-683-ASCA)
ASCA represents the needs of children and adolescents and our nation’s school counselors. They publish the peer-reviewed journal, the *Professional School Counselor* and the magazine, *School Counselor*. ASCA provides an annual conference.

**The National Rehabilitation Association** ([http://www.nationalrehab.org](http://www.nationalrehab.org) 703-836-0850)
The National Rehabilitation Association (NRA) began its commitment to persons with disabilities shortly after Congress passed the National Rehabilitation Act of 1920. It is the oldest and strongest advocate for the rights of persons with disabilities with the mission of providing advocacy, awareness and career advancement for professionals in the fields of rehabilitation. The National Rehabilitation Counseling Association ([www.nrca-net.org](http://www.nrca-net.org)) is a division of the National Rehabilitation Association.

**Chi Sigma Iota** ([http://www.csi-net.org](http://www.csi-net.org) 336-841-8180)
CSI is the International Counseling Academic and Professional Honor Society. Delta Iota, FIU’s active local chapter, encourages students to become active members through serving as both board and committee members. This provides students with the experience of professional involvement. The Delta Iota Chapter sponsors many professional development activities for students and faculty including the New Student Orientation every fall semester, the Annual Installation of Officers and Initiation Ceremony, and various altruistic projects in the community. Students must be admitted into the counseling program, have completed 9 credits and have a graduate grade point average of 3.5 or higher to join.

**Florida Counseling Association** ([www.flacounseling.org](http://www.flacounseling.org) 407-628-0793)
A branch of the ACA, the FCA is committed to enhancing human development throughout the life-span through the counseling profession. Membership benefits include annual conventions, professional development institutes, informative newsletters, volunteer activities, and awards and recognitions. Students are encouraged to attend the annual convention. FCA members are eligible to join the Florida School Counseling Association (FSCA).

**Dade Counseling Association** ([www.dadecounselingassn.com](http://www.dadecounselingassn.com))
DCA is the local chapter of FCA and is very active in Miami-Dade County. The chapter has been the recipient of numerous chapter awards from FCA. Students are encouraged to join the local chapter as a stepping-stone to joining the state and national organizations.
ACTIVITIES APPROPRIATE FOR STUDENTS

Students who are enrolled in the Counselor Education program may be interested in obtaining experiences in the field to further their education or exposure to counseling settings. Students are encouraged to seek out opportunities that allow for skill development and allow them to gain familiarity with counseling settings. However, students are encouraged to not accept positions, paid or volunteer, for which they are not qualified or trained. Students are advised to seek our positions where supervision and guidance will be provided and to make sure that there are licensed practitioners on site.
COUNSELOR EDUCATION PROGRAMS COURSE DESCRIPTIONS

EDF 5481: Foundations of Educational Research (3). Competencies required for the design, implementation, and evaluation of educational research, including problem formulation and analysis; sample selection; instrument selection; formulation of research design and procedure; and data analysis.

EDF 6211: Psychological Foundations of Education (3). An intermediate course designed to apply theories and principles of learning and development to teaching and student learning in career areas related to education. Challenges of diversity and teacher effectiveness are emphasized.


EDF 6608: Social, Philosophical, and Historical Foundations of Education (3). Required of students seeking a Masters Degree in Education. It will assist students in examining and explaining the differing social context of schooling, the diverse value orientation represented in formal and informal education and the major historical forces shaping schooling in America.

EEX 5075: Teaching Students with Exceptionalities in Inclusive Settings (3). Significant concepts in relation to the educational needs of students with exceptionalities including strategies for instructing students with disabilities as well as collaborating with professionals and parents.

EEX 6203: Psychological/Sociological Aspects of Disability (3). Psychological/sociological aspects of disability in relation to socio/political forces, attitudes, and behaviors that impede or facilitate the options of individuals with disabilities in schools and communities.

EEX 6208: Medical Aspects of Disability (3). Medical etiology and remediation of disability. Includes genetic, biochemical, nutritional, and physical agents in mental retardation, learning disability, and emotional handicaps.

MHS 5350: Educational and Vocational Counseling (3). Concepts and skills pertaining to vocational development, information systems, career education programs, educational-vocational counseling, and socio-psychological influences on career development. Prerequisites: MHS 5400.

MHS 5400: Counseling Skills and Techniques (3). Major theoretical concepts in counseling, competencies in relationship building, interviewing, role-playing, simulation, and micro counseling.

MHS 6020: Foundations of Mental Health (3). This course provides an examination of the significant events in the history of mental health care that has contributed to the development of the specialty within the counseling profession. Prerequisite: MHS 5400.

MHS 6200: Measurement and Appraisal in Counseling (3). Concepts and skills related to the use of tests and other appraisal procedures in counseling. Particular emphasis on career and vocational choice processes. Laboratory experiences included. Prerequisites: EDF 5481.

MHS 6411: Counseling and Consultation in Community Settings (3). Extended laboratory experiences stressing the development of behavioral/cognitive intervention skills in short-term counseling and consultation. Prerequisites: MHS 5400.

MHS 6427: Adult Psychopathology (3). The study of the causes, treatment, and diagnosis of emotional and behavioral disturbances in adults will be examined in this course. Prerequisites: MHS 5400.

MHS 6428: Cross Cultural Counseling (3). Concepts and skills involved in counseling clients with backgrounds different from the majority culture. Prerequisites: MHS 5400.
MHS 6450: Substance Abuse Counseling (3). This course will educate mental health practitioners in understanding substances and techniques in counseling those who abuse them. Prerequisites: MHS 5400.

MHS 6470: Human Sexuality Counseling (3). Counseling issues, strategies, and resources in human sexuality relative to mental health professionals. Prerequisites: MHS 5400.

MHS 6511: Group Counseling (3). Exploration of roles and function of group counseling in meeting client needs in a variety of settings. Prerequisites: MHS 5400.

MHS 6700: Ethical, Legal and Professional Issues in Counseling (3). Competencies in regard to the development of major role and service models and the application of budgeting systems, legal, and ethical standards in psycho-educational settings.

MHS 6800: Advanced Practicum in Counseling (3). Advanced competencies in counseling and consultation. Prerequisites: Course work completion.

MHS 6802: Personality Theories (3). A survey of the various cognitive, psychodynamic, behavioral, humanistic, existential and family systems theory of personality development of change are examined.

MHS 6820: Supervised Field Experience in Counseling (9). Demonstration of the full range of competencies learned throughout the program in counseling. Internship placements include a variety of field settings. Prerequisites: MHS 6800 and course work completion.

RCS 6031: Rehabilitation Counseling: Principles and Practices (3). An orientation to the rehabilitation process, including a survey of the history, principles, philosophy, and legal aspects of rehabilitation counseling and related fields.

RCS 6625: Service Delivery and Case Management in Rehabilitation (3). Evaluation of disability and rehabilitation potential in the context of service delivery and case management in the vocational rehabilitation process.

RCS 6801: Advanced Practicum in Counseling (3). Advanced competencies in counseling and consultation. Prerequisites: Course work completion.

RCS 6821: Supervised Field Experience in Counseling (9). Demonstration of the full range of competencies learned throughout the program in counseling. Internship placements include a variety of field settings. Prerequisites: RCS 6801 and course work completion.


SDS 6700: Organization and Administration of School Counseling (3). Components, elements and interventions of comprehensive, developmental school guidance program models. Emphasis on organization, administration, and evaluation of system, components, and services.

SDS 6800: Advanced Practicum in Counseling (3). Advanced competencies in counseling and consultation. Prerequisites: Course work completion.

SDS 6820: Supervised Field Experience in Counseling (9). Demonstration of the full range of competencies learned throughout the program in counseling. Internship placements include a variety of field settings. Prerequisites: SDS 6800 and course work completion.
SPS 6199: Family-School Consultation and Collaboration (3). Designed to develop essential communicative/interactive interpersonal skills, as well as collaborative problem-solving skills, in special education, counseling, and school psychology graduate students.
Notes & Appendices

I. REVIEW OF STUDENT PROGRESS

II. PROGRAM CHECKLISTS
   A. Clinical Mental Health Counseling
   B. School Counseling
   C. Rehabilitation Counseling

III. APPLICATIONS
   A. School Counseling Course Worksheet for Field Experiences
   B. Clinical Mental Health/Rehab Field Experience Application
   C. CPCE Application

IV. PERFORMANCE OUTCOMES
   A. FDOE, FEAPS, CACREP
**Review of Student Progress – Counselor Education Program**

**FIU Counselor Education Program**

Counseling Student Review Form

<table>
<thead>
<tr>
<th>Name of Student: ________________________________</th>
<th>Date of Review: ________________</th>
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</thead>
<tbody>
<tr>
<td><strong>Faculty Providing Review (Please initial):</strong></td>
<td>Kenny ____ McEachern ____ Montgomery ____ Burt ____ Russell ____</td>
</tr>
<tr>
<td><strong>Program Major (Please check):</strong></td>
<td>Clinical/Mental Health Counseling ____ School Counseling ____ Rehabilitation Counseling ____</td>
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**Directions:** Faculty will place their initials in the column that represents their assessment of the above named student.

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<tr>
<th>Competency</th>
<th>Fac.</th>
<th>N/A</th>
<th>Low 1</th>
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<th>3</th>
<th>4</th>
<th>High 5</th>
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<tr>
<td>The student clearly communicates ideas and concepts. Demonstrates ability</td>
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<td>AM</td>
<td>MM</td>
<td>IB</td>
<td>VR</td>
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<td>to apply theoretical concepts to counseling situations. Comment:</td>
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<td>The student shows a broad range of feelings, thoughts, attitudes, and</td>
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<td>AM</td>
<td>MM</td>
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<td>behaviors. Comment:</td>
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<td>The student demonstrates the ability to engage clients in a counseling</td>
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<td>AM</td>
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<td>IB</td>
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<td>relationship and develop a collaborative plan of action. Comment:</td>
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<td>The student exhibits a reasonable absence of prejudicial attitudes and</td>
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<td>stereotypical thinking. Comment:</td>
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<td>The student remains open to the values, attitudes, thoughts, and feelings</td>
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<td>AM</td>
<td>MM</td>
<td>IB</td>
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<tr>
<td>The student works as a team player in cooperation with others. Comment:</td>
<td>MCK</td>
<td>AM</td>
<td>MM</td>
<td>IB</td>
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<tr>
<td>The student appropriately gives and receives feedback, to include both</td>
<td>MCK</td>
<td>AM</td>
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<td>positive and constructive criticism. Comment:</td>
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</table>
General Assessment (Check all that are appropriate)

_____ At this point in the Program, the student evidences the characteristics and abilities to become an effective counselor.

_____ The student needs improvement in the following areas:

___ Academic performance
___ Professional behavior(s)
___ Personal behavior(s)

(If applicable, see back for Remediation Plan)

The recommended remediation plan may include:

___ Receiving academic assistance (e.g., University writing center, tutoring, meeting with instructors during office hours)

___ Improving professional behavior(s) (e.g., meetings with advisor, maintain a personal schedule)

___ Receiving personal assistance (e.g., meeting with a helping professional)

___ The student may be advised to transfer to a different area of emphasis within the master's program

___ The student will be advised into another area of emphasis.

Additional Comments
_________________________________________________________________________________________________
_________________________________________________________________________________________________
___________________________
______________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________

Student Name_________________________
Advisor_________________________ Date Admitted to Program________________

Strengths:

Weaknesses:
Counselor Education Program  
Clinical Mental Health Counseling Major  
Department of Leadership  
CACREP Accredited: Dr. Maureen Kenny  
Contact: (305) 348-3506 or kenny@fiu.edu

Florida International University

Name ____________________________________  Panther ID# _________________
Email Address ________________________________________ Phone ___________________
Undergraduate degree area __________________________________________________________

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<th>Course</th>
<th>Sem</th>
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<th>Sem Offered</th>
<th>Sem/Yr Intent</th>
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<td>Counseling Skills &amp; Techniques</td>
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** = Prereq Requirement

Students must have completed the majority of their coursework (to include the following courses) prior to enrolling in MHS 6800--the practicum that precedes the internship: MHS 5400, MHS 6700, MHS 6802, MHS 6428, MHS 5350, MHS 6511, MHS 6020, MHS 6427, MHS 6450, SDS 6411, and SDS 5460. Students must have completed all coursework prior to enrolling in MHS 6820--the internship. All students must have the approval of their advisor to enroll in the field experiences.

Note: While the Counselor Education program does its best to offer these classes during the semester indicated, at times, due to faculty staffing issues or budgetary constraints, changes may arise in the planned schedule.
# Advisement Tracking Form – Clinical Mental Health Counseling

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<th>Advisor Signature</th>
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Counselor Education Program  Master’s Degree Plan of Study  
School Counseling Major  Dept of Leadership and CACREP Accredited  
Professional Studies  Florida International University  
Program Leader: Dr. Marilyn Montgomery  Contact: (305) 348-2096 or montgom@fiu.edu  

Name ________________________________________________  Panther ID# ___________________ 
Email Address ________________________________________  Phone ___________________  
Undergraduate degree area __________________________________________________________

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Professional Studies (9)

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Counseling Core (21)

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Clinical Experiences (12)

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Tests Completed: _____ Professional Ed. _____ GK _____ Subject Area  
Date Date Date  
Upload all artifacts on Taskstream demonstrating successful completion of the FEAPs ________ (Faculty Initials)

Note: While the Counselor Education program does its best to offer these classes during the semester indicated, at times, due to faculty staffing issues or budgetary constraints, changes may arise in the planned schedule.
### Co-requisites for Non-Education Majors (15)

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Students must have completed the majority of their coursework (to include the following courses) prior to enrolling in SDS 6800—the practicum that precedes the internship: MHS 5400, MHS 6700, MHS 6802, MHS 6428, MHS 5350, MHS 6511, SDS 6700, SDS 6411, and SDS 5460. Students must have completed all course work prior to enrolling in SDS 6820—the internship. All students must have the approval of their advisor to enroll in the field experiences.

### Advisement Tracking Form – School Counseling

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(Continue the form with student signatures and dates as needed.)
Counselor Education Program
Rehabilitation Counseling Major
CORE Compliant
Program: Dr. Adrianna McEachern
Contact: (305) 348-3391 or mceacher@fiu.edu

Name _____________________________________________ Panther ID# _____________________
Email Address _____________________________________ Phone _______________________
Undergraduate degree area __________________________________________________________

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Students must have completed the majority of their coursework (to include the following courses) prior to enrolling in RCS 6801--the practicum that precedes the internship: MHS 5400, MHS 6700, MHS 6802, MHS 6428, MHS 5350, MHS 6511, MHS 6427, RCS 6031, RCS 6625, EEX 6203, and EEX 6208. Students must have completed all course work prior to enrolling in and RCS 6821--the internship. All students must have the approval of their advisor to enroll in the field experiences.

Note: While the Counselor Education program does its best to offer these classes during the semester indicated, at times, due to faculty staffing issues or budgetary constraints, changes may arise in the planned schedule.
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SCHOOL COUNSELING – MASTER
PART II – PROFESSIONAL EDUCATION REQUIREMENTS

Certification Prerequisites

Either

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OR

**Psychological Foundations**

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**Sociological Foundations**

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**Classroom Management**

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**General Methods of Teaching**

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**TESOL**

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**Reading**

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Florida International University
College of Education
Counselor Education Program
Clinical Mental Health/Rehab Counseling Major
Field Experience Application

Directions: Type or print clearly all information. Three copies are required.

Name: ________________________________
Last ________________ First ____________ Middle ________________________________
Social Security # ____________________________ Panther ID# ____________________________
Address: ________________________________
Street ____________________ City, State ____________________ Zip ____________________
Phones: Home ____________________ Work ____________________ Cell ____________________
Term Scheduled for Practicum: (Please circle) Fall 20__ Spring 20__ Summer __
Term Scheduled for Internship: (Please circle) Fall __ Spring __ Summer __
Anticipated Date of Graduation: _________________
Current Place of Employment ________________ Current Position Title ________________
Briefly state your responsibilities ______________________________________________________
Preferred Field Placement Sites: (List Sites)
______________________________________________________________________________
______________________________________________________________________________
Preferred Geographical Location:
______________________________________________________________________________
Preferred Clinical Population: (i.e. children, adults, domestic violence victims, substance users):
______________________________________________________________________________
______________________________________________________________________________
For Interns who are currently placed:
Current Field Placement Site: ____________________ Current Position: ____________________
Brief Statement of Responsibilities: __________________________________________________
______________________________________________________________________________
Current Field Placement Supervisor’s Name & Title: ______________________________________
Current Supervisor’s Phone # ____________________ Current Supervisor’s Email: ________________
Additional Information: ____________________ Approved: ____________________
Please Attach: Resumé ____________________ Advisor’s Signature ____________________
Unofficial Transcripts ____________________
Florida International University
APPLICATION TO TAKE GRADUATE COMPREHENSIVE EXAMINATION

Please complete Section I of this form, obtain the approval and signature of your graduate adviser in Section II, and forward all copies to the FIU Counselor Education Program, ZEB 247A, for final approval.

Section I:

Name: 

Date of Request: 

Address: 

Phone Number: 

E-mail: 

Panther ID #: 

Anticipated Graduation Date: 

Graduate Program: 

Exam to be taken:

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<td>MHS 6802</td>
<td>3</td>
<td>Personality Theories</td>
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Any previous CPCE Exam Attempts: _____yes___no
Number of previous exam attempts:_______
To be eligible to take the CPCE, a graduate student must be fully admitted into the Counselor Education program at Florida International University and have a cumulative grade point average of at least 3.0 at the graduate level.

Contact your advisor for the deadline to submit this form, and to ascertain the date and location of the exam.

**Section II:**

The above student has completed appropriate course work and is recommended to take the comprehensive examination on the date requested.

____________________________________________________
Signature of Graduate Adviser

__________________________________________
Date

**Section III:**

____________________________________________________
Director of Graduate Program, Counselor Education

__________________________________________
Approved Date

__________________________________________
Denial Date

Reason for Denial___________________________________________________________
PERFORMANCE OUTCOMES/COMPETENCIES

The following performance outcomes will be expected to be demonstrated by students following successful completion of all course requirements including the clinical field experiences. The CACREP standards and the Florida Educators Accomplished Practices (FEAPs) are embedded and expected performance outcomes for counseling students.

1. Knowledge of Counseling  (FDOE FEAPS #2, 6, 8, 9, 10, 11; CACREP #K1, 5, 6)
   1.1  Is able to establish a therapeutic counseling relationship with clients.
   1.2  Recognizes the relationship of personality, learning, and human development theories to counseling theories and is able to apply these according to client need.
   1.3  Applies counseling theories/techniques appropriate to specific situations.
   1.4  Demonstrates knowledge and application of group dynamics.
   1.5  Applies appropriate listening and responding skills in counseling interventions.
   1.6  Can plan and conduct group life skills and guidance activities.
   1.6  Selects appropriate procedures to communicate information to students and clients.
   1.8  Identifies and evaluates materials and resources for implementing counseling activities.

2. Knowledge of Measurement and Appraisal (FDOE FEAPS #1, 2; CACREP #K7)
   2.1  Demonstrates knowledge of basic measurement concepts (validity, norming, reliability, error of measurement, standardization).
   2.2  Identifies conditions that may affect test results.
   2.3  Demonstrates knowledge of appropriate procedures for collecting, storing, and safeguarding assessment instruments and data.
   2.4  Develops oral and written reports that provide meaningful information based upon assessment data.
   2.5  Interprets assessment data to professional personnel, clients, and/or parents of clients in terms of individual growth and development.
   2.6  Interprets individual client data from records and professional reports.

3. Knowledge of Educational, Career Development, &Post Secondary Opportunities (FDOE FEAPS # 1, 2, 4, 5, 7, 8, 10, 12; CACREP #K4)
   3.1  Can organize guidance and counseling activities related to career development.
3.2. Identifies decision-making processes and how these processes can be used with clients in various aspects of career development.

3.3. Evaluates educational and career materials.

3.4. Identifies appropriate materials to be used in educational and career development.

3.5. Interprets appraisal data relevant to career development.

3.6. Assists clients in exploring career and educational options.

3.7 Demonstrates knowledge of career, vocational, educational, financial, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

3.8 Understands the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.

4. Knowledge of Consultation, Collaboration and Coordination (DOE FEAPS # 1, 2, 9, 10; CACREP #5, 6 )

4.1. Communicates the needs of clients through the consultation process.

4.2. Conducts meetings with significant individuals to communicate the needs of the client.

4.3. Assists individuals and groups to identify, collect, and utilize appropriate data and resources.

4.4. Collects and synthesizes referral data.

4.5. Specifies appropriate referrals and procedures for in-school and out-of-school individuals and agencies.

4.6. Formulates an orientation program introducing students to the guidance program and the total school program.

4.7. Prepares referral information and make appropriate referrals for clients who cannot be treated at the school or agency of placement.

5. Knowledge of Professional, Ethical, and Legal Considerations (FDOE FEAPS # 6;
5.1. Demonstrates knowledge of ACA professional and ethical standards.

4.2. Demonstrates knowledge of legal rights of clients, students, and parents with regard to records and counseling notes.

5.3. Demonstrates knowledge of use of legislation concerning special needs clients and individuals with disabilities.

5.4. Demonstrates knowledge of laws regarding abuse and neglect and act in accordance with such laws.

6. Knowledge of Diversity (FDOE FEAPS # 5, 2, 8, 9; CACREP #K2)

6.1 Demonstrates knowledge of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.

6.2 Understands attitudes, beliefs, understandings, and acculturative experiences, including specific experiential teaming activities.

6.3 Demonstrates effective skills in individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

6.4 Understands the counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

6.5 Demonstrates knowledge and application of theories of multicultural counseling, theories of identity development, and multicultural competencies in work with clients.

7. Knowledge of activities and programs for addressing current concerns (FDOE FEAPS #2, 7, 9, 10; CACREP #K3, 5)
7.1. Demonstrates knowledge of activities that teach communication skills, decision-making skills, social skills, and study skills.

7.2. Demonstrates knowledge and can apply a crisis intervention plan if needed.

7.3. Demonstrates knowledge and skills in conflict mediation and resolution.

7.4. Is able to identify self-destructive and addictive behaviors in clients and develop appropriate intervention strategies.

8. Knowledge of appropriate technology (FDOE, FEAPS #12; CACREP #K4, 7, 8)

8.1. Demonstrate knowledge of the use of technology in student record management.

8.2. Demonstrate knowledge of the appropriate use of technology in student services.
Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
Standards for Curricular Experiences

1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

Florida Educators Accomplished Practices (FEAPs)

1. Assessment
2. Communication
3. Continuous Improvement
4. Critical Thinking
5. Diversity
6. Ethics
7. Human Development and Learning
8. Knowledge of Subject Matter
9. Learning Environments
10. Planning
11. Role of the Teacher
12. Technology