Florida International University
College of Education

MS COUNSELOR EDUCATION
REHABILITATION
COUNSELING PROGRAM

Policies and Procedures Handbook
2017-2018
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 Handbook provides information regarding program curricula, faculty, performance outcomes, program and university policies, professional associations, and student services for the Rehabilitation Counseling program.

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
Miami, FL 33199
305-348-3391 305-348-1515 (fax)
www.education.fiu.edu

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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 50,000 students, about 1,100 faculty and over 200,000 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.
Campuses

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. 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 2013.

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<thead>
<tr>
<th>Fee</th>
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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

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

Jennifer Geddes-Hall, Ph.D., LPC, NCC, RPT Assistant Professor
Program Coordinator – School Counseling Program
(305-348-2097, jehall@fiu.edu)
Research Interests: School counseling, play therapy, special education, childhood trauma.

Maureen C. Kenny, Ph.D., N.C.C., Professor of Counselor Education, Clinical Coordinator
Program Coordinator – 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.

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 E. D. Russell, Ph.D., CRC, Assistant Professor, Counselor Education
Program Coordinator—Rehabilitation Counseling Program
(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

Janice Bartleson, Ph.D., Psychologist, Miami Dade County Public Schools, Miami, Florida


Frank Scafidi, Ph.D., Psychologist, Chief Clinical Officer, Westcare Foundation, Miami, Florida

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

George Shepeard, Ph.D., Assistant Director/Coordinator of Technology, Counseling and Psychological Services Center, Florida International University, Miami, Florida

Henry C. Sterner DPA, CRC, Rehabilitation Counseling Instructor
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, Master 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.

Visit our website at: [http://education.fiu.edu/counselor_ed/index.html](http://education.fiu.edu/counselor_ed/index.html)

The department has over 28 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.

**Respect for Cultural and Individual Diversity**

Faculty must respect a student’s right to privacy, and will not engage in discrimination based on age, sex, gender identity, sexual orientation language, religion, race, culture, marital status, national origin, ethnicity, socioeconomic status or disability is prohibited. Faculty will not discriminate in any area of the program: curriculum development and delivery, recruitment, admissions, and retention, clinical field placements, and ensure equal access to all individuals.

**Non-Degree Seeking Student**

Courses in the Counselor Education program are for students who are fully admitted into the program, counselor education alumni returning to complete dual tracks, or students admitted into College of Education programs that require counselor education courses. Students who have not been officially admitted into the program and are in the process of applying, may enroll for a maximum of 12 credits as a non-degree seeking student if the course is not full. These students must complete the non-degree seeking student application form online and meet with their Advisor upon admissions to ensure the credits they completed as non-degree seeking students have been included in their degree program. All non-degree seeking students and students outside the College of Education from other disciplines must obtain professor approval prior to enrolling in the course.

**Students with Physical or Psychological Disabilities**

Students with disabilities who will need auxiliary aids or services to fully participate in the educational program should register with the Disability Resource Center 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 Disability Resource Center 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. This letter is to be submitted, along with the application, to the certification and/or licensure agency for which the student is seeking credentialing. 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 Disability Resource Center for Students, the Health and Wellness Center, International Student and Scholar Services, Office of Student Conduct and Conflict Resolution, Multicultural Programs and Services, Student Government Association, Victim Advocacy Center, the Center for Leadership and Service, 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. 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 admitted students are assigned an advisor identified in the Admissions letter. Students who do not know their assigned advisor, should contact the department secretary. All students enrolled in the Counselor Education programs are required to meet or touch bases via email at least once a semester with their faculty advisor to review courses being offered and the progress toward their program of study. At these meetings, the Panther Degree Audit will be reviewed and 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 with a cumulative and semester GPA’s that falls below a 3.0 will be automatically dismissed from the 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 is completed online and 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. You must also apply online for the Commencement ceremony if you plan to participate.

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/.

**Certified Rehabilitation Counseling Examination (CRCE)**

Effective fall 2014, the Certified Rehabilitation Counseling Examination (CRCE) will be used as the comprehensive examination for the Master of Science (MS) Counselor Education, Rehabilitation Counseling program. This exam provides a national professional credential for the students as well as helps meet CORE accreditation program evaluation needs.

Students enrolled in the MS Counselor Education, Rehabilitation Counseling program who have completed 75% of their course work including all the Rehabilitation Counseling specializations are eligible to take the CRCE exam. Students may take the comprehensive examination a total of three times. In keeping with the Graduate School policy, students must enroll in a minimum of one credit hour in the semester in which they retake the examination. Students who fail the examination three times will not be able to graduate and will be dismissed from the program. Students may appeal their failure to pass the exam 3 times.

The CRCE consists of 175 multiple choice questions administered during an allotted 3½ hours window (candidates should set aside four hours, which includes time for check-in, instructions, and a tutorial on the computer in order for candidates to become familiar with the computer system). The certification examination is comprised of questions across ten (10) knowledge areas.
domains underlying rehabilitation counseling. Additionally, each of the ten domains are further defined into subdomains. The titles of the domains are: Assessment, Appraisal, and Vocational Evaluation; Job Development, Job Placement, and Career and Lifestyle Development; Vocational Consultation and Services for Employers; Case Management, Professional Roles and Practices, and Utilization of Community Resources; Foundations of Counseling, Professional Orientation and Ethical Practice, Theories, Social and Cultural Issues, and Human Growth and Development; Group and Family Counseling; Mental Health Counseling; Medical, Functional, and Psychosocial Aspects of Disability; Disability Management; Research, Program Evaluation, and Evidence Based Practice.

**Application Deadline Testing Dates**

The exam is administered three times a year, March, July and October. Students who fail must immediately retake exam the following time it is administered.

The CRCE Exam application deadlines and test dates are (check CRC website for specific dates):

- May 15 October 3-11
- October 15 March 6-14
- February 16 July 10-18

The CRC Exam is available in more than 300 locations in the U.S. and Canada for each test date. To locate testing sites in your area, visit the Prometric website at http://www.prometric.com/crcc.

Follow the navigation to locate your most convenient testing center. Exam results will be provided to candidates at the test site following completion of the exam.

**CRC Application Process**

The CRCE Application Packet Instructions contain step-by-step directions to ensure applicants prepare a complete application packet. The completed application, with supporting documentation and fees, must then be submitted by mail to CRCC. Incomplete applications result in a delay in determining eligibility and will delay the applicant’s ability to test in the cycle requested.

**Appeals Procedure for Failing CPCE and/or CRCE 3 times**

Students who fail the CPCE 3 times will be allowed to appeal and provide a compelling explanation as to why they failed the exam 3 times. They will also calculate a “super score” based on the highest scores received on any of the 3 administrations on each of the content areas. The “super score” has to be on or above the average of the 3 mean scores. If the student does not meet the “super score” an essay exam will be administered containing questions from each of the exam content areas. The essay exam will be developed and graded by the faculty.

**Further Questions**

Please address any questions you may have to your advisor.
**Systematic Program Evaluation**

Program faculty engage in systematic program evaluation and develop a written evaluation plan and report at least every four years as required by CORE. The Evaluation Plan includes a review of the program’s mission and objectives, curriculum, clinical field experiences, graduates’ satisfaction with the program, employer satisfaction with program and program graduates’ performance, recruitment, retention of students with emphasis on diversity, resources, technology, and faculty strengths and experience. Students complete an exit survey at the end of the program and Alumni and Employer Surveys are conducted a year after graduation. The Advisory Committee along with the program faculty evaluates the mission, program objectives, curriculum and overall effectiveness of the program and data from surveys and other assessments. Revisions and program enhancements are made based on the feedback received from these stakeholders and included in the Evaluation Report. In addition, the Evaluation Plan/Report is disseminated to the Counselor Education Advisory Council, College administrators, employers, and alumni for further review and feedback. The final version of the Evaluation Plan/Report is placed on the Counselor Education website for public dissemination.

**Counselor Education Syllabi**: Faculty post program syllabi on the College of Education website at http://coe-syllabi.fiu.edu/SitePages/Home.aspx

**THE MASTER OF SCIENCE IN COUNSELOR EDUCATION**

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

The tracks 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. **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).

**THE REHABILITATION COUNSELING PROGRAM**

**Overview and Mission Statement**

The Master of Science in Counselor Education, Rehabilitation Counseling Track, prepares students to work with individuals with disabilities in diverse, community settings.
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 and mental disabilities in a variety of settings (e.g., vocational rehabilitation agencies, private and forensic vocational rehabilitation services, rehabilitation centers, veteran 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 Commission on Rehabilitation Counselor Certification code of professional ethics (2010), 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 and rehabilitation 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, rehabilitation 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 how to prepare students with disabilities in transitioning from school to work or post-secondary education

7. 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. Legal, ethical, and professional standards  
j. Multicultural and cross-cultural counseling  
k. Medical, psychological, and social issues of individuals with disabilities Case management and service delivery in vocational rehabilitation counseling  
l. Basic principles, concepts, and procedures in public and private vocational rehabilitation counseling  
m. Transition and job placement services for individuals with disabilities

8. To prepare rehabilitation counselors with the knowledge and skills needed to pass the Certified Rehabilitation Counselor examination.

9. To understand the importance and application of advocacy to assist individuals with disabilities.

10. To prepare rehabilitation counselors able to engage in the pursuit of new knowledge in the profession of counseling and rehabilitation counseling.

Program of Study

All students admitted to the program will follow the course of study outlined below.

Rehabilitation Counseling Track Curriculum (60 semester credits)

COUNSELING CORE (30 credits)  

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<td>MHS 5400</td>
<td>Counseling Skills &amp; Techniques (the pre-req for all other classes)</td>
<td>3</td>
</tr>
<tr>
<td>MHS 5350</td>
<td>Educational/Vocational Counseling</td>
<td>3</td>
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<tr>
<td>MHS 6802</td>
<td>Personality Theories</td>
<td>3</td>
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<td>MHS 6411</td>
<td>Counseling and Consultation in Community Settings</td>
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<td>Legal, Ethical, and Professional Issues in Counseling</td>
<td>3</td>
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<td>MHS 6428</td>
<td>Cross-Cultural Counseling</td>
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MEASUREMENT AND RESEARCH (6 credits)  

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<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 5481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6200</td>
<td>Measurement and Appraisal in Counseling (EDF 5481 pre-req)</td>
<td>3</td>
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</table>

SPECIALIZATION (12 credits)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>RCS 6031</td>
<td>Rehabilitation Counseling: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>RCS 6625</td>
<td>Service Delivery and Case Management in Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>RCS 6245</td>
<td>Psychological/Sociological Aspects of Disability</td>
<td>3</td>
</tr>
<tr>
<td>RCS 6080</td>
<td>Medical Aspects of Disability</td>
<td>3</td>
</tr>
</tbody>
</table>
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.

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 3.0 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.
Dual Tracks in Mental Health, School Counseling, and Rehabilitation Counseling
(For Licensure and Certification)

Students can add dual majors to your degrees by completing the following additional course requirements:

**If you are currently enrolled in the School or Rehabilitation Counseling Programs and want to add Clinical Mental Health Counseling, you will need to take:**

- MHS 6450 Substance Abuse Counseling
- MHS 6427 Adult Psychopathology
- MHS 6470 Human Sexuality Counseling*
- MHS 6411 Counsel/Consult in Community Settings
- MHS 6800 Practicum

*School Counseling

**If you are currently enrolled in the Clinical Mental Health or School Counseling Programs and want to add Rehabilitation Counseling, you will need to take:**

- RCS 6031: Rehabilitation Counseling: Principles and Practices
- RCS 6625: Service Delivery and Case Management in Rehabilitation
- RCS 6080: Medical Aspect of Disability
- RCS 6245: Psychosocial Aspects of Disability
- RCS 6821: Supervised Field Experience in Counseling under the supervision of a faculty member with a CRC or MHS 6820, Field Experience in Counseling under the supervision of a LMHC and a faculty member with a CRC

**If you are currently enrolled in the Clinical Mental Health or Rehabilitation Counseling Programs and want to add School Counseling, you will need to take:**

- SDS 6700 Organization and Administration of School Counseling
- SDS 5420 Counseling Students with Exceptionalities*
- SDS 6800 Advanced Practicum in Counseling under the supervision of a certified school counselor

*Clinical mental health students only

For School Counseling certification in Florida, you must also hold a Florida Teacher’s Certificate (which would include appropriate co-requisites and evidence of passing the Florida Teacher Certification (FTCE) General Knowledge Exam, Professional Education Exam, and the Subject Area Exam in Guidance and Counseling).

If you are a non-education major as an undergraduate and want to add School Counseling, you must take additional coursework outlined below.

Co-Requisites for Non-Education Majors that want to add School Counseling

*Students who do not hold a Florida Teacher's Certificate (or that have not taken these courses as an undergraduate student) must complete an additional 15 credits of professional education
Courses covering social, historical, and philosophical foundations, classroom management, general methods of teaching, TESOL, and reading. One course in each of the following subject areas must be completed prior to the awarding of the MS Counselor Education, in School counseling.

**Courses that satisfy these requirements include:**

**Social, Philosophical, & Historical Foundations (choose one):**
If taken as an undergrad student – EDF 3515, EDF 3521
If taken as a graduate student – EDF 6608, EDF 5517

**Classroom Management (choose one):**
EDP 5255 Classroom Management
EEX 5608 Behavioral Approaches to Classroom Learning and Management

**General Methods of Teaching (choose one):**
EDG 5414, ESE 6215, EDA 6061, EDE 6205, EDG 6250

**TESOL:**
TSL 5361C TESOL for secondary teachers

**Reading (choose one):**
RED 5339 Subject Related Reading

The FIU transcript will reflect the majors completed by the student if all additional program requirements are met and approved and certified for graduation by the student’s advisor and the Counselor Education Program Director.

**DISCLAIMER:** YOUR FIU TRANSCRIPTS WILL BE REVIEWED BY THE FLORIDA DEPARTMENT OF EDUCATION WHEN YOU APPLY FOR SCHOOL COUNSELOR CERTIFICATION; and by the FLORIDA DEPT. OF THE HEALTH WHEN YOU APPLY FOR CLINICAL MENTAL HEALTH LICENSURE; AND BY THE COMMISSION ON REHABILITATION COUNSELOR CERTIFICATION WHEN YOU APPLY FOR REHABILITATION COUNSELING CERTIFICATION. SEE THEIR RESPECTIVE WEBSITES FOR FURTHER INFORMATION.

**FIU REQUIRED PAPERWORK:** Students who wish to complete dual tracks (two majors) must complete a form found at the University Graduate School website. The form, Change of Graduate Degree Program, must be completed by the advisor and signed by student and the College of Education dean of Graduate Studies prior to submission to the University Graduate School. The form should be filled with the current program code of the student. The second box, will contain the requested new graduate program name, should contain the name and code for the second, newly requested major. The code for all Counselor Education Programs is CEDS10MS and the codes for the majors are as follows:

Rehabilitation Counseling --- CEDSREHAB
Clinical Mental Health Counseling – MTLHTH
School Counseling: SCHLGNGLG At the top of the Form, please type in ADDING A SECOND MAJOR
RCE Graduate Program Recruitment and Retention Policy, Plan and Activities

Florida International University (FIU) is fully committed to embrace the vision of inclusiveness through respect for the diversity of our global society as it relates to gender, socioeconomic class, race, ethnicity, disability, nationality, sexual orientation, spirituality and cultural identity. In cooperation with FIU inclusiveness commitment, recruitment and retention of students to the RCE graduate program involves reaching out to promising students of all backgrounds, and cultures. By attracting a diverse pool of prospective students through recruitment and retention efforts, we improve and enrich the educational experience for all students and prepare them to work within a complex, diverse society. RCE graduate program also actively recruits and retains a diverse faculty and staff that include minorities, women and persons with disabilities. The programs cultural diversity creates a familiar, supportive environment that helps encourage students to stay and complete their degrees. The following section(s) will provide an overview of the program’s recruitment and retention plan and activities.

Recruitment. The goal of recruitment is to increase your applicant pool. We increase our chances of finding qualified applicants by following the best practices for recruiting and establishing and maintaining regular contact with prospective students. RCE graduate program has developed and utilizes many tools to achieve our recruitment goal:

- **University recruitment and job fairs.** The RCE Program Coordinator attends FIU graduate recruitment fairs during the Fall and Spring semesters annually. The coordinator also attends FIU undergraduate Psychology department’s annual job fair. During these events, information about the rehabilitation counseling profession in general and the program is admissions criteria are discussed. These events provide the opportunity for prospective students to meet and interact with a faculty member from the rehabilitation counseling program, learn more about the specifics of the rehabilitation counseling profession and the graduate program admissions criteria process (see recruitment power point).

- **National Rehabilitation Counseling Conferences.** The program coordinator is an active member of National Council on Rehabilitation Education (NCRE). Each year the coordinator attends and presents at the (NCRE) spring conference. During these conferences, program flyers and faculty contact information is provided to prospective graduate students and program directors. Conference attendance provides an opportunity to bring national exposure to the FIU RCE graduate program as well as increase our prospective students’ pool (see NCRE conference brochures and presentation schedules).

- **Development and distribution of recruitment material.** A program flyer was developed with basic information on the rehabilitation counseling program, national certification opportunity, post-graduate potential job locations and program coordinator contact information. The flyer was printed and distributed on campus to the College of Nursing – Allied Health program faculty, FIU Career Services and Disability Resource Centers. Copies of the flyer were also distributed to the local area historically black college/university (HBCU) Florida Memorial University undergraduate Human Services program coordinator and Vocational Rehabilitation Administrators/Supervisors (see copy of program flyer).
• **Multiple contacts with prospective students.** Prospective students want to feel connected to their programs of interest therefore establishing a link with them was soon as possible is vital. Once the program faculty has identified which prospective students would be a good fit multiple personal contacts are made. Initially, the contact is made by calling or emailing the prospective students (see emails scripts). Subsequently, the program invites the prospective student on-campus to meet with the faculty.

These recruitment efforts are designed to ensure that the RCE graduate program readily identifies prospective students, gives them clear and appealing information on what we offer and establish initial relationships among prospective students and our faculty/staff.

**Retention.** A strong retention program helps students successfully complete their degrees and graduate in a timely manner. To enhance program retention efforts, RCE graduate program utilizes the following best practices retention strategies:

• **Notify students of their admissions as early as possible.** Prospective students are more likely to say yes to an early admission offer.

• **Provide students with faculty advisors who will mentor and encourage opportunities for social and intellectual engagement.** This is important for minority and underrepresented minority students who sometimes hesitant to seek assistance or who may not easily network with their peers.

• **Establish a safe and transparent environment.** In this type of setting students can address academic or personal concerns, such as career choices, modifying areas of study or changing advisors.

**Timeline.** RCE graduate program’s Recruitment and Retention Plan is implemented on a continuous basis throughout the academic calendar year.

### CLINICAL FIELD EXPERIENCES

**Rehabilitation Counseling Field Experiences**

The clinical field experience consists of a part-time practicum consisting of 105 hours (RCS 6801) with a minimum of 40 hours of direct service to persons with disabilities and a full-time internship consisting of 600 hours (RCS 6821) with a minimum of 240 hours of direct service to persons with disabilities 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, RCS 6245, and RCS 6080.** Students must have completed all course work prior to enrolling in and RCS 6821—the
All students must have the approval of their advisor to enroll in the field experiences.

**Placement Deadlines and Procedures**

<table>
<thead>
<tr>
<th>Fall Placement:</th>
<th>June 15</th>
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<tr>
<td>Spring Placement:</td>
<td>October 1</td>
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<tr>
<td>Summer Placement:</td>
<td>March 1</td>
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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) 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, Dr. Maureen Kenny in ZEB 247A
- One copy to your advisor
- One copy for the student

**OBJECTIVES...**

The primary objectives of the clinical field experiences are to provide opportunities for student-counselors to:

1. Conduct individual and group counseling to facilitate positive behavioral, attitudinal, and educational changes in clients/consumers with disabilities. *CORE: C.5.3c*
2. Conduct counseling activities that facilitate the development of educational, life, and career skills in clients/consumers. *CORE: C.4.10b, C.5.3b, C.5.7a, C.5.7b*
3. Conduct consultation with significant individuals in the life of the client/consumer.
4. Apply appraisal and measurement procedures including but not limited to the following: achievement, abilities and aptitude, personality, career exploration and development; vocational assessment; interpretation of testing results, transferable skills analysis; job-tasks analysis; independent living and social-emotional development. *CORE: C.4.2a, C. 4.2c, C.4.3b, C. 4.3c, C.5.2b, C. 7.5b*
5. Effectively use employment supports to enhance successful employment.  

   *CORE*: C.4.10a

6. Consult with medical/health professionals regarding prognosis, prevention and wellness strategies for individuals with a disability.  

   *CORE*: C.9.6b

7. Use developmental and preventive mental health strategies to promote positive mental health, individual development, and prevention of adjustment problems.

8. Work collaboratively, cooperatively, and effectively with diverse individuals (e.g., multicultural and multiethnic; males and females).

9. Abide by the standards of conduct established by the agency, or community based rehabilitation agency), the Standards of Ethical Conduct of the American Counseling Association (ACA), the American Rehabilitation Counseling Association (ARCA), and the American Rehabilitation Association.

**RESPONSIBILITIES**

**STUDENT-COUNSELOR**

1. Completes the application form for the practicum or internship and submit by the deadline dates to the Coordinator of Clinical Supervision and Placement and the Faculty Supervisor. Applications are available from the Coordinator of Clinical Supervision and your faculty advisor. Two copies and the original are to be submitted to the Coordinator of Clinical Supervision and Placement. One copy is given to the Faculty Supervisor and one copy is retained by the student.

2. Shows evidence of having obtained professional liability insurance. Professional liability insurance is available free to students who become student members of ACA, the American Counseling Association. Go to [www.counseling.org](http://www.counseling.org) to apply for membership and liability insurance. Students must provide proof of insurance by the second week of classes.

3. Develops with the Site Supervising Counselor a schedule that is suitable and agreeable to both parties and the placement site. The student must adhere to this schedule and advise the Supervising Counselor and the Faculty Supervisor/Clinical Instructor when conflicts will occur.

4. Completes the required number of field experience hours on site. Completion of 105 hours on site is required, 40 of which must be direct service hours.

5. Abides by the rules, regulations, and time schedules of the placement setting.

6. Performs customary counseling functions, activities, and tasks as assigned by the Site Supervising Counselor.

7. Attends any district, or agency staff development conferences and meetings as directed by the Supervising Counselor or agency administrator.

8. Continuously strives to improve performance at the placement site and accept feedback from supervisors and other placement personnel in a professional manner.

9. Attends all group and individual supervision meetings scheduled by the Faculty Supervisor, Site Supervisor, and Clinical Instructor.
10. Completes and submits a time log signed by the Site Supervising Counselor documenting the number of hours completed on site.

11. Acts in a professional and ethical manner at all times.

Course Requirements:

1. Direct Service: A minimum of **40 hours of direct service during the practicum and 240 hours of direct service during the internship with clients/consumers** with disabilities (documented on time log) including experience in individual counseling and group work **CORE: C. 5.3 b, C.5.3c, C. 5.7a, C. 5.7b**

2. Individual Supervision: Weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;

3. Group Supervision: an average of one and one half hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum and internship by a program faculty member or a supervisor under the supervision of a program faculty member; and

4. Variety of Activities: the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in service and staff meetings, case management, job placement) **CORE: C.4.2a, C. 4.2c, C.4.3b, C. 4.3c, C.4.10a, C.4.10b, C.5.2b, C. 7.5b, C.9.6b**

5. Audio/Videotapes & Observation: the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision; opportunities for direct observation and feedback of client interventions and counseling sessions. **CORE: C. 5.3 b, C.5.3c, C. 5.7a, C. 5.7b**

6. Case Study and Group Presentation: Students will submit a written case study and a vocational rehabilitation plan of a client they are counseling and present the case to the class. **C.4.2a, C. 4.2c, C.4.3b, C. 4.3c, C 4.10a, C.4.10b, C.5.2b, C. 7.5b, C.9.6b**

7. Evaluations: Students will be evaluated by both the site supervisor and the faculty supervisor at the midpoint and end of the semester. Students must complete an evaluation of the Field Site. See Counselor Education Field Experience Handbook.

The progress of students engaged in clinical field experiences is evaluated throughout the course of the semester during individual and group supervision, supervision of audiotaped sessions, and visits to the field experience site conducted by the faculty supervisor.

Students who do not demonstrate satisfactory progress during the field experiences will be placed on remediation and will have to complete additional hours at the site. Students who do not achieve a minimum of a “B” in the practicum will not be permitted to enroll in the internship.
Code of Professional Ethics for Rehabilitation Counselors can be found at http://www.crccertification.com/pages/crc_ccrc_code_of_ethics/10.php

Important Message to Rehabilitation Counseling Majors: All students must have the approval of their advisor to enroll in the field experiences. Students who receive a grade less than a B on the practicum will not be allowed to enroll in the internship until a remediation plan has been completed. Students who do not receive a grade of B or higher on the internship will not graduate. Students will need to meet with their advisor and the clinical coordinator to develop the remediation plan that would include the following: (a) repeating the practicum or internship course, (b) increased faculty supervision with direct faculty observations, and additional assignments from faculty as deemed necessary in areas where knowledge, skills, and professional attitude needs improvement. Student progress will be monitored at the midpoint and the goals identified in the plan may be modified as necessary.
COUNSELING LICENSURE

Students wishing to become a Licensed Mental Health counselor will obtain licensure through the Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling. To be licensed as a Mental Health Counselor in Florida you must have:

1. (a) Minimum of an earned master’s degree from a mental health counseling program accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) that consists of at least 60 semester hours or 80 quarter hours of clinical and didactic instruction, including a course in human sexuality and a course in substance abuse. [Note: CACREP accredited programs that are not mental health counseling programs do not meet this requirement, i.e., community counseling, school counseling, counselor education.]

OR

(b) Minimum of an earned master’s degree from a program related to the practice of mental health counseling that consists of at least 60 semester hours or 80 quarter hours and meets the following requirements:

- Minimum of 3 semester hours or 4 quarter hours of graduate-level coursework in each of the following 12 content areas: counseling theories and practice, human growth and development, diagnosis and treatment of psychopathology, human sexuality, group theories and practice, individual evaluation and assessment, career and lifestyle assessment, research and program evaluation, social and cultural foundations, counseling in community settings, substance abuse, and legal, ethical, and professional standards issues. Courses in research, thesis or dissertation work, practicums, internships, or fieldwork may not be applied toward this requirement

- The equivalent of at least 1,000 hours of university-sponsored supervised clinical practicum, internship, or field experience as required in the standards for CACREP accredited mental health counseling programs. This experience may not be used to satisfy the post-master’s clinical experience requirement

2. Two (2) years of post-master’s supervised experience under the supervision of licensed mental health counselor or the equivalent (64B4-31.007 F.A.C.) who is qualified as determined by the Board. The supervision experience must have consisted of at least 1,500 hours providing psychotherapy face-to-face with clients for the profession for which licensure is sought, and shall be accrued in no less than 100 weeks. At least 100 hours of supervision per 1,500 hours of psychotherapy face-to-face with clients provided by the intern; At least one (1) hour of supervision every two (2) weeks; at least one (1) hour of supervision per fifteen (15) hours of psychotherapy, with a minimum of one (1) hour of supervision every two (2) weeks. If the applicant obtained group supervision, each hour of group supervision must alternate with an hour of individual supervision. Individual supervision is defined as one supervisor supervising no more than two (2) interns and group supervision is defined as one supervisor supervising more than two (2) but a maximum of six (6) interns in the group

3. The applicant must pass the national clinical mental health counseling examination (NCMHCE) developed by the National Board for Certified Counselors (NBCC)

4. Complete an eight-hour laws and rules course from an approved provider
5. Complete a three-hour course on human immunodeficiency virus and acquired immune deficiency syndrome within six months of licensure

6. Complete a two hour domestic violence course from a board approved provider within six months of licensure

More information regarding licensure can be found here: http://floridasmentalhealthprofessions.gov/licensing/licensed-mental-health-counselor/

Counseling Certification

Certified Rehabilitation Counselor (CRC) Credential
The Commission on Rehabilitation Counselor Certification (CRCC) is the world’s largest rehabilitation counseling organization dedicated to improving the lives of individuals with disabilities.

Since 1974, CRCC has set the standard for competent delivery of quality rehabilitation counseling services through its nationally accredited and internationally recognized Certified Rehabilitation Counselor (CRC) certification program. Students of the program will take the CRC exam as the exit exam upon graduation. As a result, students who pass this exam will graduate as Certified Rehabilitation Counselor.

- The CRC is the premier credential designed specifically for rehabilitation counselors. CRCC developed its credentialing process in an effort to enhance the quality of services delivered to individuals with disabilities.
- Rehabilitation Counselors who earn the designation of CRC must meet stringent eligibility requirements, including advanced education and work experience specific to serving individuals with disabilities. They must also pass the CRC Examination.
- Once certified, CRCs must adhere to a rigid Code of Professional Ethics for Rehabilitation Counselors.
- CRCs must also demonstrate an ongoing commitment to lifelong learning by renewing their certification every 5 years through continuing education or re-examination. Participation in continuing education ensures that all CRCs continue to expand their skills.
- CRCs stay current on leading edge changes within the field such as medical advancements, assistive technology applications, changes in employment law, and workplace and communications advancements.

More information on eligibility can be found at the CRCC website: https://www.crccertification.com/eligibility-requirements

National Certified Counselor (NCC) credential
The National Board for Certified Counselors, Inc. (NBCC) is a nonprofit independent organization that establishes and monitors a national counselor certification process. It was created in 1982 through the efforts of the American Counseling Association to promote professional credentialing standards for counselors. NBCC provides a national standard in the counseling profession that can be used as a measure of professionalism. Through its certification programs, counselors certified by NBCC earn the designation National Certified Counselor.
(NCC). NBCC offers several routes to national certification. Eligibility depends upon a number of factors:

Requirements for the National Certified Counselor (NCC) credential:

1. A master’s degree in counseling from a regionally accredited university with a minimum of 48 semester or 72 quarter hours with counseling courses in:
   - Counseling Theory
   - Human Growth and Development
   - Social and Cultural Foundations
   - Helping Relationships
   - Group Work
   - Career and Lifestyle Development
   - Appraisal
   - Research and Program Evaluation
   - Professional Orientation and Ethics
   - Internship*
   *Two academic terms of supervised field experiences in a counseling setting

2. Two years of post-master’s counseling experience (3,000 hours) with 100 hours of face-to-face supervision by a National Certified Counselor (NCC) or other mental health professional approved by the board. This experience may be obtained within a 3 year time period.

3. Two professional references, one being from a recent supervisor.

4. Pass the National Counselor Examination for Licensure and Certification (NCE).

Counselors who meet the NBCC’s standards and obtain certification are required to maintain and renew certification through continuing education.

The National Board for Certified Counselors, Inc., (NBCC) is located at: 3 Terrace Way, Suite D, Greensboro, NC 27403-3660.

**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 Rehabilitation Counseling Association** [www.arcaweb.org](http://www.arcaweb.org)
The American Rehabilitation Counseling Association (ARCA), a division of ACA is an organization comprised of rehabilitation practitioners, educators, and students whose mission is to enhance the development of people with disabilities throughout their life span and to promote excellence in the rehabilitation counseling profession.

**The National Rehabilitation Association** [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** [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.

**American Mental Health Counselors Association** [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*).
Florida Counseling Association  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
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.
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.
**REHABILITATION COUNSELING 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.

**EDP 6277: Human Development: Across the Life Span (3).** Advanced survey of life span human development. Demographic, physiological, sociological and psychological factors contributing to optimal functioning from infancy through adulthood and aging. Applications to counseling and education.

**RCS 6245: 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.

**RCS 6080: 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.

**RCS 6031: Rehabilitation Counseling: Principles and Practices (3).** A survey course that provides an orientation to the rehabilitation process including the history, principles, philosophy, and legal aspects of rehabilitation counseling and related field.

**RCS 6625: Service Delivery and Case Management in Rehabilitation Counseling (3).** This course covers an evaluation of disability and rehabilitation potential in the context of service delivery and case management in the vocational rehabilitation process. Prerequisite: RCS 6031 Rehabilitation Counseling: Principles and Practices.

**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 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 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 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.

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.
APPENDICES

I. REVIEW OF STUDENT PROGRESS

II. PROGRAM CHECKLISTS

III. ADVISEMENT TRACKING FORM

IV. APPLICATIONS
   A. Mental Health/Rehab Field Experience Application
   B. CPCE Application
Review of Student Progress – Counselor Education Program  
FIU Counselor Education Program  
Counseling Student Review Form  

Name of Student: _________________________________ Date of Review: __________

Faculty Providing Review (Please initial):  
Kenny _____ MeEachern _______ Burt _____ Russell _____ Geddes-Hall _______

Program Track (Please check): Mental Health Counseling_____ School Counseling_____ Rehabilitation Counseling _____

Directions: Faculty will place their initials in the column that represents their assessment of the above named student.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Fac.</th>
<th>N/A</th>
<th>Low 1</th>
<th>2</th>
<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>The student shows a broad range of feelings, thoughts, attitudes, and</td>
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<td>The student demonstrates the ability to engage clients in a counseling</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>The student remains open to the values, attitudes, thoughts, and feelings</td>
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<td>The student works as a team player in cooperation with others. Comment:</td>
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<td>The student appropriately gives and receives feedback, to include both</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 w/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    PID#
________________________________________    ______________________

Advisor __________________________________________________________

Date Admitted to Program ________________

Strengths:

Weaknesses:
Counselor Education Program  
Dept. of Leadership And Professional Studies  
MS Counselor Education  
Rehabilitation Counseling Major

Program Coordinator: Dr. Valerie Russell  
Contact: (305) 348-3865 or verussel@fiu.edu

Name_________________________________________Panther ID# ___________
Email Address_____________________________________Phone _______________
Undergraduate degree area ________________________________

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<th>Sem/Yr Intent</th>
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<td>Personality Theories</td>
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<td>RCS 6031</td>
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<td>RCS 6625</td>
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<td>Practicum ** (&quot;B&quot; or better)</td>
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<td>RCS 6821</td>
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<td>Internship ** (&quot;B&quot; or better)</td>
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TOTAL 60   F = Fall, SP = Spring, SU = Summer ** = Prereq Requirement

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, RCS 6245, and RCS 6080.

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.
## Advisement Tracking Form – Rehabilitation Counseling

<table>
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<th>Student Signature</th>
<th>Date</th>
<th>Advisor Signature</th>
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COLLEGE OF EDUCATION
COUNSELOR EDUCATION PROGRAM

Application for Clinical Mental Health and Rehabilitation Counseling
Please Attach Resumé and Unofficial Transcripts

Type or print all information clearly and submit 3 copies of all materials to your advisor for signature

1. Keep one copy
2. Submit copy to clinical coordinator
3. Submit copy to advisor

☐ Practicum  ☐ Internship

☐ Clinical Mental Health  ☐ Rehab  ☐ Clinical Mental Health  ☐ Rehab

Semester & year applying for ______________________

Name:

________________________   ____________________________   __________________________
First                     Middle                      Last

__________________________   __________________________
Panther ID#                Email

Address:

__________________________   City   State   Zip
Street

Phones:

__________________________   ____________________________   __________________________
Home                      Work                      Cell

Anticipated Date of Graduation: __________________________

Preferred Population (check all that apply):

☐ Children  ☐ Adolescents  ☐ Adults  ☐ Older adults  ☐ No preference

Preferred Clinical Issues:

☐ Substance Abuse  ☐ Dual Diagnosis  ☐ Domestic Violence  ☐ Child Abuse/Foster Care

☐ General Outpatient Issues  ☐ Partial Hospitalization  ☐ Trauma
**Preferred Field Placement Sites** (list sites):


1. __________________________
   __________________________
2. __________________________
   __________________________
3. __________________________
   __________________________

**Preferred Miami-Dade Geographical Location**

(refer to map on right and rank from 1 – 5; 1 being most preferred and 5 being least preferred):

___ Northeast  
___ Northwest  
___ Beach  
___ Near South  
___ Far South

I prefer a site in Broward County. Yes No

---

**FOR PRACTICUM STUDENTS WHO ARE CURRENTLY PLACED:**

Do you plan to stay at your current placement for internship? Yes No

Current Field Placement Site: __________________________

Current Field Placement Supervisor:

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APPLICATION TO TAKE GRADUATE COMPREHENSIVE EXAMINATION
Rehabilitation Counseling Majors

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 230A, 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>
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<td>Personality Theories</td>
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Any previous CPCE Exam Attempts: ____yes____ no
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 Advisor ____________________________ Date ________________

**Section III:**

Director of Graduate Program, Counselor Education

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Approved Date

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Denial Date

Reason for Denial

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