WELCOME

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
School of Education
Department of Leadership and Professional Studies
11200 SW 8th Street
Miami, FL 33199 305-348-2382
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 1100 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 Miramar (FIU at I-75 in Miramar), 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, FEES AND FINANCIAL AID

TUITION AND FEES

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 2015.

<table>
<thead>
<tr>
<th>Fee</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total per credit hour</td>
<td>$455.64</td>
<td>$1,001.69</td>
</tr>
<tr>
<td>Parking</td>
<td>$90.70 (F/SP)</td>
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<tr>
<td>Health Fee</td>
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</tbody>
</table>

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 College of Education. Anyone interested in a graduate assistantship 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 McEachern, Ph.D., Program Director, Counselor Education Program
(305-348-3391, mceachen@fiu.edu)

Sandra Logan, Ph.D., Clinical Assistant Professor
Program Coordinator – School Counseling Program
(305-348-2097, slogan@fiu.edu)

Maureen C. Kenny, Ph.D., N.C.C., Professor of Counselor Education
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., Co-Program Director & 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
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

Kelli Scanlon, Ph.D., Adjunct Professor, Counselor Education
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
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. 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

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.

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.

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 Empowerment Program, the Center for Leadership and Service, and the Women’s Center.

**Transfer of Credit**
Not more than 6 semester hours of credit from another accredited institution may be used to satisfy program requirements. 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).

**Time to Degree Policy**
The Counselor Education program faculty follows the University Graduate School policy that all courses counted toward the Masters in Counselor Education must be completed within six years of first enrollment in the Master’s program. Students readmitted into the program must retake courses that will be beyond the 6 year limit at graduation. No exceptions to graduation requirements will be submitted to the University Graduate School for courses beyond the 6 year limit at time of graduation.

**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 check in 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/.

Master's Comprehensive Examination Policies

Clinical Mental Health Counseling

For Clinical Mental Health 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). The rest of this document will outline the purpose, format, and logistics of the CPCE for Clinical Mental Health 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 must take the CPCE prior to beginning the internship.

Students with disabilities that need accommodations 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 $75.00. A money order or cashier's check payable to CCE 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 the national mean for that test administration. 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 (on the Counselor Education website) 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, or Spring) and will last for four (4) hours. It is typically administered on a Saturday morning at the MMC. 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. Pencils are provided.
- 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.

Rehabilitation Counseling

Effective Fall 2014, the Certified Rehabilitation Counseling Examination (CRCE) will be used as the comprehensive examination for the Masters 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 CRC 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.

The CRC exam 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 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.

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

<table>
<thead>
<tr>
<th>Application Deadline</th>
<th>Testing Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 15</td>
<td>October 3-11</td>
</tr>
<tr>
<td>October 15</td>
<td>March 6-14</td>
</tr>
<tr>
<td>February 16</td>
<td>July 10-18</td>
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</tbody>
</table>

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 CRC 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.

**View or Print CRC Application Packet Instructions**

**View or Print CRC Application**
The application packet consists of required forms based on the applicant’s submittal category. See the CRC Certification Guide and Application Packet Instructions for more detailed information.

<table>
<thead>
<tr>
<th>Form</th>
<th>Category</th>
<th>Verifies status at a CORE-Accredited program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Status</td>
<td>G</td>
<td>View or Print Student Status Form</td>
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</table>

Test Accommodations Request

All applicants requesting test accommodations must complete the Test Accommodation Request Form and attach the required supporting documentation within their application. All requests for exam accommodations are reviewed on a case-by-case basis without penalty.

For more information on Test Accommodations, please refer to the Test Accommodations page.

Fees

The application fee for all application categories is $385. The fee covers both application and examination fees. Individuals who choose not to follow through with the CRC certification exam, prior to the first scheduled examination window, may request a refund of $200. $200 is the portion of the total fee that is related to the cost of the examination.

CRC Exam Preparation

The exam is practical and application oriented. Active course participation and completion of course assignments and readings throughout your program should help prepare you for the test. In addition, the Commission on Rehabilitation Counselor Certification (CRCC) has a 50-item Practice Test designed to assist candidates as they prepare to take the CRC exam.

The CRC Interactive Practice Test:

- is taken online in the comfort of your own home or office;
- contains one set of 50 items representative of content on a live CRC Exam;
- allows a 48-hour window to take and retake the test;
- provides correct answers, rationale, and related references for each of the 50 items;
- may be taken in 2 different modes - Test Mode and Study Mode - both within the 48-hour window; and

PLEASE NOTE: CRCC does not endorse or recommend other study guides or CRC Exam preparation materials that may be available on the market.

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 and CACREP. 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](http://coe-syllabi.fiu.edu/SitePages/Home.aspx)

**COUNSELOR EDUCATION PROGRAMS CURRICULA AND DESCRIPTIONS**

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. (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 either Broward or Miami-Dade County.
CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Overview and Mission Statement

The Master of Science in Counselor Education, Clinical Mental Health Counseling Track, is nationally accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and meets the curriculum requirements of the Florida Board of Social Worker, Marriage and Family Therapy, and Mental Health Counseling.

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 clinical 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 clinical 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, 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

- 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, SASC 126, 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, P.O. Box 659004 Miami, FL 33265-9004:

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 March 1; for Spring admissions, by September 1.

Since it is the student’s responsibility to assure that all admissions materials are received, 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:

**Corresponding FIU Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to psychology</td>
<td>PSY 2020 (Psychology Dept.)</td>
</tr>
<tr>
<td>Statistics</td>
<td>STA 3122 (Dept. of Stats.)</td>
</tr>
<tr>
<td><strong>AND</strong> one of the following:</td>
<td></td>
</tr>
<tr>
<td>Educational Psychology OR</td>
<td>EDP 3004 (College of Educ.)</td>
</tr>
<tr>
<td>Abnormal Psychology OR</td>
<td>CLP 4144 (Psychology Dept.)</td>
</tr>
<tr>
<td>Personality Theories</td>
<td>PPE 3003 (Psychology Dept.)</td>
</tr>
</tbody>
</table>

**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 Track Curriculum

COUNSELING CORE (27 credits)  Credit Hours
EDP 6277  Human Development: Across the Lifespan  3
MHS 5400  Counseling Skills & Techniques (pre-req for most 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 Track, 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 • Counseling 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 (150 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, SASC 126, 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, P.O. Box 659004 Miami, FL 33265-9004:**

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).
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 March 1; for Spring admissions, by September 1.
Since it is the student’s responsibility to assure that all admissions materials are received, 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 co-requisite 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

**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>Category</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFESSIONAL STUDIES (9 credits)</strong></td>
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<td></td>
<td></td>
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<tr>
<td>EDF 6211</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDF 5481</td>
<td>Foundations of Education Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDP 6277</td>
<td>Human Development: Across the Lifespan</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>COUNSELING CORE (21 credits)</strong></td>
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<td></td>
</tr>
<tr>
<td>MHS 5400</td>
<td>Counseling Skills &amp; Techniques (the pre-req for all other classes)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MHS 6802</td>
<td>Personality Theories</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MHS 6200</td>
<td>Measurement and Appraisal in Counseling (EDF 5481 pre-req)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MHS 6700</td>
<td>Legal, Ethical, and Professional Issues in Counseling</td>
<td>3</td>
<td></td>
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<tr>
<td>MHS 6428</td>
<td>Cross Cultural Counseling</td>
<td>3</td>
<td></td>
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<tr>
<td>MHS 5350</td>
<td>Educational/Vocational Counseling</td>
<td>3</td>
<td></td>
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<tr>
<td>MHS 6511</td>
<td>Group Counseling (for School Counselors)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>COUNSELING SPECIALIZATION (15 credits)</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>SDS 6700</td>
<td>Organization and Administration of School Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SDS 6411</td>
<td>Counseling Children and Adolescents</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SDS 5460</td>
<td>Crisis Counseling and Interventions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPS 6199</td>
<td>Family, School Collaboration and Consultation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SDS 5420</td>
<td>Counseling Students with Exceptionalities</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>CLINICAL EXPERIENCES (12 credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDS 6800</td>
<td>Advanced Practicum in Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SDS 6820</td>
<td>Supervised Field Experience in Counseling</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>57</td>
</tr>
</tbody>
</table>

**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 Track, is nationally accredited by the Council on Rehabilitation Education (CORE) and 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 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 services, (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 (2014), 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, SASC 126, 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, P.O. Box 659004 Miami, FL 33265-9004.

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 a Fall semester admission, students are advised to submit their applications by March 1; for Spring admissions, by September 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 received, 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 master’s 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 (CRC).
Program of Study

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

Rehabilitation Counseling Track Curriculum

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

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
RCS 6245  Psychological/Sociological Aspects of Disability  3
RCS 6080  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.
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 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: SCHLGNSTH

At the top of the Form, please type in **ADDING A SECOND MAJOR**

**CLINICAL FIELD EXPERIENCES**

**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 semesters. These field experiences are intended to be conducted in consecutive semesters 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 course work 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 Clinical Coordinator of Field Experiences, Dr. Russell, in ZEB 238B.

**Placement Deadlines and Procedures**

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<tr>
<th>Placement Type</th>
<th>Deadline</th>
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<tr>
<td>Fall Placement</td>
<td>June 15</td>
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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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</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 Miami Dade and Broward County. 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 ACA or ASCA.
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 238 B.
- One copy to your advisor
- One copy for the student

**School Counseling**

The clinical field experience consists of a part-time practicum consisting of 150 hours (SDS 6800) and a full-time internship consisting of 600 hours (SDS 6820) and is completed over the course of two 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](http://education.fiu.edu/field_experience.htm).

**Placement Deadlines and Procedures**

**On-line Procedures (Fall – January 15th, Spring – May 15th)**

Students must access the on-line application through [http://education.fiu.edu/field_experience.htm](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 130. No summer field experience placements are available for school counseling.

**Offline Procedures (Fall – February 15th, Spring – June 15th)**

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. Russell) in ZEB 238 B
- 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 resumé, and
• A statement of the student’s counseling/educational philosophy.

*As of Spring 2008, there will be no placements outside of Broward and Miami Dade county.

School counseling students are not required to have liability insurance but it is recommended that they do so. Professional liability insurance may be purchased at the student rate from the American Counseling Association (ACA) Insurance Trust or the American School Counselor Association. To purchase this insurance at a lower rate, students must first join (as student members) either ACA or ASCA.

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, RCS6245, and RCS6080. Students must have completed all course work prior to enrolling in and RCS 6821—the internship.

Placement Deadlines and Procedures

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<tr>
<th>Fall Placement:</th>
<th>June 15</th>
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<tr>
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<td>March 1</td>
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</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 Miami Dade or Broward county. 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 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 238 B
• One copy to your advisor
One copy for the student

**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** [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.

**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.

**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 out 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.

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). Course surveys medical etiology and elements of knowledge useful in the assessment, management and rehabilitation of individuals with disabilities or chronic illnesses.

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). This is an advanced counseling and consultation course that examines general principles of community counseling, including, but not limited to, prevention, intervention, education, outreach, advocacy, consultation, crisis intervention, and service delivery in various community settings. Prerequisites: MHS 5400 and MHS 6700.

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). This course explores concepts and skills involved in counseling clients with backgrounds that are culturally and linguistically diverse. 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). 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 is an evaluation of the laws, policies, and social factors that influenced the roles and function of rehabilitation counselors 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 5420: Counseling Students with Exceptionalities (3). An overview of the academic, personal, social and career needs of students with physical and emotional disabilities and counseling implications and strategies for working with special education students in school settings.


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. Mental Health Counseling
   B. School Counseling
   C. Rehabilitation Counseling

III. APPLICATIONS
   A. Mental Health/Rehab Field Experience Application
   B. CPCE Application

IV. PERFORMANCE OUTCOMES
   A. FDOE, FEAPS, CACREP, CORE
Name of Student: __________________________________________ Date of Review: ____________

Faculty Providing Review (Please initial):

Kenny _____ Burt_____ Russell_____ Logan_______ Scanlon_____

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</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>High</th>
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<tr>
<td>The student clearly communicates ideas and concepts. Demonstrates ability</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>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>of other students and faculty. Comment:</td>
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</table>
The student works as a team player in cooperation with others.  
*Comment:*

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<tr>
<th>KS</th>
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The student appropriately gives and receives feedback, to include both positive and constructive criticism.  
*Comment:*

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<tr>
<th>KS</th>
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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 ___________________________ PID# ____________
Advisor _________________________________
Date Admitted to Program ________________

Strengths: ______________________________

Weaknesses: ___________________________
# Counselor Education Program

**Dept. of Leadership and Professional Studies**  
**MS Counselor Education**  
**Clinical Mental Health Counseling Major**

Program Coordinator: Dr. Maureen C. Kenny  
Contact: (305) 348-3506 or kennym@fiu.edu

<table>
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<th>Course</th>
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<th>Sem Offered</th>
<th>Sem/Yr Intent</th>
<th>Sem/Yr Taken</th>
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**Counseling Core (27)**

**Measurement and Research (6)**

**Specialization (15)**

**Clinical Experiences (12)**

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 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 course work prior to enrolling in MHS 6820—the internship. All students must have the approval of their advisor to enroll in the field experiences.

* Offered online

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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Counselor Education Program
Dept. of Leadership And Professional Studies
MS Counselor Education
School Counseling Major

Program Coordinator: Dr. Sandra Logan
Contact: (305-348-2097 or slogan@fiu.edu)

Name ____________________________________ Panther ID# ____________
Email Address ________________________________________ Phone ____________

Undergraduate degree area _________________________________________________________

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<th>Course</th>
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<td>F = Fall, SP = Spring, SU = Summer</td>
<td>** = Prereq Requirement</td>
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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)

*Offered online

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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**Florida Certification Number**

**Certification Subject Area(s) and Level(s)**

**Undergraduate Major**

**Institution of Undergraduate Degree**

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.

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**Advisement Tracking Form – School Counseling**

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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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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, RCS6245, and RCS6080. 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.  
* Offered online  

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APPLICATION TO TAKE GRADUATE COMPREHENSIVE EXAMINATION

Please complete this form, obtain your advisor’s signature, and submit to the CPCE Administrator, for final approval. You must bring a money order or cashier’s check made out to CCE, for $75. These funds cover the cost of the proctor and the exam. No applications will be accepted without payment. Applications must be submitted with an unofficial transcript.

Name: 
Date of Request: 
Phone Number: 
E-mail: 
Panther ID #: 
Anticipated Graduation Date: 

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<td>Research &amp; Program Evaluation</td>
<td>EDF 5481</td>
<td>Found. of Ed. Research</td>
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Any previous CPCE Exam Attempts: [ ] yes [ ] no  If yes, Semester____________________

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 GPA of at least 3.0 at the graduate level and completed all the courses on this application.

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

____________________________________________________
Signature of Counselor Education Advisor

________________________________
Date

________________________________
Approval of CPCE Administrator & Date
COUNSELOR EDUCATION PROGRAM

Application for Clinical Mental Health and Rehabilitation Counseling

PRACTICUM APPLICATION

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 for your records
2. Submit copy to clinical coordinator
3. Submit copy to advisor for student file

☐ Clinical Mental Health ☐ Rehab

Semester & year applying for practicum________________________

Name:

First ___________________________________________ Middle ___________________________________________ Last ___________________________________________

Panther ID# ___________________________________________ Email ___________________________________________

Address:

Street ___________________________________________ City ___________________________________________ State ___________________________ Zip ___________________________________________

Phones:

Home ___________________________________________ Work ___________________________________________ Cell ___________________________________________

Anticipated Date of Graduation: __________________________

Preferred location ___________ Broward ___________ Miami Dade
Securing a Site:
It is the student’s responsibility to arrange for a practicum site. The list of prospective sites is posted online at: http://education.fiu.edu/counselor_ed/experiences.html. Please review the list and contact the agency to set up an interview or tour. If you chose a site not on this list, you must have it approved by the clinical coordinator. All students must have their site confirmed prior to the semester they are to begin their field experience. Sites must be approved by the clinical director by the end of the previous term. (e.g. if you apply for the Spring you must have your site approved before classes end in the Fall semester.) It is the student's responsibility to secure a site and inform the clinical director of the site. Please be proactive in securing a site.

The website also contains checklists for each program that may be useful when interviewing at a potential site.

**Preferred Field Placement Sites** (list sites):

1. ____________________________________________
   ____________________________________________

2. ____________________________________________
   ____________________________________________

3. ____________________________________________
   ____________________________________________

→ Advisor Signature ____________________________ Date ________________
COUNSELOR EDUCATION PROGRAM

Application for Clinical Mental Health and Rehabilitation Counseling

INTERNSHIP APPLICATION

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 for your records
2. Submit copy to clinical coordinator
3. Submit copy to advisor for student file

☐ Clinical Mental Health ☐ Rehab

Semester & year applying for internship__________________________

Name:

__________________________________________  __________________  _________________________
First Middle Last

____________________________________________
Panther ID# Email

Address:

__________________________________________  ___________________  _________  _____________________
Street City State Zip

Phones:

__________________________________________  ___________________  ___________________________
Home Work Cell

Anticipated Date of Graduation: ______________________________
Where did you complete your practicum?

__________________________________________________________
Site Name

Who was your site supervisor?

__________________________________________________________
Name                      Title

__________________________________________________________
Phone                      Email

Will you be staying at this site? ☐ Yes (end of application) ☐ No

If you are planning on leaving your practicum site, please provide a brief explanation for the change:


Preferred Internship Placement Sites (list sites):

1. ___________________________________________________________
   
   ___________________________________________________________

2. ___________________________________________________________
   
   ___________________________________________________________

3. ___________________________________________________________
   
   ___________________________________________________________

Advisor Signature ___________________________ Date ________________
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, CORE standards and the Florida Educators Accomplished Practices (FEAPs) are embedded and expected performance outcomes for counseling students.

Florida Department of Education (FLDOE) 16th Edition Subject Area Competencies, and Skills Covered in this Course cross-walked with the CACREP standards

Following the completion of the Internship, the….

THE STUDENT COUNSELOR WILL HAVE:

1 Knowledge of counseling

1. Demonstrate knowledge of major counseling theories. CACREP 5.d, SC C1
2. Recognize the relationships of cultural identity, personality, learning, and human development theories to counseling theories. CACREP 2.c; 3.a, b
3. Apply relevant counseling theories and techniques appropriate to specific situations and populations. CACREP 2.c, 5.d,
4. Recognize criteria for selecting appropriate modes of counseling interventions in individual, small group, and large group settings. CACREP 6c,d
5. Demonstrate knowledge of interpersonal processes in small and large group settings. CACREP 6a
6. Demonstrate knowledge of techniques and leadership skills for facilitating small and large groups. CACREP 6.b
7. Demonstrate knowledge of appropriate listening and responding skills with all stakeholders. CACREP 5c,
8. Identify appropriate evidence-based counseling approaches for specific populations. CACREP 2. d, 5.d, SC D1; SCD2
9. Demonstrate knowledge of human development and behavior to promote positive change. CACREP 3.c, 3.f. 3.h

2 Knowledge of activities and programs for addressing current concerns

Demonstrate knowledge of evidence-based strategies that promote academic, career, and personal-social development, and community involvement. CACREP 4.e.g, SC D.2

1. Demonstrate knowledge of crisis counseling and crisis management plans (e.g., responses to death, natural disasters, acts of violence, medical emergencies). CACREP 5.g
2. Identify materials and resources for implementing guidance curricula (e.g., character education, conflict resolution, bullying prevention, mediation training). SC C2

3. Identify high-risk and addictive behaviors and appropriate intervention strategies. CACREP 3.g, SC G.2,

4. Demonstrate knowledge of school counseling programs for classrooms and large groups (e.g., drug education, personal safety, career education). CACREP SC K1, 3

5. Demonstrate knowledge of peer helper programs. CACREP SC M6, N4

7. Demonstrate knowledge of the components of ASCA National Model: A Framework for School Counseling Programs and Florida's School Counseling and Guidance Framework: A Comprehensive Student Development Program Model (e.g., foundation, management, delivery, accountability, systemic change, collaboration, advocacy, leadership). CACREP SC A.5

3 Knowledge of student assessment

Demonstrate knowledge of basic measurement concepts (e.g., validity, norming, reliability, error of measurement, standardization). CACREP 7b, c, d, e

1. Identify factors that may influence student performance and affect test results. CACREP SC G1,

2. Demonstrate knowledge of the major functions, strengths, and limitations of various standardized and non-standardized assessments. CACREP 7b

3. Interpret the results of formal and informal assessments. CACREP 7g

4. Identify appropriate methods of communicating synthesized data from a variety of sources (e.g., response to intervention, Florida’s Academic Counseling and Tracking for Students [FACTS]) for a comprehensive assessment of a student. CACREP 7g

5. Apply the results of formal and informal assessments from a variety of sources to improve student educational outcomes. CACREP SC H3

4 Knowledge of career development and postsecondary opportunities.

Demonstrate knowledge of major career development theories. CACREP 4a

1. Identify school counseling activities related to careers. CACREP SC D2

2. Identify decision-making approaches for students in various stages of career development. CACREP 4f

3. Demonstrate knowledge of resources, including assessments, used in career development. CACREP 4b

4. Interpret student assessment data relevant to career development. CACREP 4e

5. Identify appropriate activities for promoting student employability and lifelong learning. CACREP SC D2
6. Demonstrate knowledge of resources that provide specific information about educational and technical career opportunities. CACREP 4b

7. Identify ways to assist students in selecting secondary and postsecondary opportunities. CACREP SC L2

8. Demonstrate knowledge of sources of financial assistance for funding educational opportunities. CACREP 4b

5. **Knowledge of consultation, collaboration, and coordination.**

1. Identify components essential to a consultation model. CACREP 5f, SC M4

2. Demonstrate knowledge of strategies for collaborating with stakeholders to facilitate student success. CACREP SC M2

3. Demonstrate knowledge of collaborative decision making and the use of appropriate data and resources to assist individuals and groups and enhance the school environment. CACREP N3

4. Select effective procedures for communicating information to stakeholders (e.g., graphing response to intervention, Web site, e-mail, workshop, newsletter). CACREP B2

5. Identify appropriate approaches and resources for making in-school and out-of-school referrals. CACREP SC N5

6. Identify effective methods for communicating the benefits of a comprehensive school counseling program to all stakeholders. CACREP B2

7. Demonstrate knowledge of multicultural, ethical, and professional competencies in planning, organizing, implementing, evaluating, and enhancing the comprehensive school counseling program. CACREP SC, A2

6. **Knowledge of professional, ethical, and legal considerations**

1. Demonstrate knowledge of legal and ethical standards relevant to the counseling process and practices. CACREP SC A.2

2. Demonstrate knowledge of the professional and ethical standards of the American Counseling Association and the American School Counselor Association. CACREP SC A.2

3. Demonstrate knowledge of the legal rights of students and parents or guardians with regard to student records (e.g., Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, Individuals with Disabilities Education Improvement Act). CACREP A2

4. Demonstrate knowledge of legislation concerning students with special needs. CACREP A2

5. Demonstrate knowledge of the counselor's role as an advocate and leader to promote and support student success in the school and community. CACREP SC A.2

7. **Knowledge of academic advisement**
1. Identify effective strategies for promoting student awareness of graduation requirements, the college admission process, scholarships, and other postsecondary opportunities. CACREP SC L2

2. Interpret academic assessment data for appropriate educational placement and progression for all student populations. CACREP H1, 3

3. Identify approaches for assisting students with course selection to prepare for secondary and postsecondary educational or employment opportunities. CACREP SC L2, H2

4. Identify systemic interventions that foster equity and access to close achievement, opportunity, and informational gaps. CACREP L3

8 Knowledge of research, program evaluation, and follow-up.
3. Demonstrate knowledge of needs assessment techniques. CACREP 8d

9 Knowledge of appropriate technology
1. Demonstrate knowledge of the use of technology in accessing, managing, storing, reporting, and transmitting student information.

2. Demonstrate knowledge of the appropriate use of technology to plan, organize, implement, evaluate, and enhance the comprehensive school counseling program.

3. Demonstrate knowledge of the benefits and limitations of various technological applications.

10 Knowledge of social and cultural diversity
1. Demonstrate knowledge of multicultural and pluralistic societal changes and trends when developing and coordinating the school counseling program. CACREP SC E1

2. Demonstrate knowledge of the characteristics, needs, and issues of diverse populations. CACREP 2b

3. Demonstrate knowledge of facilitating the counseling process for diverse students and families. CACREP SC F1

4. Demonstrate knowledge of the counselor's responsibility to address his or her own biases. CACREP 2e, SC D1

5. Identify inclusive strategies that eliminate biases, prejudices, and discriminatory contexts within the school and community. CACREP 2f, E2
Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
Standards for Curricular Experiences

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
   a. history and philosophy of the counseling profession and its specialty areas
   b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
   c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
   d. the role and process of the professional counselor advocating on behalf of the profession
   e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
   f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
   g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
   h. current labor market information relevant to opportunities for practice within the counseling profession
   i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
   j. technology’s impact on the counseling profession
   k. strategies for personal and professional self-evaluation and implications for practice
   l. self-care strategies appropriate to the counselor role
   m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
   c. multicultural counseling competencies
   d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
   e. the effects of power and privilege for counselors and clients
f. help-seeking behaviors of diverse clients
g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT
   a. theories of individual and family development across the lifespan
   b. theories of learning
c. theories of normal and abnormal personality development
d. theories and etiology of addictions and addictive behaviors
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
f. systemic and environmental factors that affect human development, functioning, and behavior
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
h. a general framework for understanding differing abilities and strategies for differentiated interventions
i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT
   a. theories and models of career development, counseling, and decision making
   b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
c. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
d. approaches for assessing the conditions of the work environment on clients’ life experiences
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
f. strategies for career development program planning, organization, implementation, administration, and evaluation
g. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy
h. strategies for facilitating client skill development for career, educational, and life-work planning and management
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
j. ethical and culturally relevant strategies for addressing career development
5. COUNSELING AND HELPING RELATIONSHIPS
   a. theories and models of counseling
   b. a systems approach to conceptualizing clients
   c. theories, models, and strategies for understanding and practicing consultation
   d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
   e. the impact of technology on the counseling process
   f. counselor characteristics and behaviors that influence the counseling process
   g. essential interviewing, counseling, and case conceptualization skills
   h. developmentally relevant counseling treatment or intervention plans
   i. development of measurable outcomes for clients
   j. evidence-based counseling strategies and techniques for prevention and intervention
   k. strategies to promote client understanding of and access to a variety of community-based resources
   l. suicide prevention models and strategies
   m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
   n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK
   a. theoretical foundations of group counseling and group work
   b. dynamics associated with group process and development
   c. therapeutic factors and how they contribute to group effectiveness
   d. characteristics and functions of effective group leaders
   e. approaches to group formation, including recruiting, screening, and selecting members
   f. types of groups and other considerations that affect conducting groups in varied settings
   g. ethical and culturally relevant strategies for designing and facilitating groups
   h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING
   a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
   b. methods of effectively preparing for and conducting initial assessment meetings
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
d. procedures for identifying trauma and abuse and for reporting abuse
e. use of assessments for diagnostic and intervention planning purposes
f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
h. reliability and validity in the use of assessments
i. use of assessments relevant to academic/educational, career, personal, and social development
j. use of environmental assessments and systematic behavioral observations
k. use of symptom checklists, and personality and psychological testing
l. use of assessment results to diagnose developmental, behavioral, and mental disorders
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION
a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
b. identification of evidence-based counseling practices
c. needs assessments
d. development of outcome measures for counseling programs
e. evaluation of counseling interventions and programs
f. qualitative, quantitative, and mixed research methods
g. designs used in research and program evaluation
h. statistical methods used in conducting research and program evaluation
i. analysis and use of data in counseling
j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
   a. history and development of clinical mental health counseling
   b. theories and models related to clinical mental health counseling
   c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
   d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
   e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS
   a. roles and settings of clinical mental health counselors
   b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
   c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
   d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
   e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
   f. impact of crisis and trauma on individuals with mental health diagnoses
   g. impact of biological and neurological mechanisms on mental health
   h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
   i. legislation and government policy relevant to clinical mental health counseling
   j. cultural factors relevant to clinical mental health counseling
   k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
   l. legal and ethical considerations specific to clinical mental health counseling
   m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE
   a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
   b. techniques and interventions for prevention and treatment of a broad range of mental health issues
   c. strategies for interfacing with the legal system regarding court-referred clients
   d. strategies for interfacing with integrated behavioral health care professionals
   e. strategies to advocate for persons with mental health issues
SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
   a. history and development of school counseling
   b. models of school counseling programs
   c. models of P–12 comprehensive career development
   d. models of school-based collaboration and consultation
   e. assessments specific to P–12 education

2. CONTEXTUAL DIMENSIONS
   a. school counselor roles as leaders, advocates, and systems change agents in P–12 schools
   b. school counselor roles in consultation with families, P–12 and postsecondary school personnel, and community agencies
   c. school counselor roles in relation to college and career readiness
   d. school counselor roles in school leadership and multidisciplinary teams
   e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
   f. competencies to advocate for school counseling roles
   g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
   h. common medications that affect learning, behavior, and mood in children and adolescents
   i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
   j. qualities and styles of effective leadership in schools
   k. community resources and referral sources
   l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
   m. legislation and government policy relevant to school counseling
   n. legal and ethical considerations specific to school counseling

3. PRACTICE
   a. development of school counseling program mission statements and objectives
   b. design and evaluation of school counseling programs
   c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
   d. interventions to promote academic development
   e. use of developmentally appropriate career counseling interventions and assessments
   f. techniques of personal/social counseling in school settings
   g. strategies to facilitate school and postsecondary transitions
   h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
   i. approaches to increase promotion and graduation rates
   j. interventions to promote college and career readiness
   k. strategies to promote equity in student achievement and college access
   l. techniques to foster collaboration and teamwork within schools
   m. strategies for implementing and coordinating peer intervention programs
   n. use of accountability data to inform decision making
   o. use of data to advocate for programs and students
REHABILITATION COUNSELING

Students who are preparing to specialize as rehabilitation counselors will demonstrate the knowledge, skills, and attitudes necessary to address varied issues within the rehabilitation counseling context. Rehabilitation counselors work collaboratively with individuals with disabilities, their support systems, and their environments to achieve their personal, social, psychological, and vocational goals. Counselor education programs with a specialty area in rehabilitation counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
   a. history, legislation, systems, philosophy, and current trends of rehabilitation counseling
   b. theories, models, and interventions related to rehabilitation counseling
   c. principles and processes of vocational rehabilitation, career development, and job development and placement
   d. principles of independent living, self-determination, and informed choice
   e. principles of societal inclusion, participation, access, and universal design, with respect for individual differences
   f. classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities
   g. methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results

2. CONTEXTUAL DIMENSIONS
   a. professional rehabilitation counseling scope of practice, roles, and settings
   b. medical and psychosocial aspects of disability, including attention to coexisting conditions
   c. individual response to disability, including the role of families, communities, and other social networks
   d. information about the existence, onset, degree, progression, and impact of an individual’s disability, and an understanding of diagnostic systems including the International Classification of Functioning, Disability and Health (ICF), International Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM)
   e. impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities
   f. impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
   g. awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation
   h. impact of disability on human sexuality
   i. awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations
   j. knowledge of organizational settings related to rehabilitation counseling services at the federal, tribal, state, and local levels
   k. education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities
   l. Social Security benefits, workers’ compensation insurance, long-term disability insurance, veterans’ benefits, and other benefit systems that are used by individuals with disabilities
   m. individual needs for assistive technology and rehabilitation services
n. advocacy on behalf of individuals with disabilities and the profession as related to
disability and disability legislation
o. federal, tribal, state, and local legislation, regulations, and policies relevant to
individuals with disabilities
p. professional organizations, preparation standards, and credentials relevant to the
practice of rehabilitation counseling
q. legal and ethical aspects of rehabilitation counseling, including ethical decision-
making models
r. administration and management of rehabilitation counseling practice, including
coordination of services, payment for services, and record keeping

3. PRACTICE
a. evaluation of feasibility for services and case management strategies that facilitate
rehabilitation and independent living planning
b. informal and formal assessment of the needs and adaptive, functional, and
transferable skills of individuals with disabilities
c. evaluation and application of assistive technology with an emphasis on
individualized assessment and planning
d. understanding and use of resources for research and evidence-based practices
applicable
to rehabilitation counseling
e. strategies to enhance coping and adjustment to disability
f. techniques to promote self-advocacy skills of individuals with disabilities to
maximize empowerment and decision-making throughout the rehabilitation process
g. strategies to facilitate successful rehabilitation goals across the lifespan
h. career development and employment models and strategies to facilitate recruitment,
inclusion, and retention of individuals with disabilities in the work place
i. strategies to analyze work activity and labor market data and trends, to facilitate the
match between an individual with a disability and targeted jobs
j. advocacy for the full integration and inclusion of individuals with disabilities,
including strategies to reduce attitudinal and environmental barriers
k. assisting individuals with disabilities to obtain knowledge of and access to
community and technology services and resources
l. consultation with medical/health professionals or interdisciplinary teams regarding
the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent
functional limitations or restrictions of individuals with disabilities
m. consultation and collaboration with employers regarding the legal rights and
benefits of hiring individuals with disabilities, including accommodations, universal
design, and workplace disability prevention
Florida Educators Accomplished Practices (FEAPs)

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

   a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

   b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

   c. Designs instruction for students to achieve mastery;

   d. Selects appropriate formative assessments to monitor learning;

   e. Uses diagnostic student data to plan lessons; and

   f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

   a. Organizes, allocates, and manages the resources of time, space, and attention;

   b. Manages individual and class behaviors through a well-planned management system;

   c. Conveys high expectations to all students;

   d. Respects students’ cultural linguistic and family background;

   e. Models clear, acceptable oral and written communication skills;

   f. Maintains a climate of openness, inquiry, fairness and support;

   g. Integrates current information and communication technologies;

   h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

   i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

   a. Deliver engaging and challenging lessons;

   b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

   c. Identify gaps in students’ subject matter knowledge;

   d. Modify instruction to respond to preconceptions or misconceptions;

   e. Relate and integrate the subject matter with other disciplines and life experiences;

   f. Employ higher-order questioning techniques;

   g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

   h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

   i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

   j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

   a. Analyzes and applies data from multiple assessments and measures to diagnose student’s learning needs, informs instruction based on those needs, and drives the learning process;

   b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

   c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

   d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

   e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and

   f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

   a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

   b. Examines and uses data-informed research to improve instruction and student achievement;
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98, Amended 2-13-11.
General Curriculum Requirements, Knowledge Domains, and Student Learning Outcomes

C.1 Professional Identity and Ethical Behavior - Outcomes as demonstrated by the ability to:
C.1.1.a. Explain professional roles, purposes, and relationships of other human service and counseling/psychological providers.
C.1.1.b. Articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences.
C.1.2 History Systems, and philosophy of rehabilitation
C.1.2.a. Integrate into one’s practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities;
C.1.2.b. Describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings;
C.1.2.c. Explain the role and values of independent living philosophy for individuals with a disability.
C.1.3 Legislation related to people with disabilities
C.1.3.a. Apply the principles of disability-related legislation including the rights of people with disabilities to the practice of rehabilitation counseling.
C.1.4 Ethics
C.1.4.a. Practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession.
C.1.5 Professional credentialing, certification, licensure and accreditation
C.1.5.a. Explain differences between certification, licensure, and accreditation.
C.1.6 Informed consumer choice and consumer empowerment
C.1.6.a. Integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation.
C.1.6.b. Articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process.
C.1.7 Public policies, attitudinal barriers, and accessibility
C.1.7.a. Assist employers to identify, modify, or eliminate, architectural, procedural, and/or attitudinal barriers.
C.1.8 Advocacy
C.1.8.a. Educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law.
C.2 Psychosocial Aspects of Disability and Cultural Diversity - Outcomes as demonstrated by the ability to:
C.2.1 Sociological dynamics related to self-advocacy, environmental influences, and attitude formation.
C.2.1.a. Identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer’s rehabilitation.
C.2.1.b. Identify strategies to reduce attitudinal barriers affecting people with disabilities.
C.2.2 Psychological dynamics related to self-identity, growth, and adjustment
C.2.2.a. Identify strategies for self-awareness and self-development that will promote coping and adjustment to disability.
C.2.2.b. Identify and demonstrate an understanding of stereotypic views toward individuals with a disability and the negative effects of these views on successful completion of the rehabilitation outcomes.
C.2.2.c. Explain adjustment stages and developmental issues that influence adjustment to disability.
C.2.3 Implications of cultural and individual diversity including cultural, disability, gender, sexual orientation, and aging issues
C.2.3.a. Provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process.
C.2.3.b. Identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice.
C.2.3.c. Articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, and socio-economic status in groups, family, and society.
C.3 Human Growth and Development – Outcomes as demonstrated by the ability to:
C.3.1.a. Articulate a working knowledge of human development and the needs of individuals with disabilities across the life span.
C.3.1.b. Describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability.

C.3.2 Individual and family response to disability
C.3.2.a. Assist the development of transition strategies to successfully complete the rehabilitation process.
C.3.2.b. Recognize the influence of family as individuals with disabilities grow and learn.
C.3.2.c. Demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.

C.3.3 Theories of personality development
C.3.3.a. Describe and explain established theories of personality development.
C.3.3.b. Identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.

C.3.4 Human sexuality and disability
C.3.4.a. Identify impact that different disabilities can have on human sexuality.
C.3.4.b. Discuss sexuality issues with individuals with a disability as part of the rehabilitation process.

C.3.5 Learning styles and strategies
C.3.5.a. Develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.

C.4 Employment and Career Development – Outcomes as demonstrated by the ability to:
C.4.1 Disability benefits systems including workers’ compensation, long-term disability, and social security.
C.4.1.a. Demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment.
C.4.1.b. Explain the requirements of benefits available to people with disabilities through systems such as workers’ compensation, long-term disability insurance, and social security.

C.4.2 Job analysis, transferable skills analysis, work site modification and restructuring
C.4.2.a. Utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications or job restructuring.
C.4.2.b. Apply the techniques of job modification/restructuring and the use of assistive device to facilitate placement of people with disabilities.
C.4.2.c. Apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability.

C.4.3 Career counseling, career exploration, and vocational planning
C.4.3.a. Provide career counseling utilizing appropriate approaches and techniques.
C.4.3.b. Utilize career/occupational materials to assist the individual with a disability in vocational planning.
C.4.3.c. Facilitate involvement in vocational planning and career exploration.

C.4.4 Job readiness development
C.4.4.a. Assess individuals with a disability’ readiness for gainful employment and assist individuals with a disability in increasing this readiness.

C.4.5 Employer consultation and disability prevention
C.4.5.a. Provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors employees and employers.
C.4.5.b. Consult with employers regarding accessibility and issues related to ADA compliance.

C.4.6 Workplace culture and environment
C.4.6.a. Describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment.

C.4.7 Work conditioning/work hardening
C.4.7.a. Provide for work conditioning or work hardening strategies and resources as part of the rehabilitation process.

C.4.8 Vocational consultation and job placement strategies
C.4.8.a. Conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability.
C.4.8.b. Identify transferable skills by analyzing the consumer’s work history and functional assets and limitations and utilize these skills to achieve successful job placement.
C.4.8.c. Utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.

C.4.9 Career development theories
C.4.9.a. Apply career development theories as they relate to individuals with a disability with disabilities.

C.4.10 Supported employment, job coaching, and natural supports

C.4.10.a. Effectively use employment supports to enhance successful employment. C.4.10.b. Assist individuals with a disability with developing skills and strategies on the job.

C.4.11 Assistive technology

C.4.11.a. Identify and describe assistive technology resources available to individuals with a disability for independent living and employment.

C.5 Counseling Approaches and Principles – Outcomes as demonstrated by the ability to:

C.5.1 Individual counseling and personality theory.

C.5.1.a. Communicate a basic understanding of established counseling theories and their relationship to personality theory.

C.5.1.b. Articulate a personal philosophy of rehabilitation counseling based on an established counseling theory.

C.5.2 Mental health counseling

C.5.2.a. Recognize individuals with a disability who demonstrate psychological or mental health related problems and make appropriate referrals when appropriate.

C.5.2.b. Analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer.

C.5.2.c. Explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor.

C.5.3 Counseling skills and techniques development

C.5.3.a. Develop and maintain confidential counseling relationships with individuals with a disability using established skills and techniques.