



**Florida International University**

**College of Education**

**Student Handbook for  
Counselor Education Programs**



## WELCOME

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

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

Sincerely,  
Counselor Education Program Faculty

### **Program Address**

Counselor Education Program at Florida International University  
College of Education  
Department of Educational & Psychological Studies  
11200 SW 8<sup>th</sup> Street-ZEB 214  
Miami, FL 33199  
305-348-2552  
305-348-4125 (fax)  
<http://www.fiu.edu/~edpsy/counseloredhome.htm>



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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.

FIU is a research university offering a diverse selection of undergraduate, graduate and professional programs. Through its 18 colleges and schools, FIU offers more than 190 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 more than 38,000 students, almost 1,000 full-time faculty and more than 124,000 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. FIU also has a chapter of Phi Beta Kappa.



## CAMPUSES

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

## TUITION

The State University System Board of Regents as required by the Florida law establishes tuition and fees, and they are subject to change. Graduate students will be assessed the following fees per credit hour effective Fall 2008.

### State Resident Components

<u>Fee</u>	Resident	Non-Resident
Per credit hour	\$298.64	\$794.21
Parking	\$82.39(F/SP)	\$82.39(F/SP)
Athletic	\$10	\$10
Activity and Service	\$10.52	\$10.52
Photo ID	\$10.00	\$10.00
Health Fee	\$67.20	\$67.20

## FINANCIAL AID

Financial aid is in the form of grants, scholarships, assistantships, fellowships, loans and work-study. These are awarded on the basis of academic achievement and/or financial need. Students are encouraged to view the Financial Aid website at: <http://finaid.fiu.edu/>. There are a limited number of scholarships and assistantships available in the Department and in other divisions in the School of Education. Anyone interested in being considered should so indicate when making an application through the Office of Admissions. The Faculty and Chairperson review the applicants, and positions are offered based on availability. Annually, a graduate student will be offered an Assistantship and will work closely with a faculty member on research.



## **COUNSELOR EDUCATION FACULTY**

### **Full-time Counseling Faculty**

**Maureen Kenny, Ph.D., Associate Professor of Counselor Education**

*Program Director of Counselor Education, Mental Health Counseling*

(305-348-3506, kennym@fiu.edu)

Research Interests: Trauma in children and adult survivors; primary prevention of childhood sexual abuse; professional and child abuse reporting; play therapy.

**Adriana G. McEachern Ph.D., LMHC, NCC, CRC, Associate Professor of Counselor Education**

*Program Director – Rehabilitation Counseling Program, Clinical Coordinator*

(305-348-3391, mceacher@fiu.edu)

Research Interests: Multicultural issues and counseling; child abuse, exceptional student education and exceptional students.

**Marilyn Montgomery, Ph.D., Associate Professor of Counselor Education**

*Program Director of School Counseling*

(305-348-2552, montgomm@fiu.edu)

Research Interests: school-based treatment of child and adolescent problems; parent education and filial therapy; psychodynamic theory and psychotherapy, counselor development.

**Jethro W. Toomer, Ph.D., Professor of Counselor Education**

(305-348-2089, toomerj@fiu.edu )

Research Interests: Cross-cultural issues, interface of the law and mental health.

### **Support Faculty**

**Philip Lazarus, Ph.D., Associate Professor of School Psychology**

*Program Director – School Psychology Program*

Research Interests: The professional practice of school psychology; low incidence assessment; trauma in children; crisis intervention in schools; emotional intelligence.

**Educational Psychology & Special Education**

Research Interests: Intervention programs with infants at risk of language delays using maternal imitation and motherese speech, attachment patterns during infancy, the effects of depression, and the role of language in transfer of learning with adults.



## **DEPARTMENT INFORMATION & POLICIES**

The Department of Educational and Psychological Studies (EPS), 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 and undergraduate and graduate programs in Special Education (M.S., Ed.D).

Visit our website at: <http://www.fiu.edu/~edpsy/index.htm>

EPS has over 20 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.

### **Conditional Admissions**

Students who do not meet the admissions standards may be admitted conditionally for a period of two consecutive semesters. Students admitted conditionally will be required to register for two courses per semester for two consecutive semesters and obtain a cumulative G.P.A. of 3.25 for each semester. Once these conditions have been met, the conditional admission will revert to full admission status.

### **Special Student Status**

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

### **Changing Programs**

Occasionally, students may find that they feel they are better suited for another degree program and wish to change their major. If, after consultation with their advisor, the student feels this is the best course of action, he or she must submit the appropriate forms to the graduate school. Students should download the form from the following website and meet with their advisor to complete it. Students are advised that they may not automatically be accepted into another degree program as they must meet the minimum criteria for that programs' admissions. The Change of Graduate Degree Program Form can be found at: <http://gradschool.fiu.edu/forms.html>

### **Physically or Psychologically Challenged Students**

Students with disabilities who will need auxiliary aids or services to fully participate in the educational program should register with the Office of Disability Services prior to the beginning of the first term for which assistance is requested. Students shall be requested to provide current, appropriate documentation of their impairment or disability. Upon appropriate certification, the Office of



Disability Services will provide the required services. The Office is located in GC 225 on the University Park Campus (305-348-3532) and in UC 260 at the Biscayne Bay Campus (305-940-5813).

### **Endorsement Policy**

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

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

### **Student Services**

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

### **Transfer of Credit**

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

### **Due Process Policy**

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



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

- a. Student meets with the Advisor to discuss issues, concerns, and/or inappropriate behaviors.
- b. Student and Advisor meet with the Chair of the Department and Program Leader 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 ten students who are selected at random. The faculty's perception of the students' progress is documented on the Review of Student Progress Form (See Appendices). Each faculty member contributes input based on the student's academic performance, personal and professional behavior in class, ability to get along with peers, openness to feedback and constructive criticism, as well as other aspects of their functioning as a future counselor. This information is recorded on the Student Progress Form and placed in the student's academic file. The student's progress will be discussed with him or her during the next scheduled advising session. If the student displays poor academic performance, inappropriate behavior or behavior not becoming of a professional counselor, an action plan is developed. The student will be notified by his or her faculty advisor and the action plan is then discussed with the student. The faculty reserve the right to monitor any student's progress at any time during their enrollment in the program and to discuss problematic students on a continuous basis.

### **Advisement**

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

### **Academic Warning, Probation and Dismissal**

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

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

**Dismissal:** A graduate student on probation whose cumulative and semester GPA's fall below a 3.0 will be automatically dismissed from his or her program and the University. A graduate student will



not be dismissed prior to attempting a minimum of 12 hours of coursework as a graduate student. The student has ten working days to appeal the dismissal decision. The appeal must be made in writing to the Dean of the College or the School in which the student is admitted. The dismissal from the University is for a minimum of one year. After one year, the student may reapply for re-admission (see re-admission) to the University in the same or a different program, or register as a non-degree seeking student. Dismissed students applying for re-admission or registering as non-degree seeking students are placed on academic probation.

### **Academic Appeals/Student Grievance Procedures**

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

### **Application for Graduation**

Students who plan to graduate must submit to the Office of the Registrar an *Application for Graduation* form. This form should be submitted before the last day of classes of the academic semester prior to graduation. Application deadlines can be found by referring to the Academic Calendar found at <http://registrar.fiu.edu/index.php?id=1402>.

Students turning in the *Application for Graduation* after the deadline will graduate the following semester. There is no charge for applying for graduation. Further information can be found on line at <http://registrar.fiu.edu/index.php?id=85>

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.



## **COUNSELOR EDUCATION PROGRAM POLICIES, CURRICULA, AND DESCRIPTIONS**

The College of Education offers the Master of Science in Counselor Education with three specialization tracks: 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 either Mental Health, School, or Rehabilitation Counseling.

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



## **MENTAL HEALTH COUNSELING PROGRAM**

### **Overview and Mission Statement**

The Master of Science in Counselor Education, 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 as outlined by the Florida Department of Medical Quality Assurance and the American Counseling Association.

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

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

The Mental Health Counseling program requires the completion of 61 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 (28 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 (and Lab) • 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.

### **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

Applying to a graduate program in our department is a two-part process. All applicants must submit an application to the Office of Admissions, University Park, PC 140, Miami, FL 33199, (305) 348-2363. The applicant must submit all academic transcripts and pay the appropriate fees. Letters of recommendation, autobiographical sketch and resume, should be forwarded to the **Mental Health Counseling Program Admissions, Department of Educational and Psychological Studies, ZEB 214A, Miami, FL 33199.**

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

1. Grade point average. A minimum of 3.2 or higher in upper division coursework (last 60 semester hours). 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 or lack of fit between student interests and program emphasis.

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



Since it is the student's responsibility to assure that all admissions materials are in the file, they are advised to contact the Department of Educational and Psychological Studies (305-348-2552) to check on the status of their application.

### **Applicants with Out of Field Majors**

Students seeking admission to the program in 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 while enrolled in the graduate program, but must be completed before practicum and internship. All prerequisite courses are three credits. They are as follows:

#### **Corresponding FIU Courses**

Introduction to Psychology  
Statistics

PSY 2020 (Psychology Dept.)  
STA 2122 (Dept. of Statistics)

**AND** one of the following:

Educational Psychology **OR**  
Abnormal Psychology **OR**  
Personality Theories

EDP 3004 (College of Education)  
CLP 4144 (Psychology Dept.)  
PPE 3003 (Psychology Dept.)

### **Graduation Requirements**

1. Students must have a graduate G.P.A. of 3.0 or higher and no more than 2 Cs in program coursework.
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 for their program area (for those admitted beginning Fall 2007). 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.

### **Mental Health Counseling Track Curriculum**

<b>COUNSELING CORE (28 credits)</b>		<b>Credit Hours</b>
EDP 6506	Human Development: Across the Lifespan	3
MHS 5400	Counseling Skills & Techniques ( <u>pre-req for many other classes</u> )	3
MHS 6802	Personality Theories	3
MHS 6700	Legal, Ethical, & Professional Issues in Counseling	3
MHS 6511	Group Counseling	3
MHS 6511(L)	Group Development Lab	1
MHS 5350	Educational & Vocational Counseling	3
MHS 6428	Cross Cultural Counseling	3
SDS 6411	Counseling Children and Adolescents	3
SDS 5460	Crisis Counseling	3
<b>MEASUREMENT &amp; RESEARCH (6 credits)</b>		
EDF 5481	Foundations of Educational Research	3
MHS 6200	Measurement & Appraisal in Counseling (EDF 5481 pre-req)	3
<b>SPECIALIZATION (15 credits)</b>		
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
<b>CLINICAL EXPERIENCES (12 credits)</b>		
MHS 6800	Advanced Practicum in Counseling	3
MHS 6820	Supervised Field Experience in Counseling	9
<b>TOTAL</b>		<b>61</b>

### **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 6506, & 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 Educational and Psychological 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 change within urban, diverse school settings.

The School Counseling program requires the completion of 58 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 (25 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 (and Lab) • Educational & Vocational Counseling • Cross Cultural Counseling • Measurement & Appraisal in Counseling
- **School Specialization (15 credits).** These courses are designed to provide a focus on topics most pertinent to working with students presenting with a variety of concerns in school settings. These courses include: • Organization and Administration of School Counseling • Counseling Children and Adolescents • Crisis Counseling and Interventions • Family, School Collaboration and Consultation • Education of Students with Exceptionalities
- **Professional Studies (6 credits).** These courses are designed to provide students with a broad base of research methods and foundations found in education. These courses include: • Foundations of Educational Research • Psychological Foundations of Education
- **Clinical Experience (12 credits).** These courses occur at the end of the training program and are designed to provide students with the opportunity to practice the knowledge and skills acquired in the program. Interns will participate in activities equal to that of a regular School Counselor, but with close university and site supervision. These courses include: • Advanced Practicum in Counseling • Supervised Field Experience in Counseling



The prospective student should be advised that a substantial amount of time is spent in field work to meet practicum and internship requirements. The practicum requirement (105 hours) is the equivalent of one workday per week spent in a field placement during one academic semester. The internship (600 hours) is the equivalent of a full-time work (five days per week) experience for the period of one academic semester. The student should plan for this fieldwork to be during the day, rather than during evening hours, as the field experiences must be completed in an elementary, middle, or secondary school setting.

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

### **School Counseling Program Objectives**

To prepare competent and ethical school counseling professionals who:

1. Understand and act according to the ethical principles of the American Counseling Association (2005), the American School Counselor Association (2004), and the legal guidelines of Florida Statutes 455 and 491, Rule Ch. 61F4 (1994), and 491.0045 (1998).
2. Understand the knowledge base and how it is organized within the structure of school counseling.
3. Use a variety of guidance and counseling approaches, interventions, and methods including technological innovations to promote learning and change.
4. Are ready to work effectively with and demonstrate sensitivity toward individuals from diverse populations (i.e., ethnic, racial, cultural, gender, sexual/affectional, class, age, disability, and/or spiritual/religious).
5. Recognize the value and importance of on-going self-analysis, self-improvement and life-long learning.
6. Understand, master, and apply subject matter from the following areas:
  - a. Individual and group counseling skills, techniques, and theories
  - b. Human development theories
  - c. Measurement and appraisal in counseling
  - d. Educational and career development
  - e. Consultation approaches and interventions
  - f. Guidance Coordination functions and activities
  - g. Multiculturalism and counseling diverse populations
  - h. Crisis counseling and interventions
  - i. Research and evaluation methods in school guidance and counseling
  - j. Legal, ethical, and professional issues in counseling



7. Are able to engage in the pursuit of new knowledge in the profession of school counseling.
8. Have had opportunities to interact with faculty in a variety of ways (i.e., advisement and career counseling, research projects, presentations at conferences, mentoring, student and professional associations).

### **Admission Requirements**

Applying to a graduate program in our department is a two-part process. All applicants must submit an application to the Office of Admissions, University Park, PC 140, Miami, FL 33199, (305) 348-2363. The applicant must submit all academic transcripts and pay the appropriate fees. Letters of recommendation, autobiographical sketch and resume, should be forwarded to the **School Counseling Program Admissions, Department of Educational and Psychological Studies, ZEB 214A, Miami, FL 33199.**

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

1. A Passing score on all sections of the General Knowledge (GK) Exam (or the CLAST for students entering program after July 1, 2002). A combined score of 1000 on the Verbal and Quantitative sections of the GRE may be accepted in lieu of the GK for admission purposes.
2. GPA of 3.2 or higher in upper division coursework (last 60 semester hours) are required for admissions. All stated admissions requirements are to be considered minimums.
3. Three letters of recommendations (at least one from academic sources and one from work or volunteer experience). A recommendation would be considered inappropriate if it spoke of personal characteristics unrelated to the area in which the student is applying. A recommendation would be considered poor if a negative recommendation came from a faculty member who had knowledge of the candidate's work or ability as a potential graduate student.
4. Evidence of applicant's clarity in presenting their ideas and thoughts in an autobiographical sketch.
5. Willingness to commit oneself to the time (including time for field experience) necessary for training.
6. Evidence of professionalism and maturity.
7. Recent resume.
8. A personal interview with the Admissions Committee. The Admissions Committee considers the interpersonal qualities and responses of each candidate during the personal interview. During the interview, the Committee makes a decision based on a set of established criteria as to the candidate's competence and potential as a future practitioner in counseling.

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



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

Since it is the student's responsibility to assure that all admissions materials are in the file, they are advised to contact the Department of Educational and Psychological Studies (305-348-2552) 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 5517 History of American Education

EDF 6608 Social, Philosophical, & Historical Foundations of Education

Classroom Management (choose one):

EDP 5219 Classroom Management

EEX 5608 Behavioral Approaches to Classroom Learning and Mgmt

General Methods of Teaching (choose one):

EDG 5414, ESE 6215, EDA 6061, EDE 6205, or EDG 6250

TESOL:

TSL 3080/5086 TESOL Issues and Methodologies

Reading (choose one):

EEX 5259 Literacy in Special Education

RED 5339 Subject Related Reading

RED 6336 Reading in the Content Area

### **Graduation Requirements**

1. Students must have a graduate G.P.A. of 3.0 or higher and no more than 2 Cs in program coursework.
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 the Tasks Stream 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**

<b>PROFESSIONAL STUDIES (9 credits)</b>		<b>Credit Hours</b>
EDF 6211	Psychological Foundations of Education	3
EDF 5481	Foundations of Education Research	3
EDP 6506	Human Development: Across the Lifespan	3
<b>COUNSELING CORE (22 credits)</b>		
MHS 5400	Counseling Skills & Techniques ( <u>the pre-req for all other classes</u> )	3
MHS 6802	Personality Theories	3
MHS 6200	Measurement and Appraisal in Counseling (EDF 5481 pre-req)	3
MHS 6700	Legal, Ethical, and Professional Issues in Counseling	3
MHS 6428	Cross Cultural Counseling	3
MHS 5350	Educational/Vocational Counseling	3
MHS 6511	Group Counseling (for School Counselors)	3
MHS 6511L	Group Development Lab	1
<b>COUNSELING SPECIALIZATION (15 credits)</b>		
SDS 6700	Organization and Administration of School Counseling	3
SDS 6411	Counseling Children and Adolescents	3
SDS 5460	Crisis Counseling and Interventions	3
SPS 6199	Family, School Collaboration and Consultation	3
EEX 6051	Education of Students with Exceptionalities	3
<b>CLINICAL EXPERIENCES (12 credits)</b>		
SDS 6800	Advanced Practicum in Counseling	3
SDS 6820	Supervised Field Experience in Counseling	9
<b>TOTAL</b>		<b>58</b>

### **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, meets the requirements for the certification in rehabilitation counseling (CRC).

The Counselor Education Program is housed within the Department of Educational and Psychological 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 children, adolescents, and adults 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 challenges.

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

- **Counseling Core (30 credits).** These courses are designed to advance the theoretical and practical application of counseling skills and techniques in the areas of individual and group counseling, as well as systems interventions. These courses include: • Counseling Skills & Techniques • Human Development • Personality Theories • Legal, Ethical, & Professional Issues in Counseling • Group Counseling • Educational & Vocational Counseling • Counseling & Consultation in Community Settings • Cross Cultural Counseling • Adult Psychopathology • Human Sexuality Counseling
- **Rehabilitation Specialization (12 credits).** These courses are designed to provide a focus on topics most pertinent to working with clients presenting with a variety of concerns in Rehabilitation settings. These courses include: • Rehabilitation Counseling: Principles and Practices • Service Delivery and Case Management in Rehabilitation • Psychological/Sociological Aspects of Disability • Medical Aspects of Disability
- **Measurement & Research (6 credits).** These courses are designed to provide students with a broad base of research methods, statistics, and applications of assessment instruments. These courses include: • Foundations of Educational Research • Measurement & Appraisal in Counseling
- **Clinical Experience (12 credits).** These courses occur at the end of the training program and are designed to provide students with the opportunity to practice the knowledge and skills acquired in the program. Interns will participate in activities equal to that of a regular Rehabilitation Counselor, but with close university and site supervision. These courses include: • Advanced Practicum in Rehabilitation Counseling • Supervised Field Experience in Rehabilitation Counseling



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

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

### **Rehabilitation Counseling Program Objectives**

To prepare competent and ethical rehabilitation counseling professionals who:

1. Understand and act according to the ethical principles of the American Counseling Association (2005), the American Rehabilitation Counseling Association, as well as the Florida legal statutes.
2. Understand the wide variety of theories and techniques of counseling with the inherent assumptions regarding the nature of humankind and their application to individuals with disabilities.
3. Address and respond to the impact of culture and ethnicity on the practice of counseling and consultation.
4. Function as program evaluators and interpreters/consumers of empirical research in the field of counseling and rehabilitation counseling.
5. Recognize the value and importance of on-going self-analysis, self-improvement and life-long learning.
6. Understand, master, and apply subject matter from the following areas:
  - a. Personality and counseling theories and practice
  - b. Human development theories
  - c. Psychopathology, diagnosis, and treatment planning
  - d. Human sexuality theory and human sexuality issues with individuals with disabilities
  - e. Group theories and practice
  - f. Measurement and appraisal



- g. Research concepts and applications
  - h. Career, vocational assessment, and vocational counseling
  - i. Crisis counseling and interventions
  - j. Legal, ethical, and professional standards
  - k. Multicultural and cross-cultural counseling
  - l. Medical, psychological, and social issues of individuals with disabilities
  - m. case management and service delivery in vocational rehabilitation counseling
  - n. basic principles, concepts, and procedures in public and private vocational rehabilitation counseling
  - o. transition and job placement services for individuals with disabilities
7. Are able to engage in the pursuit of new knowledge in the profession of counseling and rehabilitation counseling.

### **Admission Requirements**

Applying to a graduate program in our department is a two-part process. All applicants must submit an application to the Office of Admissions, University Park, PC 140, Miami, FL 33199, (305) 348-2363. The applicant must submit all academic transcripts and pay the appropriate fees. Letters of recommendation, autobiographical sketch and resume, should be forwarded to the **Rehabilitation Counseling Program Admissions, Department of Educational and Psychological Studies, ZEB 214A, Miami, FL 33199.**

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

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



During the interview, the Committee makes a decision based on a set of established criteria as to the candidate's competence and potential as a future practitioner in counseling.

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

Program admissions requirements are subject to change, therefore it is the responsibility of the student to assure that he/she has met the requirements. To ensure Fall semester admissions, students are advised to submit their applications by April 1; for Spring admissions, by October 1. Since it is the student's responsibility to assure that all admissions materials are in the file, they are advised to contact the Department of Educational and Psychological Studies (305-348-2552) to check on the status of their application.

### **Graduation Requirements**

1. Students must have a graduate G.P.A. of 3.0 or higher and no more than two Cs in program coursework.
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 for their program area (for those admitted beginning Fall 2007). Qualifying scores and remediation practices are described later in this handbook.



## Program of Study

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

### **Rehabilitation Counseling Track Curriculum**

<b>COUNSELING CORE (30 credits)</b>		<b>Credit Hours</b>
EDP 6506	Human Development: Across the Lifespan	3
MHS 5400	Counseling Skills & Techniques ( <u>the pre-req for all other classes</u> )	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
<b>MEASUREMENT AND RESEARCH (6 credits)</b>		
EDF 5481	Foundations of Educational Research	3
MHS 6200	Measurement and Appraisal in Counseling (EDF 5481 pre-req)	3
<b>SPECIALIZATION (12 credits)</b>		
RCS 6031	Rehabilitation Counseling: Principles and Practices	3
RCS 6625	Service Delivery and Case Management in Rehabilitation	3
EEX 6203	Psychological/Sociological Aspects of Disability	3
EEX 6208	Medical Aspects of Disability	3
<b>CLINICAL EXPERIENCES (12 credits)</b>		
RCS 6801	Advanced Practicum in Rehabilitation Counseling	3
RCS 6821	Supervised Field Experience in Counseling Rehabilitation Counseling	9
<b>TOTAL</b>		<b>60</b>

### **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 6506, & EDF 5481. The practicum must be completed satisfactorily before students can enroll in the internship.



## **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 consecutive semesters. These field experiences are intended to be conducted in a mental health counseling setting. The nature of this experience should be similar to that of a regular counseling position, but with closer supervision. The field experiences will occur at the end of the training program, and the intern is expected to put into practice the knowledge and skills acquired in the program. A major criterion for placement is the credentials of the agency's on-site supervisor, namely possession of at least a master's degree in counseling, psychology, or clinical social work as well as licensure in such discipline. Students must have completed the majority of their coursework (to include the following courses) prior to enrolling in MHS 6800--the practicum that precedes the internship: **MHS 5400, MHS 6700, MHS 6802, MHS 6428, MHS 5350, MHS 6511, MHS 6740, 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. McEachern, in ZEB 213A

### **Placement Deadlines and Procedures**

<b>Fall Placement:</b>	<b>June 15</b>
<b>Spring Placement:</b>	<b>October 1</b>
<b>Summer Placement:</b>	<b>March 1</b>

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

The completed packet includes:

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

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



- One copy to Clinical Coordinator of Field Experiences in ZEB 237A
- One copy to your advisor
- One copy for the student

### **School Counseling**

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

### **Placement Deadlines and Procedures**

#### **On-line Procedures (Fall – February 1<sup>st</sup>, Spring – September 15<sup>th</sup>)**

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 213A. No summer field experience placements are available.

#### **Offline Procedures (Fall – March 1, Spring – October 1<sup>st</sup>)**

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 two copies to the Student Teaching and Clinical Supervision Office
- One copy to your advisor
- One copy to Clinical Coordinator of Field Experiences (Dr. McEachern) in ZEB 213A
- 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 the tri-county area (Miami-Dade, Broward, Palm Beach).

### **Rehabilitation Counseling**

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

### **Placement Deadlines and Procedures**

<b>Fall Placement:</b>	<b>June 15</b>
<b>Spring Placement:</b>	<b>October 1</b>
<b>Summer Placement:</b>	<b>March 1</b>

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

The completed packet includes:

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

Applicants must prepare and submit 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 213A
- One copy for the student



## **Master's Comprehensive Examination**

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

### **Purpose**

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

### **Format and Description**

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

The CPCE consists of 160 items with 20 items per CACREP area. 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/2001Standards.html>.

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

#### Cost of the CPCE

The fee charged each student for the CPCE is \$50.00. Cash or checks (made out to Florida International University) are acceptable forms of payment.

#### Criterion for Passing

The minimum passing score for the CPCE is 70% (112 correct out of 160).

#### 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 during the student’s practicum class, usually at the mid-semester point. Applications for the examination are found in the Student Handbook for Counselor Education Programs or may be obtained from the student’s advisor. Return the completed application, an unofficial copy of your transcripts, and the payment to your advisor. Application deadline dates are as follows:

- For students who desire to take the exam during the Fall Semester, the deadline is **September 12<sup>th</sup>**
- For students who desire to take the exam during the Spring Semester, the deadline is **January 16<sup>th</sup>**
- For students who desire to take the exam during the Summer Semester, the deadline is **May 15<sup>th</sup>**

#### Administration of Comprehensive Examination



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

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

Further Questions

Please address any questions you may have to your advisor.



## **PROFESSIONAL ORGANIZATIONS**

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

### **American Counseling Association ([www.counseling.org](http://www.counseling.org) 1-800-347-6647)**

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

### **American Mental Health Counselors Association (<http://www.amhca.org> 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) 1-800-306-4722)**

ASCA represents the needs of children and adolescents and our nation's school counselors. They publish the peer-reviewed journal, the *Professional School Counselor* and the magazine, *School Counselor*. ASCA provides an annual conference.

### **The National Rehabilitation Association (<http://www.nationalrehab.org>)**

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

### **Chi Sigma Iota (<http://www.csi-net.org>)**

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))**

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.



## **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.

**EDP 6506: Human Development: Across the Life Span (3).** Advanced survey of life span human development. Demographic, physiological, sociological and psychological factors contributing to optimal functioning from infancy through adulthood and aging. Applications to counseling and education.

**EEX 6051: Education of Students with Exceptionalities (3).** Significant concepts in relation to the educational needs of students with exceptionalities.

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

**EEX 6208: Medical Aspects of Disability (3).** Medical etiology and remediation of disability. Includes genetic, biochemical, nutritional, and physical agents in mental retardation, learning disability, and emotional handicaps. Prerequisite: EEX 3202 or equivalent.

**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).** Examination of the significant events in the history of mental health care that have contributed to the development of the specialty within the counseling profession.

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

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



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

**MHS 6428: Cross Cultural Counseling (3).** Concepts and skills involved in counseling clients with backgrounds different from the majority culture. Prerequisites: MHS 5400.

**MHS 6450: Substance Abuse Counseling (3).** This course will educate mental health practitioners in understanding substances and techniques in counseling those who abuse them. Prerequisites: MHS 5400.

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

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

**MHS 6511L: Group Development Lab (1).** This is an experiential course where students engage in a group counseling experience which is led and facilitated by a licensed mental health counselor. Co-requisite: MHS 6511.

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

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

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

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

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

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

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

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



**SDS 5460: Crisis Counseling and Interventions (3).** Prevention and intervention strategies in crisis situations including child abuse and neglect, suicide, substance abuse, AIDS, and personal loss.

**SDS 6411: Counseling Children and Adolescents (3).** Theory and application of counseling elementary age children and adolescents including family issues and interventions, legal and ethical considerations and counseling at-risk and exceptional children. Pre-requisite, MHS 5400.

**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. Corequisite: Graduate standing.



## **Notes & Appendices**

### **I. REVIEW OF STUDENT PROGRESS**

### **II. PROGRAM ADVISING CHECKLISTS**

- A. Mental Health Counseling**
- B. School Counseling**
- C. Rehabilitation Counseling**

### **III. APPLICATIONS**

- A. School Counseling Course Worksheet for Field Experiences**
- B. Mental Health/Rehab Field Experience Application**
- C. Comprehensive Final Application**

### **IV. TENTATIVE COURSE SCHEDULING**

- A. Long-Range Tentative Schedule of Courses for Counselor Education**
- B. Pines Center – Proposed School Counseling Cohort**

### **V. PERFORMANCE OUTCOMES**



**FIU Counselor Education Program**  
**Counseling Student Review Form**

Name of Student: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Faculty Providing Review (Please initial):

Kenny \_\_\_\_ McEachern \_\_\_\_ Toomer \_\_\_\_ Montgomery \_\_\_\_

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.

Competency	Fac.	N/A	Low 1	2	3	4	High 5
	MCK						
AM							
MM							
JWT							
MCK							
AM							
MM							
JWT							
MCK							
AM							
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JWT							
MCK							
AM							
MM							
JWT							



**General Assessment (Check all that are appropriate)**

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

\_\_\_ The student needs improvement in the following areas:

- \_\_\_ Academic performance
- \_\_\_ Professional behavior(s)
- \_\_\_ Personal behavior(s)

**(If applicable, see back for Remediation Plan)**

**The recommended remediation plan may include:**

- \_\_\_ Receiving academic assistance (e.g., University writing center, tutoring, meeting w/instructors during office hours)
- \_\_\_ Improving professional behavior(s) (e.g., meetings with advisor, maintain a personal schedule)
- \_\_\_ Receiving personal assistance (e.g., meeting with a helping professional)
- \_\_\_ The student may be advised to transfer to a different area of emphasis within the master's program
- \_\_\_ The student will be advised into another area of emphasis.

**Additional Comments**

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**Counselor Education Program**  
**Mental Health Counseling Track**  
**CACREP Accredited**

**Master's Degree Plan of Study**  
**Dept of Ed. & Psych Studies**  
**Florida Intl. University**

Name \_\_\_\_\_ Panther ID# \_\_\_\_\_

Email Address \_\_\_\_\_ Phone \_\_\_\_\_

Undergraduate degree area \_\_\_\_\_

Course	Sem Hr	Title	Sem Offered	Sem/Yr Intent	Sem/Yr Taken	Transfer
<b>Counseling Core (28)</b>						
MHS 5400	3	Counseling Skills & Techniques	F, SP, SU			
MHS 6700	3	Ethical, Legal & Prof. Issue in Coun.	F, SP			
MHS 6802	3	Personality Theories	F, SP			
EDP 6506	3	Human Development: Lifespan	SP			
MHS 6511	3	Group Counseling **	SP			
MHS 6511(L)	1	Group Counseling Lab **	SP			
MHS 5350	3	Ed. & Vocational Counseling **	SP			
MHS 6428	3	Cross Cultural Counseling **	SP, SU			
SDS 6411	3	Coun. Children & Adolescents **	SP, SU			
SDS 5460	3	Crisis Counseling & Intervention	SP, SU			
<b>Measurement and Research (6)</b>						
MHS 6200	3	Meas. & Appraisal in Counseling **	F, SU			
EDF 5481	3	Found. of Ed. Research	F, SP, SU			
<b>Specialization (15)</b>						
MHS 6020	3	Foundations of Mental Health	F			
MHS 6411	3	Coun. & Consult. in Comm. Set. **	F			
MHS 6427	3	Adult Psychopathology **	SP			
MHS 6470	3	Human Sexuality Counseling **	SU			
MHS 6450	3	Substance Abuse Counseling **	F			
<b>Clinical Experiences (12)</b>						
MHS 6800	3	Practicum ** ("B" or better)	F, SP, SU			
MHS 6820	9	Internship** ("B" or better)	F, SP, SU			
<b>TOTAL</b>	<b>61</b>	<b>F = Fall, SP = Spring, SU = Summer</b>		<b>** = Prereq Requirement</b>		

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.**





**Counselor Education Program**  
**School Counseling Track**  
**CACREP Accredited**

**Master's Degree Plan of Study**  
**Dept of Ed. & Psych Studies**  
**Florida Intl. University**

Name \_\_\_\_\_ Panther ID# \_\_\_\_\_

Email Address \_\_\_\_\_ Phone \_\_\_\_\_

Undergraduate degree area \_\_\_\_\_

Course	Sem Hr	Title	Sem Offered	Sem/Yr Intent	Sem/Yr Taken	Transfer
<b>Professional Studies (9)</b>						
EDF 6211	3	Psych. Found. of Education	F, SU			
EDF 5481	3	Found. of Ed. Research	F, SP, SU			
EDP 6506	3	Human Development: Lifespan	SP			
<b>Counseling Core (22)</b>						
MHS 5400	3	Counseling Skills & Techniques	F, SP, SU			
MHS 6700	3	Ethical, Legal & Prof. Issue in Coun.	F, SP			
MHS 6802	3	Personality Theories	F, SP			
MHS 6511	3	Group Counseling **	F, SU			
MHS 6511(L)	1	Group Counseling Lab **	F, SU			
MHS 5350	3	Ed. & Vocational Counseling **	SP			
MHS 6428	3	Cross Cultural Counseling **	SP, SU			
MHS 6200	3	Meas. & Appraisal in Counseling **	F, SU			
<b>Specialization (15)</b>						
SDS 6700	3	Org. and Admin. of School Coun.	F			
SDS 6411	3	Coun. Children & Adolescents **	SP, SU			
SDS 5460	3	Crisis Counseling & Intervention	SP, SU			
SPS 6199	3	Family, School Coll. & Consult.	SP, SU			
EEX 6051	3	Ed. of Students with Except.	F, SU			
<b>Clinical Experiences (12)</b>						
SDS 6800	3	Practicum ** ("B" or better)	F, SP			
SDS 6820	9	Internship ** ("B" or better)	F, SP			
<b>TOTAL</b>	<b>58</b>	<b>F = Fall, SP = Spring, SU = Summer</b>	<b>** = Prereq Requirement</b>			

<b>Tests Completed:</b> _____ <b>Professional Ed.</b> _____ <b>GK</b> _____ <b>Subject Area</b> Date Date Date <b>Upload all artifacts on Efolio demonstrating successful completion of the FEAPs _____ (Faculty Initials)</b>
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**Counselor Education Program**  
**Rehabilitation Counseling Track**  
**CORE Compliant**

**Master's Degree Plan of Study**  
**Dept of Ed. & Psych Studies**  
**Florida Intl. University**

Name \_\_\_\_\_ Panther ID# \_\_\_\_\_

Email Address \_\_\_\_\_ Phone \_\_\_\_\_

Undergraduate degree area \_\_\_\_\_

Course	Sem Hr	Title	Sem Offered	Sem/Yr Intent	Sem/Yr Taken	Transfer
<b>Counseling Core (30)</b>						
MHS 5400	3	Counseling Skills & Techniques	F, SP, SU			
MHS 6700	3	Ethical, Legal & Prof. Issue in Coun.	F, SP			
MHS 6802	3	Personality Theories	F, SP			
EDP 6506	3	Human Development: Lifespan	SP			
MHS 6511	3	Group Counseling **	SP			
MHS 6427	3	Adult Psychopathology **	SP			
MHS 6470	3	Human Sexuality Counseling **	SU			
MHS 5350	3	Ed. & Vocational Counseling **	SP			
MHS 6428	3	Cross Cultural Counseling **	SP, SU			
MHS 6411	3	Couns. & Consult. in Comm. Set. **	F			
<b>Measurement and Research (6)</b>						
MHS 6200	3	Meas. & Appraisal in Counseling **	F, SU			
EDF 5481	3	Found. of Ed. Research	F, SP, SU			
<b>Specialization (12)</b>						
RCS 6031	3	Rehab. Couns: Princ. & Practices	F			
RCS 6625	3	Service Delivery in Rehab	TBA			
EEX 6203	3	Psych/Soc Aspects of Disability	TBA			
EEX 6208	3	Medical Aspects of Disability	SP			
<b>Clinical Experiences (12)</b>						
RCS 6800	3	Practicum ** ("B" or better)	F, SP, SU			
RCS 6820	9	Internship ** ("B" or better)	F, SP, SU			
<b>TOTAL</b>	<b>60</b>	<b>F = Fall, SP = Spring, SU = Summer</b>	<b>** = Prereq Requirement</b>			

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





**SCHOOL COUNSELING – MASTER  
PART II – PROFESSIONAL EDUCATION REQUIREMENTS**

**Certification Prerequisites**

**Either**

Florida Certification Number	
Certification Subject Area(s) and Level (s)	
Undergraduate Major	
Institution of Undergraduate Degree	

**OR**

**Psychological Foundations**

Course	Institution	Semester	Code	Grade
Educ. Psychology			EDF 6211	

**Sociological Foundations**

Course	Institution	Semester	Code	Grade
Soc/Philo/Hist Foundations				

**Classroom Management**

Course	Institution	Semester	Code	Grade
Classroom Management				

**General Methods of Teaching**

Course	Institution	Semester	Code	Grade

**TESOL**

Course	Institution	Semester	Code	Grade

**Reading**

Course	Institution	Semester	Code	Grade



**PART III PROGRAM COURSES**

Course	Institution	Instructor	Semester	Code	Grade
Organization & Administration in School Counseling				SDS 6700	
Counseling Skills & Techniques				MHS 5400	
Personality Theories				MHS 6802	
Group Counseling for School Group Development Lab				MHS 6511 MHS 6511L	
Cross-Cultural Counseling				MHS 6428	
Foundation of Educational Research				EDF 5481	
Counseling Children/Adolescents				SDS 6411	
Measurement & Appraisal in Counseling				MHS 6200	
Ed/Vocational Counseling				MHS 5350	
Crisis Counseling/Interventions				SDS 5460	
Ethical Legal & Professional Issues in Counseling				MHS 6700	
Family School Consultation				SPS 6199	
Education of Students with Exceptionalities				EEX 6051	
Advanced Practicum in Counseling/Consultation (105hrs)				SDS 6800	
Supervised Field Experience in Counseling (600hrs)				SDS 6820	



**FLORIDA INTERNATIONAL UNIVERSITY  
COLLEGE OF EDUCATION  
COUNSELOR EDUCATION PROGRAM  
MENTAL HEALTH/REHAB COUNSELING TRACK**  
Field Experience Application

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

Name: \_\_\_\_\_  
Last First Middle

Social Security # \_\_\_\_\_ Panther ID# \_\_\_\_\_

Address: \_\_\_\_\_  
Street City, State Zip

Phones: Home \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_

Term Scheduled for Practicum: (Please circle) Fall 20\_\_ Spring 20\_\_ Summer  
Term Scheduled for Internship: (Please circle) Fall Spring Summer

Anticipated Date of Graduation: \_\_\_\_\_

Current Place of Employment \_\_\_\_\_ Current Position Title \_\_\_\_\_

Briefly state your responsibilities \_\_\_\_\_

Preferred Field Placement Sites: (List Sites)  
\_\_\_\_\_  
\_\_\_\_\_

Preferred Geographical Location:  
\_\_\_\_\_

Preferred Clinical Population: (i.e. children, adults, domestic violence victims, substance users):  
\_\_\_\_\_

**For Interns who are currently placed:**

Current Field Placement Site: \_\_\_\_\_ Current Position: \_\_\_\_\_

Brief Statement of Responsibilities: \_\_\_\_\_  
\_\_\_\_\_

Current Field Placement Supervisor's Name & Title: \_\_\_\_\_

Current Supervisor's Phone # \_\_\_\_\_ Current Supervisor's Email: \_\_\_\_\_

Additional Information: \_\_\_\_\_ Approved: \_\_\_\_\_



Please Attach:  
Resumé  
Unofficial Transcripts

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Advisor's Signature



**Application Form for Comprehensive Exam**

Semester of Exam: \_\_\_\_\_

Applicant's Name: \_\_\_\_\_

Panther ID # \_\_\_\_\_ Social Security #: \_\_\_\_\_

Phone: (H) \_\_\_\_\_ (C) \_\_\_\_\_

E-mail address: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_

Payment of \$50.00 for exam fee enclosed: Check # \_\_\_\_\_ or Cash \_\_\_\_\_ (Make check payable to Florida International University)

Please state below any special accommodations you need to take this examination. Please note that special accommodations must be approved by the Office of Disability Services.

\_\_\_\_\_

If this is the first time you are taking the exam, you should prepare to respond to all eight core areas as defined by CACREP's Standards for Preparation. The minimum passing score for the CPCE is 70% (112 correct out of 160). Scores on individual sections will not be used as criteria of passing.

Semester and year you were admitted to the counseling program: \_\_\_\_\_

Attach a copy of your un-official transcript that verifies your grades in the following courses:

CACREP Core Area	FIU Course Number	Course Name	Sem/Year Completed
Human Growth & Development	EDP 6506	Human Development: Lifespan	
Research & Program Evaluation	EDF 5481	Found. of Ed. Research	
Assessment	MHS 6200	Meas. & Appraisal in Counseling	
Helping Relationships	MHS 6802	Personality Theories	
Helping Relationships	MHS 5400	Counseling Skills & Techniques	
Group Work	MHS 6511	Group Counseling	
Professional Identity	MHS 6700	Ethical, Legal & Prof. Issue in Coun.	
Career Development	MHS 5350	Ed. & Vocational Counseling	
Social and Cultural Diversity	MHS 6428	Cross Cultural Counseling	

My signature below signifies that I have read and understand the information and guidelines of this Comprehensive Examination Application and that I agree to abide by the FIU Code of Student Academic Integrity (<http://www.fiu.edu/~dwyere/academicintegrity.html>) in taking the exam.

\_\_\_\_\_  
Signature Date

Students must **submit this application by the dates below** to take it during the appropriate semester:

- Fall Semester Administration of Exam: **July 15<sup>th</sup>**
- Spring Semester Administration of Exam: **October 15<sup>th</sup>**
- Summer Semester Administration of Exam: **March 15<sup>th</sup>**





## **PERFORMANCE OUTCOMES/COMPETENCIES**

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

### **1. Knowledge of Counseling (FDOE FEAPS #2, 6, 8, 9, 10, 11; CACREP #K1, 5, 6)**

- 1.1 Is able to establish a therapeutic counseling relationship with clients.*
- 1.2 Recognizes the relationship of personality, learning, and human development theories to counseling theories and is able to apply these according to client need.*
- 1.3 Applies counseling theories/techniques appropriate to specific situations.*
- 1.4 Demonstrates knowledge and application of group dynamics.*
- 1.5 Applies appropriate listening and responding skills in counseling interventions.*
- 1.6 Can plan and conduct group life skills and guidance activities.*
- 1.6 Selects appropriate procedures to communicate information to students and clients.*
- 1.8 Identifies and evaluates materials and resources for implementing counseling activities.*

### **2. Knowledge of Measurement and Appraisal (FDOE FEAPS #1, 2; CACREP #K7)**

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



### **3. Knowledge of Educational, Career Development, & Post Secondary Opportunities**

**(FDOE FEAPS # 1, 2, 4, 5, 7, 8, 10, 12; CACREP #K4)**

- 3.1. *Can organize guidance and counseling activities related to career development.*
- 3.2. *Identifies decision-making processes and how these processes can be used with clients in various aspects of career development.*
- 3.3. *Evaluates educational and career materials.*
- 3.4. *Identifies appropriate materials to be used in educational and career development.*
- 3.5. *Interprets appraisal data relevant to career development.*
- 3.6. *Assists clients in exploring career and educational options.*
- 3.7. *Demonstrates knowledge of career, vocational, educational, financial, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;*
- 3.8. *Understands the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.*

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

- 4.1. *Communicates the needs of clients through the consultation process.*
- 4.2. *Conducts meetings with significant individuals to communicate the needs of the client*
- 4.3. *Assists individuals and groups to identify, collect, and utilize appropriate data and resources.*
- 4.4. *Collects and synthesizes referral data.*
- 4.5. *Specifies appropriate referrals and procedures for in-school and out-of-school individuals and agencies.*
- 4.6. *Formulates an orientation program introducing students to the guidance program and the total school program.*



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

**5. Knowledge of Professional, Ethical, and Legal Considerations (FDOE FEAPS # 6; CACREP #K1)**

- 5.1. *Demonstrates knowledge of ACA professional and ethical standards.*
- 4.2. *Demonstrates knowledge of legal rights of clients, students, and parents with regard to records and counseling notes.*
- 5.3. *Demonstrates knowledge of use of legislation concerning special needs clients and individuals with disabilities.*
- 5.4. *Demonstrates knowledge of laws regarding abuse and neglect and act in accordance with such laws.*

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

- 6.1 *Demonstrates knowledge of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.*
- 6.2 *Understands attitudes, beliefs, understandings, and acculturative experiences, including specific experiential teaming activities.*
- 6.3 *Demonstrates effective skills in individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.*
- 6.4 *Understands the counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;*
- 6.5 *Demonstrates knowledge and application of theories of multicultural counseling, theories of identity development, and multicultural competencies in work with clients.*



**7. Knowledge of activities and programs for addressing current concerns**

**(FDOE FEAPS #2, 7, 9, 10; CACREP #K3, 5)**

- 7.1. *Demonstrates knowledge of activities that teach communication skills, decision-making skills, social skills, and study skills.*
- 7.2. *Demonstrates knowledge and can apply a crisis intervention plan if needed.*
- 7.3. *Demonstrates knowledge and skills in conflict mediation and resolution.*
- 7.4. *Is able to identify self-destructive and addictive behaviors in clients and develop appropriate intervention strategies.*

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

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

*Demonstrate knowledge of the appropriate use of technology in student services.*



**Council for the Accreditation of Counseling and Related Educational  
Programs (CACREP)  
Standards for Curricular Experiences**

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

**Florida Educators Accomplished Practices (FEAPs)**

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