



School of Education and Human Development

Department of Counseling, Recreation and School Psychology

Counselor Education Student Handbook

Effective Summer 2020

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WELCOME

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

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

Sincerely, Counselor Education Program Faculty

Program Address

Counselor Education Program at Florida International University

CASE - SEHD

Department of Leadership and Professional Studies

11200 SW 8th Street

Miami, FL 33199 305-348-3418

www.counselored.fiu.edu

Counselor Education Faculty

Core Faculty

Isaac Burt, Ph.D., NCC

Associate Professor

CSI Chapter Faculty Advisor

305-348-2091, iburt@fiu.edu

Research Interests: Social justice for historically marginalized populations; adolescent self-efficacy; culturally sensitive treatments for youth; redefining anger management groups in schools and relationship decision making.

Maureen C. Kenny, Ph.D., NCC

Professor

Clinical Mental Health Counseling Track Coordinator

305-348-3506, kennym@fiu.edu

Research Interests: Trauma in children and adult survivors; professional and child abuse reporting; prevention of child sexual abuse; working with Latino families.

Sandra Logan-McKibben, Ph.D., NCC, NCSC, ACS, BC-TMH, Program Director

Clinical Assistant Professor

School Counseling Track Coordinator, CACREP Liaison

305-348-2097, slogan@fiu.edu

Research/Professional Interests: School counseling supervision; leadership & advocacy; assessment; professional issues in counselor education

Adriana McEachern, Ph.D.

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Research Interests: Child abuse, sexting, learning disabilities, and cross-cultural issues.

Alena Prikhidko, Ph.D.

Assistant Professor

305-348-6340, aprikhid@fiu.edu

Research/Professional Interests: emotion regulation, counselors' professional development, intensive parenting, and violence prevention.

Valerie E. Dixon Russell, Ph.D., CRC, LMHC (QS), PVE

Clinical Associate Professor

Rehabilitation Counseling Track Coordinator, Clinical Coordinator

Exit Exam Coordinator, SARCA Advisor

305-348-3865, verussel@fiu.edu

Research/Professional Interests: Counseling interventions for underrepresented populations (offenders, persons w/disabilities, minorities); counseling supervision and staff development/training for counseling practitioners

Adjunct Faculty

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Stephanie Carroll, Ph.D., scarroll@fiu.edu

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About the University

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

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

FIU currently has about 50,000 students, about 1100 faculty and over 200,000 alumni, making it the largest public university in South Florida. FIU has been ranked among the top 100 public national universities in the *U.S. News & World Report* annual guide to "America's Best Colleges." FIU was the youngest institution in the group. The magazine has reported that FIU students are among the least indebted college students in the nation and recognized the University as a "best buy" in higher education. In 1998, *Kiplinger's Personal Finance Magazine* ranked FIU as the country's 18th best value in public higher education. FIU was named one of the top 10 public commuter colleges in the U.S. in the 1995 edition of *Money Guide*, an annual report published by Money Magazine, and has been cited in several other of the country's leading college guides. FIU is a member of Phi Beta Kappa, the country's oldest and most distinguished academic honor society.

History

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

Campuses

FIU has two major campuses, Modesto Maidique (MMC) in western Miami-Dade County and the North Campus (BBC) on Biscayne Bay in northeast Miami-Dade County, and an academic site that serves

Broward County, in Miramar (FIU at I-75 in Miramar). Most courses in the Counselor Education Program are typically offered at the MMC campus.

Tuition and Fees

Please refer to the [FIU Tuition & Fees](#) for latest information about current tuition and other related university fees.

Financial Aid

Financial aid is in the form of grants, scholarships, assistantships, fellowships, loans and work-study. These are awarded based on academic achievement and/or financial need. Students are encouraged to view the [Financial Aid website](#). There are a limited number of scholarships and assistantships available in the Department and in other divisions in the School of Education & Human Development. Anyone interested in a graduate assistantship should review the [website](#) for further information.

Please refer to [FIU Financial Aid page](#) for the latest information about financial aid and related sources of funding.

University Information & Policies

The Department of Leadership and Professional Studies, housed in the School of Education & Human Development, 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 Master of Science in Counselor Education, the department also offers a Specialist degree in School Psychology, Master degrees in Adult Education, Educational Leadership, Higher Education Administration, Recreation and Sport Management, and Urban Education. Doctoral degrees are available in some of these areas as well. Visit our [website](#) for more information.

The department has 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. Adjunct professors are utilized to support the department and program functioning and goals.

Respect for Cultural & Individual Diversity

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

Disability Services

Students with disabilities who will need auxiliary aids or services to fully participate in the educational program should register with the [Disability Resource Center](#) prior to the beginning of the first term for which assistance is requested. Students shall be requested to provide current, appropriate documentation of their impairment or disability. Upon appropriate certification, the Disability Resource Center will provide the required services. The Office is located in GC 190 on the Modesto Maidique

Campus (305-348-3532) and in the Wolfe University Center 131 at the Biscayne Bay Campus (305-919-5345).

Endorsement Policy

The Clinical Coordinator provides all counseling students who complete their practicum and internship hours with a letter of endorsement verifying location, hours, and clinical experience. This letter is to be submitted, along with the application, to the certification and/or licensure agency for which the student is seeking credentialing. In addition, students may sometimes require a letter for employment (i.e. letter of recommendation) verifying the completion of degree requirements. Faculty advisors will provide these letters based on student's requests and at faculty discretion.

Student Services

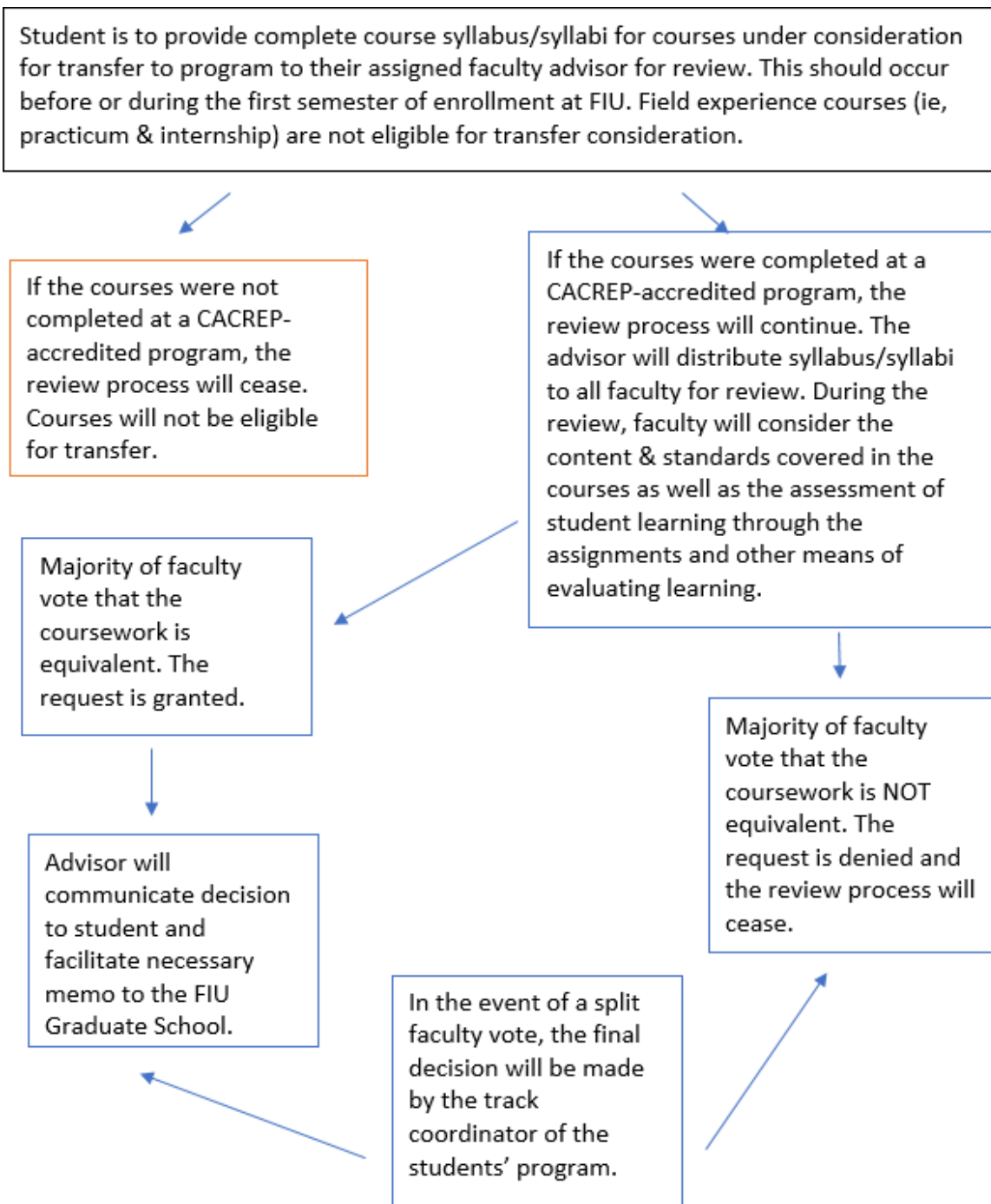
The [University's Division of Student Affairs](#) offers various services for students through their campus offices. These include The Center for Counseling and Psychological Services Center, the Disability Resource Center for Students, the Health and Wellness Center, International Student and Scholar Services, Office of Student Conduct and Conflict Resolution, Multicultural Programs and Services, Student Government Association, and Victim Empowerment Program.

Student Expectations and Dispositions

All counselor education faculty

Graduate Transfer of Credit

As per FIU Graduate School policy, students may transfer up to twenty percent (20%) of their course load to a new program. The student must have attained a grade of at least “B” for the class/credit to be eligible for transfer. The student will have to request a transfer for credit prior to or during their first (initial) semester of enrollment. To qualify for a possible transfer of credit/class, the initial step is for the student to provide a copy of the syllabus to their advisor. Once attained, the faculty engages in a four-step process to decide if the class is eligible for transfer.



Time to Degree Policy

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

Annual Review of Student Progress

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. Students may be identified during the annual student review or at any time during the program.

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 any faculty meeting, faculty can bring forward issues of concern related to students to determine if further supports are necessary. Every student is also evaluated each year. At the end of the fall semester, the faculty convene to discuss the progress of all Clinical Mental Health Counseling students; all students in the School Counseling and Rehabilitation Counseling tracks are reviewed at the end of the spring semester. 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 (electronic). 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. His or her faculty advisor will notify the student 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.

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

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

Advisement

Once admitted to the Counselor Education program, students are assigned to one of the faculty as their advisor. This information is included in the admissions acceptance letter. If a student does not know their advisor, one should inquire from the Program Director. It is expected that all students enrolled in the Counselor Education programs will meet or check in via email at least once a semester with their faculty advisor to review courses being offered and the progress toward their program of study, as well as receive support regarding professional issues. Additionally, at these meetings, the Panther Degree Audit on MYFIU will be reviewed with the student. It is the responsibility of the student to schedule these advisement meetings, keep track of their program of studies, and to follow the sequence of courses if they are in a cohort group.

Academic Warning, Probation, & Dismissal

Warning: A graduate student whose cumulative GPA falls below a 3.0 (graduate) will be placed on warning, indicating academic or other 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 to continue enrollment.

Students placed on academic warning or probation should immediately schedule a meeting with their program advisor to discuss course enrollment for the following academic semester.

Dismissal: A graduate student on probation with a cumulative and semester GPA that falls below a 3.0 will be automatically dismissed from the program and the University. A graduate student will not be dismissed prior to attempting a minimum of 12 hours of coursework as a graduate student. The student has ten working days to appeal the dismissal decision. The appeal must be made in writing to the Dean of the College or the School in which the student is admitted. The dismissal from the University is for a minimum of one year. After one year, the student may reapply for re-admission (see re-admission) to the University in the same or a different program.

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 EOP Office, following procedures developed in compliance with the Florida Equity Act, will handle the last category, discrimination. This document outlines the procedures by which student grievances are to be handled. It is designed as a University wide policy to replace the various individual unit policies and the "Student Grievance Procedure" outlined in the [University Student Handbook](#). This policy will be in effect as of April 1, 1992. The student Government Council has an Advisory Branch to counsel and assist students in grievance procedures decisions. Students may contact the SGA office for more information.

Application for Graduation

Students who plan to graduate must submit to the Office of the Registrar an Application for Graduation form. This form is completed online and should be submitted before the last day of classes of the academic semester prior to graduation. Application deadlines can be found by referring to the [Academic](#)

[Calendar](#) on the Registrar's homepage. Students turning in the Application for Graduation after the deadline will graduate the following semester. There is no charge for applying for graduation. You must also apply online for the Commencement ceremony if you plan to participate.

Students must be enrolled for at least one semester hour the semester that they intend to graduate. Students who do not graduate must re-apply for graduation and complete the remaining requirements needed for graduation. The application can be found on the [registrar's office website](#).

Master's Comprehensive Examination Policies

Clinical Mental Health Counseling

For Clinical Mental Health Counseling students, this comprehensive examination will be an objective test known as the Counselor Preparation Comprehensive Examination (CPCE). The following will outline the purpose, format, and logistics of the CPCE for Clinical Mental Health Students.

Purpose

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

Format & Description

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

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

Human Growth and Development – studies that provide an understanding of the nature and needs of individuals at all developmental levels.

Social and Cultural Foundations – studies that provide an understanding of issues and trends in a multicultural and diverse society.

Helping Relationships – studies that provide an understanding of counseling and consultation processes.

Group Work – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

Career and Lifestyle Development - studies that provide an understanding of career development and related life factors.

Appraisal – studies that provide an understanding of individual and group approaches to assessment and evaluation.

Research and Program Evaluation - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

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 <https://www.cacrep.org/>.

Students are given a copy of the CPCE brochure (that contains detailed description of the exam) and a list of textbooks used in each category from their advisor. Student must take the CPCE prior to beginning the internship.

Students with disabilities that need accommodations should consult with their advisors to obtain assistance in arranging individual examination requirements.

Cost of the CPCE

Each student is charged \$75.00 for the CPCE. This fee will be paid directly to CCE during the student online exam registration process.

Application Process

The exam will be administered after the student has completed at least 30 credit hours. Applications for the examination are found in the Student Handbook for Counselor Education Programs (on the [Counselor Education website](#)) or may be obtained from the student's advisor. Return the completed application, an unofficial copy of your transcripts, and the payment to the Exit Exam Coordinator. Check with exit exam coordinator for application deadlines and exam administration dates. Students will also be notified via the counseling student listserv of upcoming deadlines and administration dates.

Administration of CPCE

Time and Date: The Comprehensive exam is given once per semester midway through the semester (fall or spring) and will last for four (4) hours. It is online and typically administered on a Saturday morning at the MMC. The site of the exam will be announced each semester. Those that do not pass the exam in three administration attempts will need to follow the exit exam remediation policy.

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

Criterion for Passing

Exams will be completed and submitted electronically. Each exam score will consist of a score for each section, as well as a total score. The results of each exam will then be electronically reported to the program faculty. Any questions about this process may be directed to the current CPCE coordinator.

A passing grade is determined for each administration of the exam. The FIU faculty have designated a passing score to be at the national mean for that test administration. Only students' total score will be considered to determine a passing or failing grade. Those who do not pass the exam in three administration attempts will need to follow the exit exam remediation policy.

Remediation Procedures

Students who do not pass the exam the first time will be able to re-take the exam the next semester. The retake will involve the entire exam: the student is responsible for reapplying and repaying for the exam. If 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. Passing the CPCE exam is a graduation requirement. Students are permitted to take the CPCE exam a total of 3 times. Students who fail the third attempt will not be eligible for graduation and will be dismissed from the program. Students may appeal this decision by submitting the CPCE Appeals Form and complying with the appeals process.

Appeals Procedure for Failing CPCE 3 times

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

Further Questions

Please address any questions you may have to your advisor.

Rehabilitation Counseling

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

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

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

Functional, and Psychosocial Aspects of Disability; Disability Management; Research, Program Evaluation, and Evidence-Based Practice.

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

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

Application Deadline	Testing Dates
May 15	October (first week of the month)
October 15	March (first week of the month)
February 15	July (second week of the month)

The CRCE Exam is available in more than 300 locations in the U.S. and Canada for each test date. To locate testing sites in your area, visit the [Prometric website](#). Follow the navigation to locate your most convenient testing center. Exam results will be provided to candidates at the test site following completion of the exam.

Application Process

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

[CRCE Application Checklist](#)

[View or Print CRCE Application](#) The application packet consists of required forms based on the applicant's submittal category.

See the [CRCE Certification Guide](#) and [Application Packet Instructions](#) for more detailed information.

Form	Category	Verifies status at a CORE-Accredited program
Student Status	G	View or Print Student Status Form

Test Accommodations Request

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

For more information on Test Accommodations, please refer to the [Test Accommodations](#) page.

Fees

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

CRCE Exam Preparation

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

The CRCE Interactive Practice Test: is taken online in the comfort of your own home or office; contains one set of 50 items representative of content on a live CRCE Exam; allows a 48-hour window to take and retake the test; provides correct answers, rationale, and related references for each of the 50 items; may be taken in 2 different modes - Test Mode and Study Mode - both within the 48-hour window; and [May be purchased for \\$39.99](#).

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

Remediation Procedures

Students who do not pass the exam the first time will be able to re-take the exam the next semester. 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. Passing the CPCE and CRCE exams is a graduation requirement. Students are permitted to take the CPCE exam a total of 3 times. Students who fail the third attempt will not be eligible for graduation and will be dismissed from the program. Students may appeal this decision by submitting the Exit Exam Appeals Form and complying with the appeals process.

Appeals Procedure for Failing Exit Exam 3 times

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

Licensure Requirements

Clinical rehabilitation counselors become eligible to apply for several credentials as a result of successful completion of the FIU Rehabilitation Counseling program. Graduates are eligible for national certification as a Certified Rehabilitation Counselor (CRC). In addition, graduates will also be eligible for

licensure as a Licensed Mental Health Counselor (LMHC) in the state of Florida. Further national certifications may also include National Certified Counselor (NCC), Professional Vocational Evaluator (PVE), Certificated Disability Management Specialist (CDMS), and Certified Case Manager (CCM).

School Counseling Students

School counseling students must pass all sections of the Florida Teacher Certification (FTCE) [General Knowledge Exam](#), the [Professional Education Exam](#), and the Subject Area Exam in [Guidance and Counseling](#) as a graduation requirement. Information about the exam can be found at <http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/>

Students should plan to complete these exams prior to the internship.

Systematic Program Evaluation

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

Counselor Education Program Curricula Descriptions

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

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

Students should be advised that a substantial amount of time must be spent in fieldwork to meet practicum and internship requirements. Students should plan for this fieldwork to be during the day Monday through Friday, rather than during the evening or weekend. (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 or online, the fieldwork experiences are most commonly completed during daytime hours. Fieldwork must also be completed in

either Broward or Miami-Dade County.

Clinical Mental Health Counseling

Overview & Mission Statement

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

The FIU Counselor Education program and its faculty will strive to be leaders by educating and training diverse students in an urban, public, research university through excellence in teaching, transformative research, and substantial service to the university, profession and local/global community.

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

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

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

Mental Health Specialization (18 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 • Counseling Children and Adolescents

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

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

Clinical Mental Health Counseling Program Objectives

To prepare competent and ethical mental health counseling professionals who:

1. Understand and act according to the ethical principles of the American Counseling Association (2014) and the legal guidelines of Florida Board of Clinical Social Work, Marriage & Family Therapy & Mental Health Counseling:
 - Chapter 491: Clinical, Counseling, and Psychotherapy Services
 - Chapter 456: Health Professions and Occupations: General Provisions
 - Chapter 120: Administrative Procedure Act
 - Chapter 39: Proceedings Related to Children
 - Chapter 90: Evidence Code
 - Chapter 394: Mental Health
 - Chapter 397: Substance Abuse Services
 - Chapter 415: Adult Protective Services
 - Florida Administrative Code (FAC): 64B4: Board of Clinical Social Work, Marriage & Family Therapy & Mental Health Counseling
2. Recognize the value and importance of on-going self-reflection, life-long learning, and professional development.
3. 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. Community counseling and consultation
 - e. Human sexuality theory
 - f. Group theories and practice
 - g. Measurement and appraisal/assessment
 - h. Research and program evaluation
 - i. Career and vocational counseling
 - j. Crisis counseling and interventions
 - k. Substance abuse
 - l. Legal, ethical, and professional standards
 - m. Multicultural and counseling diverse populations (i.e., ethnic, racial, cultural, gender, sexual/affectional, class, age, disability, and/or spiritual/religious)

Admissions Requirements

All applicants must submit an application to the [Office of Graduate Admissions, Modesto Maidique Campus, SASC 126, Miami, Florida 33199](#). The applicant must submit all academic transcripts and pay the appropriate fees. Letters of recommendation, autobiographical sketch and resume, should also be submitted to the **Office of Graduate Admissions, P.O. Box 659004 Miami, FL 33265-9004**. Applications and supporting documents may also be submitted [online](#). This is the best way to ensure applications are processed in a timely manner.

Candidates are judged based on multiple criteria. These include:

- ✓ Grade point average. A minimum of 3.2 or higher in upper division coursework (at least 60 semester hours). If the applicant already possesses a master's degree, then the grade point average of this degree may also be considered.
- ✓ Quality of written recommendations. 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.

- ✓ Evidence of related educational background and experiences
- ✓ Evidence of applicant's clarity in presenting their ideas and thoughts in an autobiographical sketch
- ✓ Willingness to commit oneself to the time (including time for field experience) necessary for training
- ✓ Evidence of professionalism and maturity
- ✓ Recent resume

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

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

Program admissions requirements are subject to change; therefore, it is the responsibility of the student to assure that he/she has met the requirements. To ensure a fall semester admission, students are advised to submit their applications by March 1; for spring admissions, by September 1. Admission decisions are made once the applicant's file is complete and are reviewed by the Counselor Education Admissions Review Committee.

Please bear in mind that the application deadlines for the M.S. Counselor Education program differ from the general Graduate School program deadlines:

	FIU Graduate School	FIU Counselor Education Program
For Fall	June 1 st	March 1st
For Spring	October 1 st	September 1st

Since it is the student's responsibility to assure that all admissions materials are received, they are advised to contact the program directly to check on the status of their application.

[Applicants with Out of Field Majors](#)

Students seeking admission to the program in Clinical Mental Health Counseling with an "out of field major" (non-psychology) are required to successfully complete 9 hours of prerequisite psychology courses (unless similar courses were taken during their undergraduate degree program). All prerequisite courses must be completed with a minimum grade of 'C' in each course and a cumulative grade point average of 3.0 for all courses taken. Courses may be taken prior to admission to the graduate program. All prerequisite courses are three credits. They are as follows:

Corresponding FIU Courses

Introduction to psychology	PSY 2020	(Dept. of Psychology)
Statistics	STA 3122	(Dept. of Stats.)

AND one of the following:

Educational Psychology OR	EDP 3004	(School of Educ.)
Abnormal Psychology OR	CLP 4144	(Dept. of Psychology)
Personality Theories	PPE 3003	(Dept. of Psychology)

Graduation Requirements

Master's program students must maintain an overall GPA of 3.0 to graduate. Earned grades below a C in courses that are part of a master's program of study will **not** be accepted toward graduation. Students must retake any program course that falls below a grade of C (i.e., D or an F).

Students must earn a grade of "B" or higher in MHS 6800, Advanced Practicum in Counseling and MHS 6820, Supervised Practices in Counseling (internship) to be eligible for graduation.

Students must successfully pass the Comprehensive Exam (CPCE), which is offered in the fall and spring semesters. Qualifying scores and remediation practices are described in this handbook.

Program of Study

See Appendices

School Counseling

Overview & 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.

The FIU Counselor Education program and its faculty will strive to be leaders by educating and training diverse students in an urban, public, research university through excellence in teaching, transformative research, and substantial service to the university, profession and local/global community.

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

The School Counseling program requires the completion of 60 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 (27 credits). These courses are designed to advance the theoretical and practical

application of counseling skills and techniques in the areas of individual and group counseling, as well as systems interventions. These courses include • Counseling Skills & Techniques • Human Development • Personality Theories • Legal, Ethical, & Professional Issues in Counseling • Group Counseling • Educational & Vocational Counseling • Cross Cultural Counseling • Program Evaluation and Research in Counseling • Measurement & Appraisal in Counseling

School Specialization (18 credits). These courses are designed to provide a focus on topics most pertinent to working with students presenting with a variety of concerns in school settings. These courses include • Organization and Administration of School Counseling • Counseling Children and Adolescents • Crisis Counseling and Interventions • Family, School Collaboration and Consultation • Counseling Students with Exceptionalities • Substance Abuse 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 School Counselor, but with close university and site supervision. These courses include • Advanced Practicum in Counseling • Supervised Field Experience in Counseling

The prospective student should be advised that a substantial amount of time is spent in field work to meet practicum and internship requirements. The practicum requirement (150 hours) is the equivalent of one workday per week spent in a field placement during one academic semester. The internship (600 hours) is the equivalent of a full-time work (five days per week) experience for the period of one academic semester. The student should plan for this fieldwork to be during the day, rather than during evening hours, as the field experiences must be completed in an elementary, middle, or secondary school setting.

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

School Counseling Program Objectives

To prepare competent and ethical mental health counseling professionals who:

1. Understand and act according to the ethical principles of the American School Counselor Association (2016)
2. Recognize the value and importance of on-going self-reflection, life-long learning, and professional development.
3. Understand, master, and apply subject matter from the following areas:
 - a. Personality and counseling theories and practice
 - b. Human development theories
 - c. Group theories and practice
 - d. Measurement and appraisal/assessment
 - e. Research and program evaluation
 - f. Educational and career development and counseling
 - g. Crisis counseling and interventions
 - h. Substance abuse
 - i. Legal, ethical, and professional standards
 - j. Multicultural and counseling diverse populations (i.e., ethnic, racial, cultural, gender, sexual/affectional, class, age, disability, and/or spiritual/religious)
 - k. School counseling coordination, functions, and activities

I. School consultation appropriates and interventions

Admission Requirements

All applicants must submit an application to the **Office of Graduate Admissions, Modesto Maidique Campus, SASC 126, Miami, Florida 33199**. The applicant must submit all academic transcripts and pay the appropriate fees. Letters of recommendation, autobiographical sketch and resume, should also be submitted to the **Office of Graduate Admissions, P.O. Box 659004 Miami, FL 33265-9004**. Applications and supporting documents may also be submitted [online](#). This is the best way to ensure applications are processed in a timely manner.

Candidates are judged based on multiple criteria. These include:

- ✓ GPA of 3.2 (B) or higher in upper division coursework (at least 60 semester hours) are required for admissions. All stated admissions requirements are to be considered minimums.
- ✓ 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.
- ✓ Evidence of applicant's clarity in presenting their ideas and thoughts in an autobiographical sketch.
- ✓ Willingness to commit oneself to the time (including time for field experience) necessary for training.
- ✓ Evidence of professionalism and maturity.
- ✓ Recent resume.

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

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

Program admissions requirements are subject to change; therefore, it is the responsibility of the student to assure that he/she has met the requirements. To ensure a fall semester admission, students are advised to submit their applications by March 1; for spring admissions, by September 1. Admission decisions are made once the applicant's file is complete and are reviewed by the Counselor Education Admissions Review Committee.

Please bear in mind that the application deadlines for the M.S. Counselor Education program differ from the general Graduate School program deadlines:

	FIU Graduate School	FIU Counselor Education Program
For Fall	June 1st	March 1st
For Spring	October 1st	September 1st

Since it is the student's responsibility to assure that all admissions materials are received, they are advised to contact the program directly 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 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 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 Teacher Certification General Knowledge and Professional Education Exams. Students who plan on working in a state other than Florida are advised to check the certification requirements of that particular state. Certification is an individual, personal responsibility. Courses that satisfy these requirements include:

Classroom Management (choose one):

EDP 5255 Classroom Management

EEX 5608 Behavioral Approaches to Classroom Learning and Mgmt.

General Methods of Teaching (choose one):

EDG 5414, EDA 6061, EDE 6205, EDG 6250

***** Taking EDF 5414 simultaneously fulfills BOTH the classroom Management & Methods of Teaching requirement. *****

TESOL:

TSL 5361C TESOL for Secondary Teachers

Reading

RED 5339 Subject Related Reading

Graduation Requirements

Master's program students must maintain an overall GPA of 3.0 to graduate. Earned grades below a C in courses that are part of a master's program of study will **not** be accepted toward graduation and must be retaken.

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).

Students must successfully pass the Comprehensive Exam for their program area (school counseling students must show proof of having passed the Florida Teacher Certification General Knowledge Exam, Professional Education Exam, and the Subject Area Exam in Guidance and Counseling).

Students must demonstrate successful completion of the Florida Educators' Accomplished Practices (FEAPs). Uploading of all course artifacts on TaskStream demonstrating the FEAPs is required for graduation.

Program of Study

See Appendices

Rehabilitation Counseling Program

Overview & Mission Statement

The Master of Science in Counselor Education, Rehabilitation Counseling Track, is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and prepares students to work with individuals with disabilities in diverse, community settings.

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

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

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

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

Rehabilitation Specialization (18 credits). These courses are designed to provide a focus on topics most pertinent to working with clients presenting with a variety of concerns in the areas of 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 • Counseling & Consultation in Community Settings • Substance Abuse Counseling • Human Sexuality 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 (Internship)

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 Master's degree in Rehabilitation Counseling or a Master's 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 advised to meet with their faculty advisor on a regular basis. The program curricula and requirements are subject to change at any time.

Rehabilitation Counseling Program Objectives

To prepare competent and ethical rehabilitation counseling professionals who:

1. Understand and act according to the ethical principles of the American Counseling Association (2014), the American Rehabilitation Counseling Association, as well as the Florida legal statutes.
2. Understand the wide variety of theories and techniques of counseling with the inherent assumptions regarding the nature of humankind and their application to individuals with disabilities.
3. Address and respond to the impact of culture and ethnicity on the practice of counseling and consultation.
4. Function as program evaluators and interpreters/consumers of empirical research in the field of counseling and rehabilitation counseling.
5. Recognize the value and importance of on-going self-analysis, self-improvement and life-long learning.
6. Understand, master, and apply subject matter from the following areas:
 - a. Personality and counseling theories and practice
 - b. Human development theories
 - c. Psychopathology, diagnosis, and treatment planning
 - d. Human sexuality theory and human sexuality issues with individuals with disabilities
 - e. Group theories and practice
 - f. Measurement and appraisal
 - g. Research concepts and applications
 - h. Career, vocational assessment, and vocational counseling

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

Admission Requirements

All applicants must submit an application to the **Office of Graduate Admissions, Modesto Maidique Campus, SASC 126, Miami, Florida 33199**. The applicant must submit all academic transcripts and pay the appropriate fees. Letters of recommendation, autobiographical sketch and resume, should also be submitted to the **Office of Graduate Admissions, P.O. Box 659004 Miami, FL 33265-9004**. Applications and supporting documents may also be submitted [online](#). This is the best way to ensure applications are processed in a timely manner.

Candidates are judged based on multiple criteria. These include:

- ✓ Grade point average. A minimum of 3.0 or higher in upper division coursework (at least 60 semester hours) are required for admissions. If the applicant already possesses a master's degree, then the grade point average of this degree will also be considered.
- ✓ 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.
- ✓ Evidence of related educational background and experiences
- ✓ Evidence of applicant's clarity in presenting their ideas and thoughts in an autobiographical sketch
- ✓ Willingness to commit oneself to the time (including time for field experience) necessary for training
- ✓ Evidence of professionalism and maturity
- ✓ Recent resume

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 mastery of cognitive skills and the demonstration of relevant and appropriate interpersonal skills, the faculty retains the right to deny

admission to the program for any candidate whose level of interpersonal competence is considered incompatible with that required for effective functioning as a counseling practitioner. This might be evidenced by poor academic performance, inappropriate behavior, or behavior not becoming of a professional counselor.

Program admissions requirements are subject to change; therefore, it is the responsibility of the student to assure that he/she has met the requirements. To ensure a fall semester admission, students are advised to submit their applications by March 1; for spring admissions, by September 1. Admission decisions are made once the applicant's file is complete and are reviewed by the Counselor Education Admissions Review Committee.

Please bear in mind that the application deadlines for the M.S. Counselor Education program differ from the general Graduate School program deadlines:

	FIU Graduate School	FIU Counselor Education Program
For Fall	June 1st	March 1st
For Spring	October 1st	September 1st

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

Graduation Requirements

Master's program students must maintain an overall GPA of 3.0 to graduate. No grades below a C received in courses that are part of a master's program of study will be accepted toward graduation and must be retaken.

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.

Students must successfully pass the Comprehensive Exam (CRCE).

Program of Study

See Appendices.

Clinical Field Experiences

Mental Health Counseling

The clinical field experience consists of a full-time practicum consisting of 400 hours (MHS 6800) and a full-time internship consisting of 600 hours (MHS 6820) and is completed over the course of two semesters. These field experiences are intended to be conducted in consecutive semesters in a mental health counseling setting. The nature of this experience should be similar to that of a regular counseling position, but with closer supervision. The field experiences will occur at the end of the training program, and the intern is expected to put into practice the knowledge and skills acquired in the program. A major criterion for placement is the credentials of the agency's on-site supervisor, namely possession of at least a master's degree in counseling, psychology, or clinical social work as well as licensure in such discipline. Students must have completed all course work prior to enrolling in MHS 6820--the internship.

All students must have the approval of their advisor to enroll in the field experiences. Applications are available from the Clinical Coordinator of Field Experiences, Dr. Russell, in ZEB 238B.

Placement Deadlines & Procedures

Fall Placement: June 15

Spring Placement: October 1

Summer Placement: March 1

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. 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 of ACA.

The completed packet includes:

- ✓ The completed Field Experience Application
- ✓ An unofficial copy of your transcript or Panther Degree Audit, and
- ✓ An updated resume

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

- ✓ Original to Clinical Coordinator of Field Experiences
- ✓ One copy to your advisor
- ✓ One copy for the student

School Counseling

The clinical field experience consists of a part-time practicum consisting of 150 hours (SDS 6800) and a full-time internship consisting of 600 hours (SDS 6820) and is completed over the course of two semesters. The field experiences will occur at the end of the training program, and the intern is expected to put into practice the knowledge and skills acquired in the program. Students must have completed the majority of their coursework (to include the following courses) prior to enrolling in SDS 6800--the practicum that precedes the internship: **MHS 5400, MHS 6700, MHS 6802, MHS 6428, MHS 5340, 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.**

Placement Deadlines & Procedures

1. Have valid security clearance from the appropriate district:
 - Clearance card for Miami-Dade County Schools

- Badge for Broward County Schools
 - If needed, please go to ZEB 130 to apply for security clearance in the district you are going to do your clinical experience (Miami-Dade or Broward County)
2. Bring your valid security clearance to ZEB 130 for approval.
 3. Complete the School Counseling Practicum or Internship Application.
 - Make sure to consult with your advisor regarding whether your preferred site(s) have an approved supervisor on-site.
 4. Get your application packet approved by your Faculty Advisor, which must include a resume and copies of the passing score on FTCE exams.
 5. Submit all paperwork to Dr. Logan-McKibben, School Counseling Track Coordinator, ZEB 244B.
 - For Fall semester: By March 15th
 - For Spring Semester: By October 1st

While School counseling students are not **required** to have liability insurance, it is **strongly recommended**. Professional liability insurance may be purchased at the student rate through the American School Counselor Association and the American Counseling Association. To purchase this insurance at a lower rate, students must first join as student members of ASCA or ACA

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 5340, MHS 6511, MHS 6427, RCS 6031, RCS 6625, RCS 6245, and RCS 6080**. Students must have completed all course work prior to enrolling in and RCS 6821--the internship.

Placement Deadlines & Procedures

Fall Placement: June 15

Spring Placement: October 1

Summer Placement: March 1

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. 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) of ACA.

The completed packet includes:

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

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

- ✓ Original and two copies to Clinical Coordinator of Field Experiences in ZEB 238 B
- ✓ One copy to your advisor
- ✓ One copy for the student

Activities Appropriate for Students

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

Professional Organizations

National

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

American Counseling Association www.counseling.org
1-800-347-6647

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

American Mental Health Counselors Association www.amhca.org
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
703-683-ASCA
asca@schoolcounselor.org

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

American Rehabilitation Counseling Association www.arcaweb.org

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

The National Rehabilitation Association www.nationalrehab.org
703-836-0850
membership@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 is a division of the National Rehabilitation Association.

Chi Sigma Iota www.csi-net.org
336-841-8180
info@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.

State/Local

Florida Counseling Association www.flacounseling.org

407-628-0793

fcaoffice@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 School Counseling Association www.dadecounseling.org

dadeschoolcounselor@gmail.com

DCA is the local chapter of FSCA and is very active in Miami-Dade County. Students are encouraged to join the local chapter as a stepping-stone to joining the state and national organizations

Counselor Education Program 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.

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

MHS 5340: Educational and Vocational Counseling (3). Concepts and skills pertaining to vocational development, information systems, career education programs, educational-vocational counseling, and socio-psychological influences on career development. Prerequisites: MHS 5400.

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

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

MHS 6200: Measurement and Appraisal in Counseling (3). Concepts and skills related to the use of tests and other appraisal procedures in counseling. Particular emphasis on career and vocational choice processes. Laboratory experiences included. Prerequisites: EDF 5481 or MHS 6630.

MHS 6411: Counseling and Consultation in Community Settings (3). This is an advanced counseling and consultation course that examines general principles of community counseling, including, but not limited to, prevention, intervention, education, outreach, advocacy, consultation, crisis intervention, and service delivery in various community settings. Prerequisites: MHS 5400 and MHS 6700.

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

MHS 6428: Cross Cultural Counseling (3). This course explores concepts and skills involved in counseling clients with backgrounds that are culturally and linguistically diverse. Prerequisites: MHS 5400.

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

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

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

MHS 6630: Research & Program Evaluation in Counseling (3). Prepares in foundational research skills & evaluates skills in the student's area of specialization, including competencies in designing evaluation proposals and conducting a program evaluation.

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 or faculty approval.

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

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

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

[RCS 6080: Medical Aspects of Disability](#) (3). Course surveys medical etiology and elements of knowledge useful in the assessment, management and rehabilitation of individuals with disabilities or chronic illnesses.

[RCS 6245: Psychological/Sociological Aspects of Disability](#) (3). Psychological/sociological aspects of disability in relation to socio/political forces, attitudes, and behaviors that impede or facilitate the options of individuals with disabilities in schools and communities.

[RCS 6625: Service Delivery and Case Management in Rehabilitation Counseling](#) (3). This course is an evaluation of the laws, policies, and social factors that influenced the roles and function of rehabilitation counselors in the vocational rehabilitation process.

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

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

[SDS 5420: Counseling Students with Exceptionalities](#) (3). An overview of the academic, personal, social and career needs of students with physical and emotional disabilities and counseling implications and strategies for working with special education students in school settings.

[SDS 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. Pre-requisite: MHS 5400.

[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.

Appendices

- A. Annual Student Evaluation Form
- B. Applications
 - a. CPCE Application
 - b. Practicum Application (CMHC/RC)
 - c. Internship Application (CMHC/RC)
 - d. School Counseling Practicum & Internship Application
- C. Accreditation and Training Standards
 - a. Florida DOE
 - b. FEAPS
 - c. CACREP
 - d. CORE
- D. Student Handbook Acknowledgement

Appendix A: Annual Student Evaluation Form



COUNSELOR EDUCATION STUDENT ANNUAL REVIEW FORM

Student Name: _____ Date of Review: _____

Program Track: (For dual track, please denote primary track with 1 and secondary with 2)

Clinical Mental Health	School	Rehabilitation
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The following indicates the column that represents the collective faculty assessment of the above named student, in reference to the indicated competency.

- 1 – **Significantly Below Expectations** – A remediation plan is warranted.
- 2 – **Below Expectations** – Student advising is required.
- 3 – **Meets Expectations** – Student signature is all that is warranted.
- 4 – **Exceeds Expectations** – Student signature is all that is warranted.

COMPETENCY	N/A	1	2	3	4
The student clearly thoroughly communicates ideas and concepts in both oral and written assignments; demonstrates ability to apply advanced concepts to counseling situations.					
The student evidences a broad range of feelings, thoughts, attitudes, and behaviors in class and in assignments.					
The student meaningfully works as a team player in cooperation with others.					
The student exhibits a reasonable absence of prejudicial attitudes and stereotypical thinking; remains open to the values, attitudes, thoughts, and feelings of students, clients, faculty and community.					
The student exhibits an appropriate level of professionalism with respect to punctuality, completion of required assignments, and courteous communication with peers, faculty and affiliates.					
The student demonstrates the ability to meaningfully engage clients in a quality counseling relationship and develop a collaborative, comprehensive treatment plan.					

General Assessment (Check all that are appropriate)

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

_____ At this point in the program, the student needs improvement in the following areas:

____ Academic performance

____ Professional behavior(s)

____ Personal behavior(s)

The recommended remediation plan may include:

____ Receiving academic assistance (e.g., University writing center, tutoring, disability services, meeting w/instructors during office hours)

____ Improving professional behaviors (e.g., meetings with advisor, additional readings)

____ Receiving professional assistance (e.g., meeting with a mental health practitioner)

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

Additional Comments

Faculty Initials:

Kenny	McEachern	Logan	Burt	Russell	Prikhidko
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Advising Meeting

Faculty Advisor Signature: _____

Date: _____

Student Signature: _____

Date: _____

Advising Meeting Comments:

Appendix B: Applications

CPCE Exam Application



APPLICATION TO TAKE GRADUATE COMPREHENSIVE EXAMINATION

Please complete this form, obtain your advisor's signature, and submit to the CPCE Administrator, for final approval. A \$75 fee must be paid individually during the CPCE online student registration process once applications are approved. These funds cover the cost of the proctor and the exam. Applications must be submitted with an unofficial transcript or Panther Degree Audit.

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

CPCE Content Area	Course	Title	Semester & Year Taken	Grade in Course
Helping Relationships	MHS 5400	Counseling Skills & Techniques		
	MHS 6802	Personality Theories		
Professional Orientation and Ethics	MHS 6700	Ethical, Legal & Prof. Issues in Counseling		
	MHS 6020	Foundations of Mental Health Counseling		
Human Growth and Development	EDP 6277	Human Development: Lifespan		
Group Work	MHS 6511	Group Counseling		
Career & Life Development	MHS 5350	Ed. & Vocational Counseling		
Social and Cultural Foundations	MHS 6428	Cross Cultural Counseling		
Appraisal	MHS 6200	Meas. & Appraisal in Counseling		
Research & Program Evaluation	EDF 5481 OR MHS 6630	Found. of Ed. Research OR Research & Program Evaluation in Counseling		

Any previous CPCE Exam Attempts: ____yes____no If yes, Semester _____

To be eligible to take the CPCE, a graduate student must be fully admitted into the Counselor Education program at Florida International University and have a cumulative GPA of at least 3.0 at the graduate level and completed all the courses on this application.

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

Signature of Counselor Education Advisor

Date

Signature of Testing Coordinator

Date



COUNSELOR EDUCATION PROGRAM

Application for Clinical Mental Health and Rehabilitation Counseling PRACTICUM APPLICATION

Please Attach Resume and Unofficial Transcripts

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

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

☐ Clinical Mental Health ☐ Rehab

Semester & year applying for practicum _____

Name:

First

Middle

Last

Panther ID#

Email

Address:

Street

City

State

Zip

Phones:

Home

Work

Cell

Anticipated Date of Graduation: _____

Preferred location _____ Broward _____ Miami Dade

Securing a Site:

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

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

Preferred Field Placement Sites (list sites):

1. _____

2. _____

3. _____

→ **Advisor Signature** _____ **Date** _____

FIU | **Arts, Sciences
& Education**
School of Education and Human Development
COUNSELOR EDUCATION PROGRAM

Application for Clinical Mental Health and Rehabilitation Counseling
INTERNSHIP APPLICATION

Please Attach Resume and Unofficial Transcripts

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

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

☐ Clinical Mental Health ☐ Rehab

Semester & year applying for internship _____

Name:

First Middle Last

Panther ID# Email

Address:

Street City State Zip

Phones:

Home Work Cell

Anticipated Date of Graduation: _____

Where did you complete your practicum?

Site Name

Who was your site supervisor?

Name

Title

Phone

Email

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

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

Preferred Internship Placement Sites (list sites):

1. _____

2. _____

3. _____

Advisor Signature _____ Date _____



COUNSELOR EDUCATION PROGRAM

APPLICATION FOR SCHOOL COUNSELING PRACTICUM / INTERNSHIP PLACEMENT

After you provided your fingerprinting/security clearance to the Office of Clinical Experiences, Type or print all information clearly and submit 2 copies of this application, along with a copy of your Panther Degree Audit, and any FTCE exam score reports, to your advisor for signature:

1. One copy for your records
2. One copy for your advisor

☐ Practicum

☐ Internship

Semester: ☐ Fall ☐ Spring

Name: _____
(First) (Middle) (Last)

Panther ID: _____

Email: _____

Address: _____

Phone: _____

Anticipated Graduation Date: _____

GK Exam passed ☐ _____ PE Exam passed ☐ _____ C&G Exam passed ☐ _____

Preferred school district: ☐ Broward ☐ Miami-Dade

If an intern, where did you complete your practicum experience?

Who was your site supervisor? _____

Preferred Placement:

	School Name & Supervisor Name (if known)
<input type="checkbox"/> Elem <input type="checkbox"/> MS <input type="checkbox"/> HS	
<input type="checkbox"/> Elem <input type="checkbox"/> MS <input type="checkbox"/> HS	
<input type="checkbox"/> Elem <input type="checkbox"/> MS <input type="checkbox"/> HS	

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Appendix C: Accreditation & Training Standards

FLDOE Competencies & Skills: Counseling & Guidance

Use this [link](#) to access the most recent version (24th edition).

Guidance and Counseling PK–12

1 Knowledge of counseling

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

2 Knowledge of activities and programs for addressing current concerns

1. Demonstrate knowledge of evidence-based strategies that promote academic, career, and personal-social development, and community involvement.
2. Demonstrate knowledge of crisis counseling and crisis management plans (e.g., responses to death, natural disasters, acts of violence, medical emergencies).
3. Identify materials and resources for implementing guidance curricula (e.g., character education, conflict resolution, bullying prevention, mediation training).
4. Identify high-risk and addictive behaviors and appropriate intervention strategies.
5. Demonstrate knowledge of school counseling programs for classrooms and large groups (e.g., drug education, personal safety, career education).
6. Demonstrate knowledge of peer helper programs.
7. Demonstrate knowledge of the components of ASCA National Model: A Framework for School Counseling Programs and Florida's School Counseling and Guidance Framework: A Comprehensive Student Development Program Model (e.g., foundation, management, delivery, accountability, systemic change, collaboration, advocacy, leadership).

3 Knowledge of student assessment

1. Demonstrate knowledge of basic measurement concepts (e.g., validity, norming, reliability, error of measurement, standardization).
2. Identify factors that may influence student performance and affect test results.
3. Demonstrate knowledge of the major functions, strengths, and limitations of various standardized and nonstandardized assessments.
4. Interpret the results of formal and informal assessments.
5. Identify appropriate methods of communicating synthesized data from a variety of sources (e.g., response to intervention, Florida's Academic Counseling and Tracking for Students [FACTS]) for a comprehensive assessment of a student.
6. Apply the results of formal and informal assessments from a variety of sources to improve student educational outcomes.

4 Knowledge of career development and postsecondary opportunities

1. Demonstrate knowledge of major career development theories.
2. Identify school counseling activities related to careers.
3. Identify decision-making approaches for students in various stages of career development.
4. Demonstrate knowledge of resources, including assessments, used in career development.
5. Interpret student assessment data relevant to career development.
6. Identify appropriate activities for promoting student employability and lifelong learning.
7. Demonstrate knowledge of resources that provide specific information about educational and technical career opportunities.
8. Identify ways to assist students in selecting secondary and postsecondary opportunities.
9. Demonstrate knowledge of sources of financial assistance for funding educational opportunities.

5 Knowledge of consultation, collaboration, and coordination

1. Identify components essential to a consultation model.
2. Demonstrate knowledge of strategies for collaborating with stakeholders to facilitate student success.
3. Demonstrate knowledge of collaborative decision making and the use of appropriate data and resources to assist individuals and groups and enhance the school environment.

4. Identify appropriate procedures and follow-up strategies for student transitions.
5. Select effective procedures for communicating information to stakeholders (e.g., graphing response to intervention, Web site, e-mail, workshop, newsletter).
6. Identify appropriate approaches and resources for making in-school and out-of-school referrals.
7. Identify effective methods for communicating the benefits of a comprehensive school counseling program to all stakeholders.
8. Demonstrate knowledge of multicultural, ethical, and professional competencies in planning, organizing, implementing, evaluating, and enhancing the comprehensive school counseling program.

6 Knowledge of professional, ethical, and legal considerations

1. Demonstrate knowledge of legal and ethical standards relevant to the counseling process and practices.
2. Demonstrate knowledge of the professional and ethical standards of the American Counseling Association and the American School Counselor Association.
3. Demonstrate knowledge of the legal rights of students and parents or guardians with regard to student records (e.g., Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, Individuals with Disabilities Education Improvement Act).
4. Demonstrate knowledge of legislation concerning students with special needs.
5. Demonstrate knowledge of the counselor's role as an advocate and leader to promote and support student success in the school and community.

7 Knowledge of academic advisement

1. Identify effective strategies for promoting student awareness of graduation requirements, the college admission process, scholarships, and other postsecondary opportunities.
2. Interpret academic assessment data for appropriate educational placement and progression for all student populations.
3. Identify approaches for assisting students with course selection to prepare for secondary and postsecondary educational or employment opportunities.
4. Identify systemic interventions that foster equity and access to close achievement, opportunity, and informational gaps.

8 Knowledge of research, program evaluation, and follow-up

1. Demonstrate knowledge of accountability and research methodology.
2. Apply the results of assessment, research, and evaluation to determine program goals and objectives.
3. Demonstrate knowledge of needs assessment techniques.
4. Demonstrate knowledge of the purposes, types, and basic steps of program evaluation and relevant follow-up activities.
5. Demonstrate knowledge of progress monitoring and outcomes reporting to all stakeholders (e.g., graphing student performance, response to intervention, program outcomes).

9 Knowledge of appropriate technology

1. Demonstrate knowledge of the use of technology in accessing, managing, storing, reporting, and transmitting student information.
2. Demonstrate knowledge of the appropriate use of technology to plan, organize, implement, evaluate, and enhance the comprehensive school counseling program.
3. Demonstrate knowledge of the benefits and limitations of various technological applications.

10 Knowledge of social and cultural diversity

1. Demonstrate knowledge of multicultural and pluralistic societal changes and trends when developing and coordinating the school counseling program.
2. Demonstrate knowledge of the characteristics, needs, and issues of diverse populations.
3. Demonstrate knowledge of facilitating the counseling process for diverse students and families.
4. Demonstrate knowledge of the counselor's responsibility to address his or her own biases.
5. Identify inclusive strategies that eliminate biases, prejudices, and discriminatory contexts within the school and community.

Florida Educator Accomplished Practices (FEAPs)

Use [this link](#) to access the most recent version.

6A-5.065 The Educator Accomplished Practices.

(1) Purpose and Foundational Principles.

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

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

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

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

(6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) *Quality of Instruction.*

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

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural, linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

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

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.

Use this [link](#) to access the most recent version.

COUNSELING CURRICULUM

- D. Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement.
- E. Current counseling-related research is infused in the curriculum.
- F. The eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.
 - 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 - a. history and philosophy of the counseling profession and its specialty areas
 - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
 - c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
 - d. the role and process of the professional counselor advocating on behalf of the profession
 - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

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

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
 - b. theories of learning
 - c. theories of normal and abnormal personality development
 - d. theories and etiology of addictions and addictive behaviors
 - e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
-

- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
 - b. a systems approach to conceptualizing clients
 - c. theories, models, and strategies for understanding and practicing consultation
 - d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
 - e. the impact of technology on the counseling process
-

- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

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

7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes

- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

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

CORE CURRICULUM AREAS

The required curriculum of graduate study shall provide for obtaining essential knowledge, skills, and attitudes necessary to function effectively as a professional rehabilitation counselor. Curriculum knowledge domains and outcome expectations are frequently interrelated and not mutually exclusive. In particular, three elements integral to curricula in rehabilitation counselor education are **ethical behavior, diversity or individual differences, and critical thinking**. These three elements should be infused through all courses of the curriculum and rehabilitation counseling programs should be able to provide evidence these components are addressed appropriately.

Study units or courses shall include, but are not limited to, the following ten curriculum areas which shall include relevant knowledge domains and related student learning outcomes:

C.1 PROFESSIONAL IDENTITY AND ETHICAL BEHAVIOR

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C.1.1 Rehabilitation counseling scope of practice

- C.1.1.a. explain professional roles, purposes, and relationships of other human service and counseling/psychological providers.
- C.1.1.b. articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences.

C.1.2 History, systems, and philosophy of rehabilitation

- C.1.2.a. integrate into one's practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities.
- C.1.2.b. describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings.
- C.1.2.c. explain the role and values of independent living philosophy for individuals with a disability.

C.1.3 Legislation related to people with disabilities

- C.1.3.a. apply the principles of disability-related legislation including the rights of people with disabilities to the practice of rehabilitation counseling.

C.1.4 Ethics

- C.1.4.a. practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession.

C.1.5 Professional credentialing, certification, licensure and accreditation

- C.1.5.a. explain differences between certification, licensure, and accreditation.

C.1.6 Informed consumer choice and consumer empowerment

- C.1.6.a. integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation.
- C.1.6.b. articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process.

C.1.7 Public policies, attitudinal barriers, and accessibility

- C.1.7.a. assist employers to identify, modify, or eliminate, architectural, procedural, and/or attitudinal barriers.

C.1.8 Advocacy

- C.1.8.a. educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law.

**C.2 PSYCHOSOCIAL ASPECTS OF DISABILITY
AND CULTURAL DIVERSITY**

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:**C.2.1 Sociological dynamics related to self-advocacy, environmental influences, and attitude formation**

- C.2.1.a. identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation.
- C.2.1.b. identify strategies to reduce attitudinal barriers affecting people with disabilities.

C.2.2 Psychological dynamics related to self-identity, growth, and adjustment

- C.2.2.a. identify strategies for self-awareness and self-development that will promote coping and adjustment to disability.
- C.2.2.b. identify and demonstrate an understanding of stereotypic views toward individuals with a disability and the negative effects of these views on successful completion of the rehabilitation outcomes.
- C.2.2.c. explain adjustment stages and developmental issues that influence adjustment to disability.

C.2.3 Implications of cultural and individual diversity including cultural, disability, gender, sexual orientation, and aging issues

- C.2.3.a. provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process.
- C.2.3.b. identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice.
- C.2.3.c. articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, and socio-economic

status in groups, family, and society.

C.3 HUMAN GROWTH AND DEVELOPMENT

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C.3.1 Human growth and development across the life span

- C.3.1.a. articulate a working knowledge of human development and the needs of individuals with disabilities across the life span.
- C.3.1.b. describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability.

C.3.2 Individual and family response to disability

- C.3.2.a. assist the development of transition strategies to successfully complete the rehabilitation process.
- C.3.2.b. recognize the influence of family as individuals with disabilities grow and learn.
- C.3.2.c. demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.

C.3.3 Theories of personality development

- C.3.3.a. describe and explain established theories of personality development.
- C.3.3.b. identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.

C.3.4 Human sexuality and disability

- C.3.4.a. identify impact that different disabilities can have on human sexuality.
- C.3.4.b. discuss sexuality issues with individuals with a disability as part of the rehabilitation process.

C.3.5 Learning styles and strategies

- C.3.5.a. develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.

C.4 EMPLOYMENT AND CAREER DEVELOPMENT

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C. 4.1 Disability benefits systems including workers' compensation, long-term disability, and social security.

- C.4.1.a. Demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment.
- C.4.1.b. explain the requirements of benefits available to people with disabilities through systems such as workers' compensation., long-term disability insurance, and social security.
- C. 4.2 Job analysis, transferable skills analysis, work site modification and restructuring**
 - C.4.2.a. Utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications or job restructuring.
 - C.4.2.b. apply the techniques of job modification/restructuring and the use of assistive devices to facilitate placement of people with disabilities.
 - C.4.2.c. apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability.
- C. 4.3 Career counseling, career exploration, and vocational planning**
 - C.4.3.a. provide career counseling utilizing appropriate approaches and techniques.
 - C.4.3.b. utilize career/occupational materials to assist the individual with a disability in vocational planning.
 - C.4.3.c. facilitate involvement in vocational planning and career exploration.
- C. 4.4 Job readiness development**
 - C.4.4.a. assess individuals with a disability' readiness for gainful employment and assist individuals with a disability in increasing this readiness.
- C. 4.5 Employer consultation and disability prevention**
 - C.4.5.a. provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers.
 - C.4.5.b. consult with employers regarding accessibility and issues related to ADA compliance.
- C 4. 6 Workplace culture and environment**
 - C.4.6.a. describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment.
- C. 4. 7 Work conditioning/work hardening**
 - C.4.7.a. identify work conditioning or work hardening strategies and resources as part of the rehabilitation process.
- C. 4. 8 Vocational consultation and job placement strategies**
 - C.4.8.a. conduct and utilize labor market analyses and apply labor market information to

- the needs of individuals with a disability.
- C.4.8.b. identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills to achieve successful job placement.
- C.4.8.c. utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.
- C. 4.9 Career development theories**
 - C.4.9.a. apply career development theories as they relate to individuals with a disability with disabilities.
- C 4.10 Supported employment, job coaching, and natural supports**
 - C.4.10.a. effectively use employment supports to enhance successful employment.
 - C.4.10.b. assist individuals with a disability with developing skills and strategies on the job.
- C. 4. 11 Assistive technology**
 - C.4.11.a. identify and describe assistive technology resources available to individuals with a disability for independent living and employment.

C.5 COUNSELING APPROACHES AND PRINCIPLES

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

- C.5.1 Individual counseling and personality theory**
 - C.5.1.a. communicate a basic understanding of established counseling theories and their relationship to personality theory.
 - C.5.1.b. articulate a personal philosophy of rehabilitation counseling based on an established counseling theory.
- C.5.2 Mental health counseling**
 - C.5.2.a. recognize individuals with a disability who demonstrate psychological or mental health related problems and make appropriate referrals when appropriate.
 - C.5.2.b. analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer.
 - C.5.2.c. explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor.
- C.5.3 Counseling skills and techniques development**
 - C.5.3.a. develop and maintain confidential counseling relationships with individuals with a disability using established skills and techniques.
 - C.5.3.b. establish, in collaboration with the consumer, individual counseling goals and

objectives.

C.5.3.c. apply basic counseling and interviewing skills.

C.5.3.d. employ consultation skills with and on behalf of the consumer.

C.5.4 Gender issues in counseling

C.5.4.a. counsel individuals with a disability who face lifestyle choices that may involve gender or multicultural issues.

C.5.4.b. identify gender differences that can affect the rehabilitation counseling and planning processes.

C.5.5 Conflict resolution and negotiation strategies

C.5.5.a. assist individuals with a disability in developing skills needed to effectively respond to conflict and negotiation in support of their interests.

C.5.6 Individual, group, and family crisis response

C.5.6.a. recognize and communicate a basic understanding of how to assess individuals, groups, and families who exhibit suicide ideation, psychological and emotional crisis.

C.5.7. Termination of counseling relationships

C.5.7.a. facilitate counseling relationships with individuals with a disability in a manner that is constructive to their independence.

C.5.7.b. develop a plan of action in collaboration with the consumer for strategies and actions anticipating the termination of the counseling process.

C.5.8 Individual empowerment and rights

C.5.8.a. promote ethical decision-making and personal responsibility that is consistent with an individual's culture, values and beliefs.

C.5.9 Boundaries of confidentiality

C.5.9.a. explain the legal limits of confidentiality for rehabilitation counselors for the state in which they practice counseling.

C.5.9.b. identify established rehabilitation counseling ethical standards for confidentiality and apply them to actual case situations.

C.5.10 Ethics in the counseling relationship

C.5.10.a. explain the practical implications of the CRCC Code of ethics as part of the rehabilitation counseling process.

C.5.10.b. confirm competency in applying an established ethical decision-making process to rehabilitation counseling case situations.

C.5.11 Counselor Supervision

C.5.11.a. explain the purpose, roles, and need for counselor supervision in order to enhance the professional development, clinical accountability and gate-keeping functions for the welfare of individuals with a disability.

C.6 GROUP WORK AND FAMILY DYNAMICS

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C.6.1 Group Dynamics and Counseling Theory

- C.6.1.a. apply theories and principles of group counseling when working with persons with disabilities.

C.6.3. Group leadership styles and techniques

- C.6.3.a. demonstrate effective group leadership skills.

C.6.4. Family dynamics and counseling theory

- C.6.4.a. apply an understanding of family systems and the impact of the family on the rehabilitation process.

C.6.5. Family support interventions

- C.6.5.a. use counseling techniques to support the individual's family/significant others, including advocates.
- C.6.5.b. facilitate the group process with individual's family/significant others, including advocates to support the rehabilitation goals.

C.6.6. Ethical and legal issues impacting individuals and families

- C.6.6.a. apply ethical and legal issues to the group counseling process and work with families.
- C.6.6.b. know the ethical implications of work in group settings with racial/ethnic, cultural, and other diversity characteristics/issues when working with people with disabilities.

C.7 ASSESSMENT

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C. 7. 1 Role of assessment

- C.7.1.a. explain purpose of assessment in rehabilitation process.
- C.7.1.b. use assessment information to determine eligibility and to develop plans for Services.

C. 7.2 Assessment resources and methods

- C.7.2.a. identify assessment resources and methods appropriate to meet the needs of individuals with a disability.
- C.7.2.b. describe resources to assist rehabilitation counselors in identifying appropriate

- test instruments and other assessment methods.
- C.7.2.c. describe computer-based assessments for rehabilitation and employment planning.

C 7.3 Individual involvement in assessment planning

- C.7.3.a. facilitate individual involvement in evaluating the feasibility of rehabilitation or independent living objectives and planning.
- C.7.3.b. utilize assessment as an ongoing process in establishing individual rapport, rehabilitation service planning, objectives and goals.
- C.7.3.c. evaluate the individual's capabilities to engage in informed choice and to make decisions.

C.7.4 Measurement and statistical concepts

- C.7.4.a. describe basic measurement concepts and associated statistical terms.
- C.7.4.b. comprehend the validity, reliability, and appropriateness of assessment instruments.

C. 7.5 Selecting and administering the appropriate assessment methods

- C.7.5.a. explain differences in assessment methods and testing instruments (i.e. aptitude, intelligence, interest, achievement, vocational evaluation, situational assessment).
- C.7.5.b. apply assessment methods to evaluate a consumer's vocational, independent living and transferable skills.

C. 7. 6 Ethical, legal, and cultural implications in assessment

- C.7.6.a. know the legal, ethical, and cultural implications of assessment for rehabilitation services.
- C.7.6.b. consider cultural influences when planning assessment.
- C.7.6.c. analyze implications of testing norms related to the culture of an individual.

C.8 RESEARCH AND PROGRAM EVALUATION
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Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C.8.1. Basic statistics and psychometric concepts

- C.8.1.a. understand research methodology and relevant statistics.

C.8.2. Basic research methods

- C.8.2.a. interpret quantitative and qualitative research articles in rehabilitation and related fields.
- C.8.2.b. apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments).

C.8.3. Effectiveness of rehabilitation counseling services.

C.8.3.a. develop and implement meaningful program evaluation.

C.8.3.b. provide a rationale for the importance of research activities and the improvement of rehabilitation services.

C.8.4. Ethical, legal, and cultural issues related to research and program evaluation.

C.8.4.a. apply knowledge of ethical, legal, and cultural issues in research and evaluation to rehabilitation counseling practice.

<p>C.9 MEDICAL, FUNCTIONAL, AND ENVIRONMENTAL ASPECTS OF DISABILITY</p>
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Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C.9.1. The human body system

C.9.1.a. explain basic medical aspects related to human body system and disabilities.

C.9.2. Medical terminology and diagnosis

C.9.2.a. demonstrate an understanding of fundamental medical terminology.

C.9.2.b. demonstrate an understanding of the diagnostic process used by medical and other health professions.

C.9.3. Physical, psychiatric, cognitive, sensory and developmental disabilities

C.9.3.a. utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual's disability.

C.9.3.b. articulate the functional limitations of disabilities.

C.9.3.c. apply working knowledge of the impact of disability on the individual, the family, and the environment.

C.9.3.d. explain the implications of co-occurring disabilities.

C.9.4. Assistive technology

C.9.4.a. determine the need for assistive technology and the appropriate intervention resources.

C.9.4.b. support the evaluation of assistive technology needs as they relate to rehabilitation services.

C.9.5. Environmental implications for disability

C.9.5.a. evaluate the influences and implications of the environment on disability.

C.9.6 Classification and evaluation of function

C.9.6.a. demonstrate familiarity with the use of functional classification such as the International Classification of Function.

C.9.6.b. consult with medical/health professionals regarding prognosis, prevention and

wellness strategies for individuals with a disability

C.10 REHABILITATION SERVICES, CASE MANAGEMENT, AND RELATED SERVICES

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C.10.1 Vocational rehabilitation

- C.10.1.a. describe the systems used to provide vocational rehabilitation services to people with disabilities including the state/federal vocational rehabilitation program in the United States, private rehabilitation, and community-based rehabilitation programs.
- C.10.1.b. identify and plan for the provision of vocational rehabilitation services with individuals with a disability.
- C.10.1.c. provide information to prospective employers about the benefits of hiring people with disabilities.

C.10.2 Case and caseload management

- C.10.2.a. evaluate the need for and utilize case and caseload management services.
- C.10.2.b. apply principles of caseload management, including case recording and documentation.
- C.10.2.c. identify rehabilitation case management strategies that are evidence-based
- C.10.2.d. establish follow-up and/or follow-along procedures to maximize an individual's independent functioning through the provision of post-employment services

C.10.3 Independent living

- C.10.3.a. identify and plan for the provision of independent living service alternatives with individuals with a disability.

C.10.4 School to work transition services

- C.10.4.a. develop knowledge of transition services that facilitate an individual's movement from school to work.

C.10.5 Disability management

- C.10.5.a. describe employer-based disability management concepts, programs, and practices.

C.10.6 Forensic rehabilitation and vocational expert practices

- C.10.6.a. describe the purpose of forensic rehabilitation, vocational expert practice, and the reasons for referral of individuals for services.

C.10.7 Substance abuse treatment and rehabilitation

- C.10.7.a. describe different recovery models that apply to substance abuse treatment and rehabilitation.

- C.10.7.b. identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.

C.10.8 Psychiatric rehabilitation

- C.10.8.a. identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.

C.10.9 Wellness and illness prevention concepts

- C.10.9.a. promote constructive lifestyle choices that supports positive health and prevents illness or disability.

C.10.10 Community Resources

- C.10.10. a. work with community agencies to advocate for the integration and inclusion of individuals with disabilities within the community.
- C.10.10.b. identify the benefits of rehabilitation services to potential individuals with a disability, employers, and the general public.

C.10.11 Community-based rehabilitation and service coordination

- C.10.11.a. assist individuals with a disability to access and utilize services available in the community.
- C.10.11.b. collaborate with advocate's and other service providers involved with the individual and/or the family.

C.10.12 Life care planning

- C.10.12.a. describe the purposes of life-care planning and utilize life-care planning services as appropriate.

C.10.13 Insurance programs and social security

- C.10.13.a. demonstrate knowledge of disability insurance options and social security programs.
- C.10.13.b. explain the functions of workers' compensation, disability benefits systems, and disability management systems.

C.10.14 Programs for specialty populations

- C.10.14.a describe programs of services for specialty populations including but not limited to: spinal cord injury, traumatic brain injury intellectual disabilities sensory disability, correctional and veterans.

C.10.15 Current technology and rehabilitation counseling

- C.10.15.a. explain and plan for the appropriate use of assistive technology including computer-related resources.
- C.10.15.b. utilize internet and other technology to assist in the effective delivery of services.
- C.10.15c. assist individuals with a disability in developing strategies to request appropriate accommodations.
- C.10.15 d. assess individual needs for rehabilitation engineering services.

Appendix D: Student Handbook Acknowledgement



A signed copy of the following will be maintained in the student's program file.

I have received a copy of FIU's Counselor Education Student Handbook. Further, I agree to read and follow the contents of the mentioned handbook while a student in the Counselor Education Program.

Student Name Printed _____

Attended Counselor Education orientation on _____

Student Signature _____

Advisor Name Printed _____

Assigned Cohort (i.e., F18, Spr18) _____

Track:

CMHC

RC

SC