COUNSELOR EDUCATION STUDENT HANDBOOK

MASTER OF SCIENCE (M.S.) AND SPECIALIST IN EDUCATION (Ed.S.)
DEGREES IN COUNSELING AND HUMAN SYSTEMS

Career Counseling and Mental Health Counseling

Psychological and Counseling Services Program
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August 2013
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INTRODUCTION

The program in Psychological and Counseling Services consists of two degree tracks in both counselor education and psychological services. The counseling track consists of two majors: Career Counseling and Mental Health Counseling. The Career Counseling and Mental Health Counseling MS/EdS. degree majors at Florida State University reflect a practitioner-oriented model and the professional experience and research interests of the faculty within the context of the mission of the College of Education. Faculty members in the Psychological and Counseling Services Program have work experience and research interests related to the provision of: (1) career counseling services for adolescents in school settings and adults in postsecondary/higher education and related organizational settings, and (2) mental health counseling of children and adolescents in community and school settings, and adults in community, agency, and educational settings.

Mission and Objectives

The Counselor Education degree program’s mission is to provide high quality training and prepare professional counselors for positions in public and private settings. The curriculum for MS/EdS majors in counseling will lead to eligibility for certification and licensure as professional counselors. Professional counselors promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations. The PCS Counselor Education program provides students with the opportunity to obtain a wealth of common core generalist counselor knowledge, while specializing in career counseling or mental health counseling. The mission is achieved through the following objectives:

A. To provide a quality education to persons pursuing Master of Science/Ed. Specialist degrees in Counselor Education, while specializing in Career Counseling or Mental Health Counseling.

B. To provide Master’s/EdS.-level graduate students with quality clinical training and understanding of professional issues in the areas of career counseling, mental health counseling, general counseling, and case management.

C. To prepare Master’s/EdS-level graduate students with knowledge and skills in providing effective individual and group counseling in a multitude of settings.

D. To provide students with skill and knowledge in conducting needs assessment and research in the field of counseling.

E. To prepare Master’s/EdS-level graduate students with knowledge and skill in effectively addressing issues and concerns related to diverse populations.

F. To provide skill and knowledge in the application of ethical and legal principles in the practice of counseling.

The counselor education degree majors also relate to the College of Education mission statement, which is to enhance the learning capacities of children, adolescents, and adults, thus improving the quality of life of individuals and enabling them to contribute economically, socially, and politically to the advancement of a pluralistic society. We note that enhancing the learning capacity of children, adolescents, and adults within a pluralistic society includes addressing present and projected counseling and human development needs. This mission is achieved through the following efforts:

1. Preparing teachers, faculty, administrators, and human services specialists according to the highest professional standards of appropriate state, regional, and national accrediting agencies and societies. Human services specialists include career and mental health counselors. Each academic offering has been designed to meet current accreditation standards. The Career Counseling and Mental Health Counseling majors are currently accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, www.cacrep.org).

2. Developing knowledge of learning through faculty and student research; applying knowledge gained in research to address emerging problems in learning; and disseminating knowledge of learning through publications and presentations at state, regional, national, and international professional meetings. Our students are encouraged to participate with faculty in the creation and dissemination of knowledge through research.
3. Serving schools, institutions, agencies, and other organizations engaged in promoting learning through faculty and student involvement in teaching, consulting, evaluating, planning, and policy development. **Our students are required to provide direct services to schools, institutions, human service agencies, state/federal agencies or other organizations as part of the curriculum.**

4. The primary focus of these efforts is on the learning needs of children, adolescents, and adults of the State of Florida, but their impact is expected to extend into regional, national, and international arenas. **While the primary focus of student activities is on assisting children, adolescents, and adults within the State of Florida, the supervised practice of some students occurs outside of the state.**

In view of the professional experience and research interests of the faculty, and the mission of the College of Education, students completing the Career Counseling or Mental Health Counseling M.S./Ed.S. degrees are expected to concentrate their efforts in one or more of the following areas:

1. **Career Counseling** for adolescents and adults in school or postsecondary/higher education settings, or for adults in organizational settings where education and training is a principal component of human resource development.

2. **Mental Health Counseling** for children and adolescents in community and school settings where education is a principal component in delivering services, and for adults in community and educational settings where psycho-educational processes and lifelong learning are emphasized.

Students who graduate with an M.S./Ed.S. from the Psychological and Counseling Services (PCS) Program are expected to develop competencies that will allow them to obtain positions as licensed or certified practicing counselors. The faculty encourage M.S./Ed.S. applications from individuals who have career goals that are congruent with the College of Education’s mission. Applicants’ personal goal statements should indicate clearly how their interests relate to one or more of the major areas described above.

**DEGREES OFFERED**

The College of Education offers the following degrees within counseling:

**Master of Science (M.S.) and Specialist in Education (Ed.S.)** degrees with majors in: Career Counseling and Mental Health Counseling. **Note:** These degrees require a combined M.S./Ed.S. program of study.

A figure depicting all of the degrees and majors offered in the Psychological and Counseling Services (PCS) Program is presented in Figure 1:

**Figure 1: Degrees & Major**
LENGTH OF STUDY

The Career Counseling and Mental Health Counseling degrees can typically be completed in five semesters of full-time study (Fall 1, Spring 1, Summer 1, Fall 2, and Spring 2 for completing coursework and internship). Individual student circumstances may result in longer periods of study.

ADMISSION

Timeline for Admission

Specialist and master’s students typically are admitted for Fall semesters but, under special circumstances, applicants may be considered for other semesters. Reviews of applicant folders generally begin following the February 1 application deadline; some program coordinators may choose to review folders as soon as the folder is complete. Candidates are usually notified within 3 weeks following an admissions decision.

Requirements

1. A bachelor's degree in Education, Psychology, Sociology, Social Work, Family and Child Sciences, Rehabilitation Services or related discipline from an accredited college or university is preferred, but applicants from other major areas will be considered. Admitted students who do not have the required prerequisites will be expected to make up these deficiencies early in their programs.

2. Satisfactory prior academic record, as reflected by official transcripts of all previous college work. Candidates will be considered if they meet the minimum requirements established by the Florida Board of Governors for graduate admissions.

3. Completion of the Graduate Record Examination (GRE).

4. Although not required, applicants who have completed courses in general psychology, human services, and or related areas, and who have some full-time, part-time, or volunteer experience in counseling, education, or related social services fields, will be given preference in the application process.

5. Applicants to the program should be aware that some of the practicum and internship sites where students are placed may request a background check and fingerprinting. If applicants have situations in their personal history that may present an obstacle to their successful completion of the program, they should discuss this with the respective program coordinator for their major area, prior to completing their application.

Procedures

1. The General and Graduate University Bulletins are available on the FSU Web site (http://registrar.fsu.edu/bulletin/). Applicants are responsible for reading carefully those sections covering all graduate programs and the special regulations for graduate majors in education. Prospective graduate students can find information on the admissions process at: http://admissions.fsu.edu/graduate/.

Students who were previously enrolled at Florida State University as graduate students and have been absent for two or more semesters should complete the readmission application located at: http://admissions.fsu.edu/Readmissions/.
2. **Applicants must submit the following:**
   a. An official transcript from each college or university attended; these must be submitted to the Graduate Admissions Office following the online procedures. International students must submit transcripts in their native language accompanied by a certified English translation.
   b. Official test scores for the Graduate Record Exam (GRE) sent directly from the testing agency to the University.
   c. International students whose first language is not English must submit the TOEFL. Test scores are considered official when they are sent directly from the testing agency to the University. A minimum score of 80 on the internet-based or 550 on the paper-based exam is required.

3. Prospective students who would like to discuss the program in greater detail are encouraged to contact the program coordinator for the major area to which they are applying.

3. The College of Education’s Office of Academic Services & Intern Support (OASIS), 2301 Stone Building, notifies the University Office of Admissions concerning the acceptance or non-acceptance of an applicant. The Department of Educational Psychology and Learning Systems (EPLS) informs candidates regarding admissions decisions.

5. No assistantships or fellowships are offered until a student has been officially admitted to a graduate program. Applications for financial aid may be addressed to the Office of Financial Aid, Room 2466, University Center, Tallahassee, FL 32306-1023; telephone (850) 644-0539, [http://financialaid.fsu.edu/](http://financialaid.fsu.edu/). See the section below for additional information on financial aid.

6. Students are admitted for the Fall semester (August). Applications submitted after February 1st are considered only at the discretion of the faculty.

### Number of Students Admitted

Each year, 20 to 30 MS/EdS students are accepted for admission into the program. Individuals applying to the career counseling or mental health counseling programs must have earned a minimum 3.0 grade point average (on a 4.0 grading scale) in all work attempted while registered as an upper-division student working toward a bachelor’s degree. In addition, **GRE scores are required as part of the admissions process.** Students applying for 2015 should check the FSU Graduate Admissions website and the College of Education admissions site during the Fall 2014 semester for GRE updates.

### Diversity Policies

The Florida State University is committed to a policy of non-discrimination for any member of the University’s community on the basis of age, career experience, color, communication style, culture, disability, educational level or background, employee status, family status, function, gender, gender expression, gender identity, language, management style, marital status, national origin, organizational level, parental status, physical appearance, race, regional origin, religion, thinking style, speed of learning, comprehension, or sexual orientation. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and the University’s policies, procedures, and processes.

The Florida State University encourages the enrollment of students with disabilities and recognizes their special needs. The Student Disability Resource Center (SDRC), the main advocate for students with disabilities, monitors environmental, social, and academic conditions affecting students with disabilities and the reasonable accommodation process. Assistance in registration and housing is also available through this office. More
Financial Aid

Florida State University recognizes the high cost of education today and makes every effort to offer financial assistance through a variety of programs to qualified graduate students. In addition to providing funds on the basis of demonstrated financial need in the form of grants, work study awards, and loans, the University offers scholarships to recognize and reward talent, academic achievement, and meritorious performance. Graduate students may apply for long-term loans and college work-study. Graduate fellowships and assistantships are awarded through the Graduate School (www.gradschool.fsu.edu/Funding-Awards) and the respective academic and selected university departments. Students should apply for these awards well in advance of the semester in which they seek to enroll.

The FSU Office of Financial Aid is committed to guiding students through the process of applying for financial aid. Help in completing financial aid forms is available from professional financial aid counselors located in the University Center, Building A, Room 4400. Assistance is also available by calling the Express Telephone System (ET) from 8:00 a.m. through 6:00 p.m. at (850) 644-0539. (Hours of operation are Monday through Friday from 8:30 a.m. to 5:00 p.m.) The Information Center is open Monday through Friday from 8:30 a.m. to 5:00 p.m. Telephone counseling is available Monday through Friday 8:30 a.m. to 5:00 p.m.

Once an application for admission has been submitted, students may monitor their financial aid status by visiting http://www.finaid.fsu.edu. This site will also provide information on any outstanding documents required to complete the financial aid file. Upon admission and completion of the financial aid file, a student's financial aid award are also found on this site.

Graduate students may apply for federal loans and federal work-study by completing the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Graduate fellowships and assistantships are awarded through the Graduate School and selected university departments. More information on College of Education scholarships and aid can be found at: http://education.fsu.edu/student-resources/scholarships-and-aid.

Other financial aid is available in several forms, including special fellowships for minority students. The amount available varies each year. By April 15th of each year, all offers of financial assistance are binding on both the applicant and the institution, in accordance with the resolutions approved by the Council of Graduate Departments of Psychology, http://www.cogdop.org/page_attachments/0000/0135/COGDOPApril15Agree.pdf

Fellowships

The University offers a variety of fellowships. Some require duties and some do not. Students should check with their graduate department for awards available in their discipline. Students must apply directly to their academic department.

Assistantships

Graduate assistants are selected by academic and related campus departments for duties connected with instruction, research, and student services, which are of mutual benefit to the University and the student. Only students with full-time graduate student status are eligible for graduate assistantships. Special and provisional students are ineligible.

Students are encouraged to apply to campus departments related to their areas of interest, e.g., Career Center, Dean of Students, etc.). Stipends may vary depending on the amount of service rendered, the nature of the service, and the student's qualifications. Graduate assistantships include a tuition waiver that covers a selected number of
hours (typically ranging from 9-12 hours). Students should check with the department that is awarding the assistantship regarding the waiver amount and the process for receiving the tuition waiver.

Career Advisor Scholarships

The Career Advisor Scholarship funds provide scholarships for students preparing for professional positions in career counseling and human resources in schools and other organizations. The successful candidate possesses a strong commitment to the field, a capacity to provide leadership to the profession, an outstanding academic record, and high productivity standards.

The six established funds are the Alyce B. Bobkin Endowed Scholarship Fund, the Career Advisor Alumni Scholarship Fund, the Gary W. Peterson Endowed Scholarship Fund, the Herbert and Josie Rand Endowed Scholarship Fund, Joel Driver Fund, and the Robert C. Reardon Scholarship Fund. Special award criteria exist for each fund.

A faculty committee selects award recipients. Application forms are available from the Career Advisor Scholarship Coordinator, Dr. Robert Reardon, rreardon@fsu.edu, 850-644-9777.

ADVISEMENT AND REQUIREMENTS OF MASTERS AND SPECIALIST DEGREE STUDENTS

General Responsibilities of Students

Master’s / Educational Specialist students are expected to be familiar with current policies and regulations of the Department of Educational Psychology and Learning Systems (EPLS) and of the College of Education’s Office of Academic Services & Intern Support (OASIS) as they may apply to a particular program. Students are responsible for ensuring that all regulations involving deadlines and completion of specific requirements for each date are met.

Although courses are available to prepare students for the comprehensive examination and future professional roles, it is understood that competencies for both the exam and such roles cannot be achieved solely through coursework. Independent study and reflection are also necessary. Furthermore, it is the students’ responsibility to initiate, through the supervisory committee chair, all of the procedures, actions, and forms required of the supervisory committee.

Academic Advisement

Initially, students are advised by the program coordinator for their area who assists them in selecting a course schedule prior to the first semester of registration. This advisor assignment is used until a supervisory committee chair is selected and approved. The initial assignment is not binding for either the faculty member or the student.

Program of Study

Students have the responsibility, in consultation with their supervisory committees, to develop a program of study detailing their academic plan. Program of Study forms can be found on the College of Education OASIS website: http://education.fsu.edu/student-resources/student-academic-services-oasis. Programs of study are to be filed and approved by the department chair no later than the fifteenth week of the second semester. (Note: Programs of study may be modified at a later time with the approval of the
supervisory committee). Each program of study will reflect the academic requirements of the student’s major area. Students seeking a MS/EdS degree in Counseling and Human Systems must stipulate their Counselor Education major area on their program of study form.

Transfer of Credits & Special Student Hours

Transfer of courses not counted toward a previous degree from another regionally accredited graduate school is limited to six semester hours and transfer of courses not counted toward a previous degree within Florida State University is limited to twelve semester hours, except when the departmental course requirement exceeds the thirty-two hour University-wide minimum requirement. In the latter case, additional transfer credit may be allowed to the extent of the additional required hours. In all cases, the majority of credit must be earned through Florida State University or its official consortial institutions. All transfer credit must: 1) be recommended by the major department; 2) be evaluated as graduate work by the evaluation section of the Office of Admissions of Florida State University; and 3) have been completed with grades of 3.0 (“B”) or better. In order to have transfer credit or FSU special student credit posted to the FSU transcript, an official transcript must be provided with the signed Program of Study.

Supervisory Committee Selection

Students in Career Counseling or Mental Health Counseling, seeking a Master of Science (M.S.)/Specialist in Education (Ed.S.) degree will be assigned a supervisory committee by the counselor education coordinator by the end of their first semester of full-time graduate study. Each supervisory committee will consist of three counselor education faculty members, one of whom will serve as the student’s committee chair. The supervisory committee chair’s role is to approve the student’s program of study and provide academic advising. The supervisory committee chair and the two additional supervisory committee members must be faculty members in the counselor education majors.

Comprehensive Examination

The purpose of the comprehensive examination is to allow MS/EdS candidates to demonstrate mastery of the knowledge base acquired in the MS/EdS degree programs. Students are cleared by their major area coordinator to register for the comprehensive examination. Clearance for taking this examination is based on evidence of a 3.00 grade point average and confirmation by the major area coordinator that the student is in good standing. Students must register for MHS 7962 for 0 credit. Students must register for this examination during or prior to the semester in which it is given. Counseling students graduating in the summer semester can take the comprehensive exam during the spring administration. In order for any accommodations to be made for any portion of the comprehensive examination, the student must be registered at the Student Disability Resource Center (SDRC). Failure to achieve a passing score on the comprehensive examination will be addressed by the student’s supervisory committee through the creation of a remedial plan.

Policy and Procedures for the M.S./Ed.S. Comprehensive Examination

Policy

Students majoring in Career Counseling and Mental Health Counseling will take the Counselor Preparation Comprehensive Examination (CPCE; www.cce-global.org/Org/CPCE) administered by the Center for Credentialing and Education. The CPCE is designed to assess counseling students’ knowledge of counseling information viewed as important by counselor preparation programs. The CPCE covers the eight common-core areas as defined by the 2009 CACREP Standards for Preparation: 1. Professional orientation and ethical practice; 2. Social and cultural diversity; 3. Human growth and development; 4. Career development; 5. Helping relationships; 6. Group work; 7. Assessment and 8. Research and program evaluation.
consists of 160 multiple-choice items, with 20 items per each of the eight CACREP areas. A $45 fee (amount subject to change) is required to complete the CPCE.

Procedures

1. Students in the second year of their programs of study will take the Counselor Preparation Comprehensive Examination (CPCE).
2. The passing score will be set at one standard deviation below the mean of the national exam, for the same administration during which the student completed the exam.
3. Earning a passing score will satisfy completely the comprehensive examination requirement for the M.S./Ed.S. degree.
4. Should a student fail to achieve a passing score, the student's supervisory committee will develop a plan of action for mastering deficiencies identified by the subscale scores of the CPCE.

Practicum for Counselor Education Majors

The program requires students to complete supervised practicum(s) that total a minimum of 100 clock hours (for mental health and career counseling students, see Section III Professional Practice, 2009 CACREP Standards) The practicum(s) provide(s) for the development of opportunity to perform, on a limited basis and under supervision, some of the activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. The student's practicum:

- Includes a minimum of 40 hours of direct service work with clientele appropriate to the student's specialization. Students who are unable to complete the 40 clock hours of direct service during practicum must complete those hours prior to accruing internship hours. Students will meet with the program coordinator to develop a plan for completing and documenting these hours.
- Allows the student to gain supervised experience in individual and group interactions with clientele appropriate to the student's specialization.
- Includes a minimum of one hour per week of individual supervision by a counselor education faculty member or site supervisor.
- Includes a minimum of one and one-half hours per week of group supervision with other students in similar practica or internships by a counselor education faculty member supervisor.
- Allows the student to become familiar with a variety of professional activities other than direct service work.
- Allows the student to record sessions for use in supervision, of the student's interactions with clientele appropriate to the student's specialization.
- Allows the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- Includes formal evaluation of the student's performance during the practicum by the program faculty-member supervisor.
- Is commensurate, if appropriate, to the student's specialization, with the State of Florida licensure requirements for Mental Health Counselor and the credentialing requirements for Career Counseling.
- Will be pre-approved by the Counselor Education Clinical Training Coordinator.
Each student must have a minimum of a B- in MHS 5400 Introduction to Counseling Theories and Techniques in order to enroll in MHS 5801 Practicum in Counseling.

**Internship for Counselor Education Majors**

The basic purpose of the internship program is to allow students to apply knowledge, skills, and professional values to actual practice settings in the community. The on-site work experience provides an opportunity to integrate theory and practice. The internship is a reciprocal arrangement: Students exchange their work in return for on-the-job training and experience in the field. The end result is ultimately the promotion of professional development, integration, and reinforcement of competence. Hopefully, the internship program solidifies for students a sense of professional identity. The service delivery setting, the interaction with staff and clients or students, the realities and responsibilities of the helping process, and the conscious application of ethical principles, combine to result in the personal knowledge and commitment necessary to enter the field of counseling.

A supervised internship of 600 clock hours is required, which is begun only after successful completion of practicum (MHS 5801). Students may elect to complete the internship in one or two semesters, depending on the requirements established by the internship sites. For Mental Health Counseling, a total of 1,000 clock hours is required. These hours include a minimum of 100 clock hours for practicum and 600 clock hours for internship. Career Counseling students must complete 600 clock hours, which includes at least 240 clock hours of direct services, including experience leading groups.

The internship provides the opportunity for the student to perform all the activities that a regularly employed staff member in the setting would be expected to perform. “A regularly employed staff member” is defined as a person occupying the professional role to which the student is aspiring. The student's internship:

- Includes a minimum number of clock hours of direct service work with clientele appropriate to the student's specialization. For mental health counseling, this is 400 hours that include serving persons with disabilities, and for career counseling it is 240 hours.
- Includes a minimum of one hour per week of individual supervision with a supervisor having appropriate professional qualifications for the student's specialization.
- Includes a minimum of 1.5 hours per week of group supervision.
- Allows the student to become familiar with a variety of professional activities other than direct service work.
- Allows the student to record sessions for use in supervision, of the student’s interactions with clientele appropriate to the student's major area.
- Allows the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- Includes formal evaluation of the student's performance during the internship by a program faculty-member supervisor.
- Is commensurate, if appropriate, to the student's specialization, with the State of Florida licensure requirements for Mental Health Counselor, and the credentialing requirements for Career Counseling.
- Must be approved by the major area coordinator.
• Begins in Summer 1 or Fall 2 for Mental Health and Counseling students; Fall 2 for Career Counseling students, as approved by the student's supervisory committee and the major area coordinator. Special consideration will be given to students pursuing dual specializations who wish to begin an internship in the summer semester of the first year of study.
• Requires that the application form from the internship handbook be signed by the major area coordinator. A copy of the application form will be maintained in the student’s program file.
• Can only be begun if the student has earned a grade of a B- in MHS 5801.

Thesis Option and Research Experience

Students interested in applying for doctoral programs in counseling or counseling psychology generally increase their chances for admission by having research experience during their master’s degree program. At Florida State University, students may elect one of two options for gaining research experience. Students majoring in Mental Health Counseling can add thesis hours to their program of study. Students majoring in Career Counseling can substitute DIS hours for elective hours. In consultation with their supervisory committee chair, students should submit a research prospectus for thesis approval to their supervisory committee.

A supervisory committee meeting is held for the purpose of approving the prospectus. The prospectus (two copies) and the Prospectus Clearance Form (four copies) are submitted to the department chair. The Prospectus Clearance Form is available from the Office of Academic Services & Intern Support, 2301 Stone, http://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students. Each student must complete a minimum of 6 semester hours of thesis credit. Students must register for a minimum of 3 semester hours of thesis credits while they are working on the thesis with their supervisory committee chair. Likewise, they must be registered for a minimum of 2 hours thesis credit during the semester in which they graduate. The supervisory committee chair, together with the supervisory committee, will conduct an examination in which the candidate must defend the thesis (MHS 6971). The oral thesis defense meeting is conducted in lieu of the comprehensive Ed.S. examination for students pursuing this option. The thesis is then submitted to the department chair for final approval. Students are strongly encouraged to work with their supervisory committee chair in submitting their research for publication. The order of authors for a subsequent publication must be determined before beginning the Master’s thesis research project.

The second option for gaining research experience involves the student contributing as a co-author to an ongoing research project under the supervision of a faculty member. Students selecting this option may, if desired, register for MHS 5915 Supervised Research, to reflect this research activity on their official transcripts.

Preparation for Certification and Licensure

Professional counselors have the option of publicly demonstrating the attainment of generic and specialized knowledge and skill in counseling. Generic knowledge and skill in counseling is demonstrated by attaining National Certified Counselor (NCC) status. Specialized knowledge and skill in counseling is demonstrated by attaining one or more of the available specialized certification and licensure options.

Some employers require certification or licensure as a condition of employment, while other employers require that the applicant be eligible for certification or licensure as a condition of employment. In cases where certification or licensure is not required for employment, counselors attain these credentials as a statement of their commitment to professionalism and to enhance their future employment options. The faculty strongly encourages students to seek relevant credentials as one aspect of their professional development.

However, a degree in Counseling and Human Systems comprises only the preparation component of certification and licensure requirements. In most cases, additional experience, examination, and reference requirements exist, in addition to completing a graduate degree.
Completion of a degree at Florida State University does not guarantee subsequent certification or licensure. While Florida State University has the authority to grant degrees, only credentialing bodies, professional associations, and/or state government agencies have the power to grant certification and licensure. Students are responsible for accessing and processing applications for certification and licensure.

The following chart contains a summary of certification and licensure options for students receiving degrees in Counseling and Human Systems.

<table>
<thead>
<tr>
<th>Counseling Specialization</th>
<th>Type of Certification, Credential or Licensure</th>
<th>Sponsoring Organization</th>
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<tbody>
<tr>
<td>Career Counseling</td>
<td>Master Career Counselor (MCC)</td>
<td>National Career Development Association</td>
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<td>National Certified Counselor (NCC)</td>
<td>National Board for Certified Counselors</td>
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<tr>
<td>Mental Health Counseling</td>
<td>Licensed Mental Health Counselor (LMHC)</td>
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<td>National Certified Counselor (NCC)</td>
<td>National Board for Certified Counselors</td>
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<td>Certified Clinical Mental Health Counselor (CCMHC)</td>
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**Student Evaluation and Retention in the Program**

The completion of academic requirements does not automatically assure candidates that the supervisory committee will recommend them for a degree. All students will be reviewed each semester regarding their academic performance. A minimum grade point average (GPA) of 3.00 must be achieved in order for a student to maintain “good standing” in the program. Also students must receive at least a B- in courses that have been designated as “critical” in order to maintain “good standing.” An academic average below these minimums in one or more of these performance areas after the second, or subsequent semesters, will result in a student being placed on probationary status. The student must raise his or her deficiencies by the end of the next semester. Failure to maintain performance minimums for two consecutive semesters, or the existence of problems related to adherence to ethical and professional standards (the American Counseling Association Code of Ethics, or the American Psychological Association code, as appropriate) or the FSU Academic Honor Policy will result in a vote by the faculty to determine whether or not to retain the student in the program. A 3/4 majority vote is necessary for a student to be retained. The form in Appendix A is used to structure student evaluations. Ratings are provided of student progress in specific areas and progress towards graduation. The results of the evaluation will be discussed personally with all first-year students, and all other students for whom there is “official concern.” Faculty have the discretion to exempt students from the minimum criteria, but this exemption must carry by a three-fourths majority.

Five areas are considered when evaluating students:
1. Counseling interventions (therapy, consultation);
2. Assessment (testing and evaluation);
3. Professional and ethical conduct;
4. Personal characteristics (maturity, responsibility, receptiveness to supervision, interpersonal effectiveness); and
5. Writing skills.

Students are evaluated by the faculty during the spring semester. The Annual Evaluation form (see Appendix A) for PCS M.S./Ed.S. students is completed by the major area coordinator. The major area coordinator and

¹ Other states have similar licensure and requirements. Students must register with the State during their final semesters concerning their plans for meeting the postgraduate experience requirements.
the student discuss the results of the evaluation and each signs the form, which is placed in the student’s departmental folder. Failure to achieve a passing score on the second administration of the Ed.S. comprehensive examination will result in a retention review by the faculty.

NOTE: All incomplete grades (I's) become IE's or F's after one semester, and are computed into the student's GPA. Incomplete grades must be resolved the next semester that the student is enrolled. In order to remain in “good standing,” students must receive a Satisfactory evaluation for Internship (SDS 5820), a minimum of a B in practicum (MHS 5801), and a minimum of a B- in other courses designated as critical. A list of the other critical courses follows:

- MHS 5400 Introduction to Counseling Theories
- MHS 5060 Psychosocial & Multicultural Aspects of Counseling
- MHS 5511 Group Counseling
- RCS 5250 Assessment in Counseling and Rehabilitation

Counseling professionals are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train mental health counseling professionals also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students across multiple aspects of performance, development, and functioning.

Evaluation of Competence

It is important for students to understand that competence in counseling programs is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) are also evaluated. Such comprehensive evaluation is necessary in order for faculty to appraise the entire range of academic performance, development, and functioning of their students.

Students who have been accepted into any of the graduate degree programs offered by the Psychological and Counseling Services Program should know, prior to program entry and at the outset of training, that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, students’ knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that students who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of its administrative authority, the Psychological and Counseling Services Program strives not to advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence in other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students should know that their faculty, training staff, and supervisors will evaluate student competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision
(e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., responding constructively to feedback from supervisors or program faculty; the successful completion of remediation plans; participating in personal therapy in order to resolve issues or problems). For students interested in receiving personal therapy, FSU’s University Counseling Center, 201 Student Life Bldg., provides brief counseling and therapy to support students’ growth and help them optimize their emotional, interpersonal and intellectual development. Additional community counseling resources can also be found through Big Bend 211 Information & Referral Service.

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, comprehensive examinations, independent study, practicum supervision, internship supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes.

As noted previously, the program's evaluation processes and content include an annual evaluation of each student as documented on the evaluation form in Appendix A. The primary purpose of the evaluation is to facilitate student development by enhancing student self-awareness, self-reflection, and self-assessment. Evaluation is also designed to emphasize strengths and areas for improvement, as well as to facilitate the development of remediation plans when necessary. Remediation will be offered provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student. Evaluations will include more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings). The major area coordinator will provide the student with a copy of the completed evaluation form and schedule a meeting with the student to discuss the content of each evaluation form. A copy of the completed evaluation form will be placed in the student’s degree folder that is maintained by the program. Students who disagree with the evaluation and retention decisions made by the program faculty may appeal a decision to the department, college, and university according to the rules of the College of Education and the university.

**Grade Appeals System**

The purpose of the grade appeals system is to afford an opportunity for students to appeal a final course grade under certain circumstances. The Grade Appeals System is outlined on the FSU Office of Faculty Development and Advancement website, [http://fda.fsu.edu/Academics/Grade-Appeals-System](http://fda.fsu.edu/Academics/Grade-Appeals-System).

**Readmission to the Program**

Students who find it necessary to interrupt their progress in the program may be readmitted according to the established readmission policy. Students must seek readmission if they have not registered for at least three (3) hours of credit for a period of two (2) consecutive semesters.

The criteria for readmission are as follows:

1. In academic coursework already taken in the program, the student applying for readmission must demonstrate at least a 3.0 GPA in courses completed, including a minimum of B- in the critical courses identified previously.

2. Readmission will be considered in light of current enrollment numbers in the MS/EdS programs and the availability of "openings" to accommodate returning students. This recognizes the reality that full-time, matriculating alternates may replace non-matriculating students.
3. Students who have been absent from the program for eight (8) consecutive semesters must meet any new admission requirements. At the discretion of the supervisory committee, they may be required to take additional coursework over and above that detailed in their program of study.

4. All hardship leave petitions need to be submitted to the department chair and student supervisory committee chair for appropriate action.

Procedures for readmission are as follows:

1. The student must submit a personal statement detailing:
   a) Reasons for non-matriculation.
   b) A rationale in support of his/her readiness to continue graduate study to the successful completion of the degree. This rationale must include steps taken or changes made to address the "reasons" expressed in the previous section and a detailed plan that outlines the student's program for a timely completion after readmission.

2. The student must be interviewed by program faculty.

3. After reviewing the student’s prior academic performance, personal statement, and interview results, the program faculty for the major area will recommend to allow or deny readmission to the program.

4. The Counselor Education faculty must vote on the readmission recommendation. If the recommendation is to readmit, then the faculty vote must be approved by a 3/4 majority in favor of readmission in order for the motion to carry.

Demonstration of Adequate Counseling Skills for Counseling Students

MS/EdS degree students are responsible for the demonstration of an adequate level of proficiency in counseling during their graduate program. The faculty assess student counseling skills at the end of MHS 5400 and MHS 5801. Students must achieve a grade of at least a "B-" in courses designated as critical, and must receive a satisfactory grade in their internship (SDS 5820). Students must achieve a grade of at least a "B" in MHS 5801 in order to begin an internship.

Self-Evaluation and Personal Growth

The students' ability to attain a satisfactory degree of self-understanding and an acceptable amount of skill in their own interpersonal relationships is as important as academic performance. In order to accomplish these objectives, each student is encouraged to participate in personal growth experiences, which are available within the University and local community. Some examples include individual and group counseling (available through the FSU University Counseling Center), professional development workshops offered by the FSU Graduate School (www.gradschool.fsu.edu/Professional-Development) and related campus organizations.

Student Participation in Professional Development Activities

Students are encouraged to participate in available professional development activities in the form of conventions, conferences, workshops, seminars, and colloquia sponsored by professional associations, institutions, and other organizations. FSU’s Congress of Graduate Students makes available a limited amount of funds to support students who are conducting research and presenting at professional meetings. Visit their website to obtain additional information and to access the required forms. Limited funding to support student presentations at professional meetings is also typically available through the EPLS Department. Contact Bryan Richards in 3210 Stone for additional information and to obtain a copy of the fund request form.

Students may receive an excused absence from Psychological and Counseling Services Program classes for professional development activities provided that the following conditions are met: (1) arrangements are
made in advance with the faculty member teaching the course; (2) the faculty member agrees that course content can be adequately obtained via notes, tapes, and/or discussion; (3) the student has demonstrated an acceptable level of course performance and attendance; and (4) when requested, evidence of attendance to the professional development activity in question.

**Graduate Student Association**

The Counselor Education Student Association (CESA) is a student-led graduate organization developed to discuss issues and concerns that affect students; to provide opportunities to develop leadership skills; to promote public outreach; to sponsor speakers, events, and professional development workshops; and to establish links with professionals and organizations in the community. Join CESA on Facebook at: www.facebook.com/CESAFSU?ref=stream.

**Policy on Professional Outside Work by Students**

Full-time graduate study is a rigorous enterprise, and students should maintain realistic expectations regarding outside work relative to their progress in their program. Students in training must not represent themselves as licensed or certified counselors by their statements, their roles, or the nature of their work. When students are engaged in work that is "counseling," "psychological," or "human service" in nature, they must be directly supervised on a regular basis by an appropriately licensed or certified professional.

**Policy on Professional Liability Insurance**

Students are required to obtain professional liability insurance prior to providing assessment, counseling, or related services to any client in connection with practicum, internship, university employment, volunteer work, or any other direct services effort. Student insurance can be obtained as a student member of ACA (www.counseling.org) or AMHCA (www.amhca.org/). Documentation of insurance coverage must be placed in the student’s departmental file prior to the student beginning any practicum, internship, volunteer, or outside employment experience involving any type of direct services work.

**Policy on Student Endorsement**

The faculty who endorse the competence of students successfully completing a major in career counseling or mental health counseling are required to be professionally affiliated with that specialty area. In order to receive an endorsement from a faculty member for career counseling or mental health counseling, a student must complete all the requirements of the major area.

**Policy on Group Activity Participation**

CACREP-accreditation standards requires counselor education programs to provide "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.” As such, all counselor education majors are required to gain this experience prior to their last semester in the program. Students have the opportunity to participate in an approved group counseling activity for extra credit as part of MHS 5511 Group Counseling. However, some students may wish to complete this requirement through other group counseling activities offered through the University or the community. **Students who wish to complete this requirement outside of the Group Counseling course must provide their major professor with information about the group so that it can be approved as an appropriate experience prior to beginning the experience.** Students will also be required to provide their major professor with documentation of participation when they complete this requirement (see Appendix B).
CURRICULA FOR THE MASTER’S AND SPECIALIST DEGREES

The curricula for the master’s and specialist degrees in Counseling and Human Systems are designed to enable students to acquire knowledge and skills necessary for the practice of counseling in a variety of applied settings. Courses of study are planned on an individual basis. Major areas of study are available in career counseling or mental health counseling.

Counselor Education Mission and Objectives

General Knowledge and Skill Foundations for Counselor Education Majors

The master’s and specialist degrees in Counseling and Human Systems are practitioner-oriented, professional degrees. Each degree and major area emphasizes a balance of theory gained from academic courses and practice gained from supervised practicum and internship experiences. Programs of study for students seeking specialist and master’s degrees in Counseling and Human Systems emphasize the following knowledge and skill areas:

1. **Human Growth and Development**: Studies that provide an understanding of the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; and learning theory within cultural contexts.

2. **Social and Cultural Foundations**: Studies that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.

3. **Helping Relationships**: Studies that provide and understanding of philosophic bases of helping processes; counseling theories and their applications; helping skills; consultation theories and their applications; helper self-understanding and self-development; and facilitation of client or consultee change.

4. **Groups**: Studies that provide an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.

5. **Lifestyle and Career Development**: Studies that provide an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision-making; and career development program planning, resources, and evaluation.

6. **Appraisal**: Studies that provide an understanding of group and individual educational and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes.

7. **Research and Evaluation**: Studies that provide an understanding of types of research; basic statistics; research-report development; research implementation, program evaluation; needs assessment; and ethical and legal consideration.

8. **Professional Orientation**: Studies that provide an understanding of professional roles and functions; professional goals and objectives; professional organizations and associations; professional history and trends; ethical and legal standards; professional preparation standards; and professional credentialing.

Faculty

Deborah J. Ebener, Ph.D., CRC, NCC (Coordinator); Shengli Dong, Ph.D.; Janet G. Lenz Ph. D.; Debra S. Osborn, Ph.D.; James P. Sampson, Jr., Ph.D.
Adjuncts: Seth Hayden, Ph.D., Virginia Grist-Gordon, Ph.D., Bruce Prevatt, Ph.D.

Career Counseling Major: Master’s/Specialist Degree in Counseling and Human Systems

Accredited by the [Council for Accreditation of Counseling and Related Educational Programs](http://www.cacrep.org) (CACREP)
Purpose

Career counseling involves those activities performed or coordinated by individuals who have the professional credentials to guide and counsel other individuals or groups of individuals about occupations, careers, life/career roles and responsibilities, career decision making, career planning, leisure planning, career transitions, and other career development activities (e.g., resume preparation, interviewing and job search techniques) and issues or conflicts associated with the previous items. “Students who are preparing to work as career counselors will demonstrate the professional knowledge, skills, and practices necessary to help a person develop a life career plan, with a focus on the definition of the worker role and how that role interacts, with other life roles” (CACREP Standards, 2009, p. 23).

Knowledge and Skill Foundations

Programs of study for students seeking the Masters/Specialist Degree in Counseling and Human Systems with a major in Career Counseling emphasize the following knowledge and skill areas in addition to the eight areas identified in the preceding section dealing with knowledge and skill foundations.

1. **Foundations of Career Counseling.** Studies in this area include, but are not limited to, the following:
   a). History, philosophy, and trends in career counseling.
   b). Settings for the practice of career counseling, including private and public sector agencies and institutions.
   c). Roles, functions, and credentials of career counselors in a variety of settings and in relation to other professionals.
   d). Policies, laws, and regulations relevant to career counseling.
   e). Professional organizations, competencies, and preparation standards relevant to the practice of career counseling.
   f). Implications of sociocultural, demographic, and lifestyle diversity relevant to career counseling.

2. **Contextual Dimensions of Career Counseling.** Studies that provide an understanding of career counseling needs, the network of career services and resources available to individuals, and roles of career counselors as members of service provision teams, include but are not limited to the following:
   a). Lifelong career needs of people throughout their education, employment, and retirement.
   b). Assessment and intervention strategies for career development and career counseling programs.
   c). Knowledge of the continuum of formal and informal career counseling services and options.
   d). Knowledge and skill in referral of students/clients to appropriate mental health and career resources.
   e). Informal support networks and resources.

3. **Specific Knowledge and Skills for the Practice of Career Counseling.**
   a) Career development theory – Theory based and knowledge considered essential for professionals engaging in career counseling and development.
   b) Individual and group counseling – Individual and group counseling competencies considered essential for effective career counseling.
   c) Individual/group assessments – Individual/group assessment skills considered essential for professionals engaging in career counseling.
d) **Information/resources** – Information/resource base and knowledge essential for professionals engaging in career counseling.

e) **Program promotion, management, and implementation** – Management and implementation skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings.

f) **Coaching, consultation, & performance improvement** – Knowledge and skills considered essential in relating to individuals and organizations that impact the career counseling and development process.

g) **Diverse populations** – Knowledge and skills considered essential in relation to special populations that impact career counseling and development.

h) **Supervision** – Ability to demonstrate knowledge of skills considered essential in critically evaluating counselor performance, maintaining and improving professional skills, and seeking assistance from others when needed in career counseling.

i) **Ethical/legal issues** – Information base and knowledge essential for the ethical and legal practice of career counseling.

j) **Research/evaluation skills** – Knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development.

k) **Technology** – Knowledge and skills considered essential in using technology to assist individuals with career planning.

**Professional Development and Certification Options**

The faculty *strongly* encourage students to become members of and actively participate in professional associations. Making contributions to professional associations is considered to be a key element in the ongoing professional development of counselors. Students specializing in career counseling are especially encouraged to join the National Career Development Association, [www.ncda.org](http://www.ncda.org), the American Counseling Association, [www.counseling.org](http://www.counseling.org), and other state and national organizations, as appropriate.

The Career Counseling Specialization is designed to fulfill the *preparation component* of the National Board for Certified Counselors requirements for designation as a National Certified Counselor (NCC). Students seeking NCC status must also achieve a passing score on the National Counselor Examination, acquire two years of supervised work experience in an appropriate setting with supervision provided by a qualified supervisor, and obtain two letters of reference (one from a supervisor and one from a colleague). For more information, contact the National Board for Certified Counselors, 3-D Terrace Way, Greensboro, NC 27403, [http://www.nbcc.org/](http://www.nbcc.org/).

**Curriculum and Sequencing of Courses**

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MHS 5400</td>
<td>Introduction to Counseling Theories and Techniques</td>
<td>4</td>
</tr>
<tr>
<td>MHS 5060</td>
<td>Psychosocial and Multicultural Aspects of Counseling</td>
<td>3</td>
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<tr>
<td>MHS 5340</td>
<td>Foundations of Career Development</td>
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<th>Courses</th>
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<tr>
<td>RCS 5250</td>
<td>Assessment in Counseling and Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>CLP 6169</td>
<td>Abnormal Psychology for Graduate Students</td>
<td>3</td>
</tr>
<tr>
<td>EDF 5481</td>
<td>Methods of Educational Research</td>
<td>3</td>
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<tr>
<td>MHS 5860</td>
<td>Supervised Teaching (for SDS 3340, Intro. to Career Development)¹</td>
<td>3</td>
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¹ Three hours of supervised teaching will be noted on the M.S. program of study and two hours of supervised teaching will be noted on the Ed.S. program of study
### Summer Courses

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<tr>
<td>MHS 5511 Group Counseling</td>
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<td>MHS 5801 Practicum in Counseling</td>
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<td>MHS 6600 Consultation and Organizational Development</td>
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<td>EDF 5400 Basic Descriptive and Inferential Statistics</td>
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### Fall Courses

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<td>MHS 5860 Supervised Teaching</td>
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<td>SDS 5820 Internship</td>
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<tr>
<td>MHS 5341 Career Development Program Design and Evaluation Electives</td>
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### Spring Courses

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<tr>
<td>MHS 6938 Trauma &amp; Crisis Counseling</td>
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<tr>
<td>PCO 5095 Computer Applications in Counseling Psy. and Other Human Services</td>
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<td>SDS 5820 Internship</td>
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<td>DEP 5068 Life-Span Development</td>
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**Total Hours:** 72

### Mental Health Counseling Major: Master's/Specialist Degree in Counseling and Human Systems

Accredited by the [Council for Accreditation of Counseling and Related Educational Programs](https://www.cacREP.org)

**Purpose**

Mental health counseling is the provision of professional counseling services, involving the application of principles of psychotherapy, human development, learning theory, group dynamics, and the etiology of mental illness and dysfunctional behavior to individuals, couples, families, and groups, for the purposes of treating psychopathology and promoting optimal mental health. Counseling views the individual from a holistic perspective and incorporates goals related to wellness, uniqueness, self-responsibility, and social and vocational involvement for individuals with disabilities.

The practice of mental health counseling includes, but is not limited to, diagnosis and treatment of mental and emotional disorders, psycho-educational techniques aimed at the prevention of such disorders, consultation to individuals, couples, families, groups, organizations, and communities, and clinical research into more effective psychotherapeutic treatment modalities. Promotion and enhancement of healthy, self-actualizing, and satisfying lifestyles are the goals of mental health counseling, whether the services are rendered in educational, business/industry, health/medical, private practice, community-based mental health, or human services settings.

**Knowledge and Skill Foundations**

Programs of study for students seeking the Master’s/Specialist Degree in Counseling and Human Systems with a Mental Health Counseling Specialization emphasize the following knowledge and skill areas in addition to the eight areas identified in the preceding section dealing with knowledge and skill foundations.
A. **Foundations of Mental Health Counseling.** Studies in this area include, but are not limited to, the following:

- Historical, philosophical, societal, cultural, economic, and political dimensions of mental health counseling.
- Roles, functions, and professional identity of mental health counselors—the various aspects of the unique professional identity of mental health counselors.
- Structures and operations of professional organizations, training standards credentialing bodies, and ethical codes pertaining to the practice of mental health counselors.
- Implications of professional issues unique to mental health counseling including, but not limited to, recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status.
- Implications of socio-cultural, demographic, and lifestyle diversity relevant to mental health counseling.

B. **Contextual Dimensions: Mental Health Counseling.** Studies in this area include, but are not limited to, the following:

- Assumptions and roles of mental health counseling within the context of the health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of the public and private mental health care systems.
- Theories and techniques of community needs assessment to design, implement, and evaluate mental health care programs and systems.
- Principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities.
- Theoretical and applied approaches to administration, finance and budgeting; management of mental health services and programs in the public and private sectors; principles and practices for establishing and maintaining both solo and group private practice; and concepts and procedures for determining accountability and cost containment.

C. **Knowledge and Skills for the Practice of Mental Health Counseling.** Studies in this area include, but are not limited to, the following:

- General principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior, and general principles and practices for the promotion of optimal mental health.
- Specific models and methods for assessing mental status; identification of abnormal, deviant, or psycho-pathological behavior, and the interpretation of findings in current diagnostic categories [e.g., *Diagnostic and Statistical Manual of Mental Disorders* (DSM)].
• Application of modalities for maintaining and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including crisis intervention, brief, intermediate, and long-term approaches.

• Basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for the purpose of identifying effects and side effects of such medications.

• Principles of conducting an intake interview and mental health history for planning and managing of client caseload.

• Specialized consultation skills for effecting living and work environments to improve relationships, communications and productivity, and for working with counselors of different specializations and with other mental health professionals in areas related to collaborative treatment strategies.

• The application of concepts of mental health education, consultation, outreach and prevention strategies, and of community health promotion and advocacy.

• Effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs affecting mental health services in general and the practice of mental health counseling in particular.

Professional Development and Certification/Licensure Options

The faculty strongly encourages students to become members of and actively participate in professional associations. Making contributions to professional associations is considered to be a key element in the ongoing professional development of counselors. Students specializing in mental health counseling are especially encouraged to join the American Mental Health Counselors Association, http://www.amhca.org/, the American Counseling Association, http://www.counseling.org, and other state and national organizations as appropriate.

The Clinical Mental Health Counseling major is designed to fulfill the preparation component of the National Board for Certified Counselors requirements (NBCC) for designation as a National Certified Counselor (NCC) and the NBCC and Academy of Clinical Mental Counselors requirements Certified Clinical Mental Health Counselor (CCMHC); and State of Florida requirements for Licensed Mental Health Counselor (LMHC).

NCC and CCMHC

Students seeking NCC status must also achieve a passing score on the National Counselor Examination (NCE), acquire two years of supervised work experience in an appropriate setting with supervision provided by a qualified supervisor, and obtain two letters of reference (one from a supervisor and one from a colleague). Students seeking CCMHC status must also achieve a passing score on the National Clinical Mental Health Counseling Examination, acquire two years (3000 hours) of supervised work experience in an appropriate setting with 100 hours of supervision provided by a qualified supervisor, obtain three letters of reference (with at least one letter from a supervisor), and provide a work sample in an audio or video format of a counseling session. For more information, contact the National Board for Certified Counselors at 3-D Terrace Way, Greensboro, NC 27403, http://www.nbcc.org/.

LMHC

The Florida Department of Professional Regulation, Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling mandates requirements for licensure as a Mental Health Counselor in
Florida. Students seeking Licensed Mental Health Counselor (LMHC) status must also achieve a passing score on the Written Theory and Practice Examination (Mental Health Counselor) and the Florida Laws and Rules Examination, acquire two years of supervised work experience in an appropriate setting with supervision provided by a qualified supervisor for a period of two years, and obtain three letters of reference. For more information, contact the Florida Department of Professional Regulation, Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling, 4052 Bald Cypress Way, BIN C08, Tallahassee, FL, 32399-3258, Telephone: 850/245-4474, Fax: 850/921-5389, web address: www.doh.state.fl.us/mqa/491/soc_lic_req.html#Licensure.

Curriculum and Sequencing of Courses

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MHS 5400</td>
<td>Introduction to Counseling Theories and Techniques</td>
<td>4</td>
</tr>
<tr>
<td>MHS 5060</td>
<td>Psychosocial and Multicultural Aspects of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MHS 5007</td>
<td>Foundations of Mental Health Counseling</td>
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</tr>
<tr>
<td>MHS 5340</td>
<td>Foundations of Career Development</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Spring 1</th>
<th>Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CLP 6169</td>
<td>Abnormal Psychology for Graduate Students</td>
<td>3</td>
</tr>
<tr>
<td>RCS 5250</td>
<td>Assessment in Counseling and Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>EDF 5400</td>
<td>Basic Descriptive and Inferential Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6410</td>
<td>Behavior Management Principles and Applications</td>
<td>3</td>
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<td>DEP 5068</td>
<td>Lifespan Development</td>
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<tr>
<th>Summer 1</th>
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<tr>
<td>MHS 5511</td>
<td>Group Counseling</td>
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<tr>
<td>MHS 6600</td>
<td>Consultation and Organizational Development</td>
<td>3</td>
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<tr>
<td>MHS 5801</td>
<td>Practicum in Counseling</td>
<td>4</td>
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<tr>
<td>RCS 5080</td>
<td>Medical Aspects of Disability</td>
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<th>Fall 2</th>
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<tr>
<td>SDS 5820</td>
<td>Internship</td>
<td>6</td>
</tr>
<tr>
<td>MHS 6938</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SOW 5153</td>
<td>Human Sexuality</td>
<td>3</td>
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<tr>
<td>MHS 6938</td>
<td>Family Counseling</td>
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<table>
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<tr>
<th>Spring 2</th>
<th>Courses</th>
<th>Hours</th>
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<tr>
<td>SDS 5820</td>
<td>Mental Health Counseling Internship</td>
<td>6</td>
</tr>
<tr>
<td>PCO 5095</td>
<td>Computer Applic. in Counseling Psy. &amp; Other Human Services</td>
<td>3</td>
</tr>
<tr>
<td>EDF 5481</td>
<td>Methods of Educational Research</td>
<td>3</td>
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<tr>
<td>Elective</td>
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<td>Total</td>
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| Total Hours | 72 |

Addendum (January 2014) - Comprehensive Assessment Plan

1 1000 hours for the LMHC can include practicum and internship hours. Of these hours, 40% must involve direct client contact. Students must submit supervision logs for practicum and internship.
The comprehensive assessment plan (CAP) for the Counselor Education track of the Psychological and Counseling Services (PCS) program is designed to provide systematic and comprehensive evaluations of the career counseling and mental health counseling degree programs, the students, the curricula, and the faculty. CAP was designed to assure the counselor education degree programs adhere to the Council on Accreditation of Counseling and Related Education Programs (CACREP) standards, which in turn helps to ensure our graduates have high quality training and opportunities for national certification, state licensing, and professional development.

CAP consists of four components: (1) Assessment of program mission and quality; (2) assessment of students; (3) assessment of curricular offerings; and (4) assessment of faculty. The first CAP components are focused on program assessment and include evaluations that examine the quality of the training provided in the program, as well as ability of the program to meet its mission and objectives. The student assessment component consists of an evaluation of program applicants, progress of students throughout the program, and overall quality of students in the program. The curriculum assessment component assesses the program’s adherence to CACREP curricula standards and the relevance of the curricula to the profession. Lastly, the faculty component assesses the quality of the counselor education faculty in terms of teaching, research, service, and professional identity. CAP consists of both formative and summative evaluations from internal and externals sources in evaluating the four components.

The Assessment of Students (Component III) of CAP describes the types of formative and summative student evaluations that occur in the Counselor Education. These evaluations include (1) the faculty annual evaluation of the students; (2) student performance in core curriculum sequence and GPA; (3) student performance in practicum and internship; (4) student attainment of learning objectives per semester; (4) cumulative attainment of skills and dispositions; and (5) Counselor Preparation Comprehensive Examination (CPCE) performance. Details of these assessments can be found on pages 13-15 of this handbook and in Appendix B.

A component of CAP that was implemented in Spring 2014 is the assessment of student attainment of learning objective each semester. A Counselor Education Student Portfolio must be submitted each semester by the student. This portfolio collects the work that has been completed during a student’s graduate school learning experience based upon the eight common core curricular areas of the CACREP standards and the specialization domains of Career Counseling and Mental Health Counseling. Each curricular core area and specialization domain has at least one Student Learning Objective (SLO) that students must achieve in order to progress through and graduate from the Counselor Education program. Students will demonstrate this achievement by submitting specific artifacts as evidence of their competency. Instructions for completing the Portfolio can be found in Appendix C.

**Revisions to this Student Handbook**

Due to ongoing changes occurring in our state, our institution, and our professions, faculty reserve the right to make revisions and additions to this Student Handbook in order to better meet the needs of our students and the individuals we serve. Students are responsible for keeping up to date with any periodic changes that are made to the Student Handbook. Any questions about modifications to the handbook should be directed to the student’s supervisory committee chair.
# Counselor Education Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
<th>Professional Qualifications</th>
<th>Memberships in Professional Organizations</th>
<th>Areas of Interest</th>
</tr>
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<tr>
<td>Shengli Dong, Ph.D.</td>
<td>Assistant Professor</td>
<td>Ph.D., University of Maryland College Park, Counselor Education with focus on rehabilitation, 2011</td>
<td>Certified Rehabilitation Counselor (CRC), Licensed Psychologist, State of Florida.</td>
<td>American Counseling Association; American Rehabilitation Counseling Association; Chi Sigma Iota International Counseling Honor Society.</td>
<td>transitioning issues for youth with disabilities, multicultural issues, reasonable accommodations, and body mind and spirituality in counseling.</td>
</tr>
<tr>
<td>Janet G. Lenz, Ph.D.</td>
<td>Associate-In</td>
<td>Ph.D., Florida State University, Counselor Education, 1990.</td>
<td>Master Career Counselor (MCC), National Certified Counselor (NBCC).</td>
<td>American Counseling Association; National Career Development Association; Association for Counselor Education &amp; Supervision.</td>
<td>Design and delivery of career services in higher education and organizational settings; intersection of career and mental health issues; application of cognitive information processing (CIP) theory and Holland-based theory in career services.</td>
</tr>
<tr>
<td>Debra Osborn, Ph.D.</td>
<td>Associate Professor</td>
<td>Ph.D., Florida State University, Counseling Psychology, 1998.</td>
<td>Master Career Counselor (MCC), National Certified Counselor (NBCC).</td>
<td>American Counseling Association; Florida Counseling Association; Florida Career Development Association; National Career Development Association.</td>
<td>correlates, predictors and interventions that impact the career readiness, choice, satisfaction, and career indecision of individuals; training of career development practitioners</td>
</tr>
</tbody>
</table>
Appendix A

ANNUAL EVALUATION OF PCS M.S./Ed.S STUDENTS

In accordance with program policy, all Masters/Ed.S. students will be evaluated once per year, in the Spring semester. Additional evaluations will occur (a) if requested by any professor or (b) the semester following any evaluation in which “Official Concern” was checked for any item in Part A. This form will be filled out by the coordinator for the student’s major area. After review by the PCS program faculty, one copy will be given to the student and one will remain in the student’s file. Faculty will implement a remediation plan for any student who receives an “Official Concern” for any item in part A.

Name: ________________________________

FSU ID: ________________________________

Supervisory Committee Chair: ________________________________

Entry date: ________________________________

Date of current evaluation: ________________________________

A. Summary of Academic Progress:

1. Counseling interventions (therapy, consultation) □ Official Concern □ Acceptable
2. Assessment (testing and evaluation) □ Official Concern □ Acceptable
3. Professional and ethical conduct □ Official Concern □ Acceptable
4. Personal characteristics (maturity, responsibility, receptiveness to supervision, interpersonal effectiveness) □ Official Concern □ Acceptable
5. Writing skills □ Official Concern □ Acceptable
6. Progress toward graduation □ Official Concern □ Acceptable
7. Appropriate GPA □ Official Concern □ Acceptable

B. Comments and a remediation plan (if official concern):

Signatures

Advisor: ________________________________ Date: ________________________________

Student: ________________________________ Date: ________________________________
VERIFICATION OF GROUP ACTIVITY HOURS

Student Name:

Degree Major:

Semester Hours Completed:

Agency sponsoring the group:

Type of Group:

Hours of group participation during the semester:

The undersigned verifies that the student participated in direct experiences as group members in a small group activity for a minimum of 10 clock hours over the course of one academic term.

Name of Agency Representative Verifying the Student’s Participation:

________________________________________
Signature of Agency Contact

________________________________________
Date
The Counselor Education program at the Florida State University houses CACREP-accredited degree programs in Career Counseling and Clinical Mental Health Counseling. This portfolio collects the work that has been completed during a student’s graduate school learning experience based upon the eight common core curricular areas of the CACREP standards and the specialization domains of Career Counseling and Clinical Mental Health Counseling. Each curricular core area and specialization domain has at least one Student Learning Objective (SLO) that each student achieves in order to progress through and graduate from the Counselor Education program. Students will demonstrate this achievement by submitting specific artifact as evidence of their competency. The SLOs and corresponding artifacts for each core area and specialization domain can be found in Tables 1-3. All counselor education students’ portfolios will include the eight common core curricular areas, as well as the specialization domain for their major. Once the portfolio is completed, it will showcase the knowledge, skills and practice experience a student has gained and will continue to use in their professional career.

Table 1: Core Curricular Area SLOs and Artifacts

<table>
<thead>
<tr>
<th>CACREP Domain</th>
<th>SLO</th>
<th>Artifact(s)</th>
</tr>
</thead>
</table>
| 1. Professional Orientation and Ethical Practice | 1.1 Students will demonstrate an understanding of the counselor’s professional role, including strategies for counselor self-care, advocacy, and communication with other mental health professionals and organizations. 1.2 Students will grasp the importance of ethical standards that apply to each of the counselor’s professional role responsibilities. | MHS 5007: Professional Interview Paper  
SDS 5820: Internship Final ratings on the “Foundations”, “Diversity & Advocacy” and “Self-Awareness” sections of the Supervisor Evaluation |
| 2. Social and Cultural Diversity       | 2.1 Students will demonstrate an awareness of oneself into diversity experiences.  
2.2 Students will demonstrate knowledge of social and cultural diversity understanding through theories of multicultural counseling and the promotion of diversity amongst different communities and mental health settings. | MHS 5060: Diversity Presentation  
SDS 5820: Internship Final ratings on the “Diversity & Advocacy” and “Self-Awareness” sections of the Supervisor Evaluation |
| 3. Human Growth and Development        | 3.1 Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. | DEP 5068: Lifespan Topic of Choice Reflection Paper |
| 4. Career                              | 4.1 Students will demonstrate an understanding | MHS 5340: |
| Development | of career development and related life factors, including theories, assessments, career resources, and the interrelationship between career and other life roles. | CASVE Paper |
| 5. Helping Relationship | a. Students will demonstrate an understanding of the counseling process in a multicultural society that includes an orientation to wellness and prevention, counselor characteristics that influence the process, and crisis intervention. b. Students will demonstrate an understanding of counseling theories and models for case conceptualization and consultation. | MHS 5400: Self-Reflection and Therapeutic Style Paper  
MHS 5801: Case Conceptualization  
SDS 5820: Case Conceptualization |
| 6. Group Work | 6.1 Students will demonstrate a theoretical understanding of group purpose, group development (including stages and members roles/behaviors), theories, methods, skills, and approaches.  
6.2 Students will complete an approved direct experience as a group member for a minimum of 10 clock hours over the course of one semester. | MHS 5511: Group Counseling Curriculum  
Required Group Activity Documentation |
| 7. Assessment | 7.1 Students will demonstrate an understanding of individual and group approaches to assessment and evaluation including basic concepts of testing, norms, statistical concepts, and psychometric properties.  
7.2 Students will demonstrate an understanding of ethical, social, and cultural factors related to assessment. | RCS 5250: Review A Test |
| 8. Research and Program Evaluation | 8.1 Students will demonstrate an understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results. | MHS 5511: Critique of Research Article  
MHS 6600: Consultation Paper |
<table>
<thead>
<tr>
<th>CACREP Domain</th>
<th>SLO</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC1. Foundations</td>
<td>CC1.1 Students will demonstrate an understanding of the history and philosophy of career counseling, career counselor roles and functions, competencies, credentials, and theory and models of career development.</td>
<td>MHS 5340: Final Career Paper</td>
</tr>
<tr>
<td></td>
<td>CC1.2 Students will demonstrate the ability to apply ethical and legal standards in career counseling and explain career development as a subset of human development.</td>
<td>SDS 5820: Internship Evaluation</td>
</tr>
<tr>
<td>CC2. Counseling, Prevention, and Intervention</td>
<td>CC2.1 Students will demonstrate an understanding of career development, career counseling, career programming and information delivery techniques and models.</td>
<td>MHS 5340: Final Career Paper</td>
</tr>
<tr>
<td></td>
<td>CC2.2 Students will demonstrate an ability to understand clients’ personal, family and contextual factors that impact career development and decision making, and support clients in managing and life and work role transitions, including employability and job search skills.</td>
<td>SDS 5820: Final Case Presentation</td>
</tr>
<tr>
<td>CC3. Diversity and Advocacy</td>
<td>CC3.1 Students will demonstrate knowledge of multicultural issues in career counseling, the effects of racism, discrimination, power, and privilege, as well as sociopolitical and socioeconomic forces that affect ethnic and cultural minorities.</td>
<td>MHS 5340: Final Career Paper</td>
</tr>
<tr>
<td></td>
<td>CC3.2 Students will also demonstrate knowledge of the impact of globalization on careers, and the ability to make accommodations for unique career needs of diverse populations, and help other individuals understand these unique needs.</td>
<td>SDS 5820: Final Case Presentation</td>
</tr>
<tr>
<td>CC4. Assessment</td>
<td>CC4.1 Students will demonstrate knowledge of</td>
<td>MHS 5340:</td>
</tr>
<tr>
<td>CC4.</td>
<td>Students will also demonstrate an ability to select, administer, and report findings from varied types of career assessments.</td>
<td></td>
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</tbody>
</table>
| CC5. Research and Evaluation | CC5.1 Students will demonstrate an understanding of how to critically evaluate research and use research designs related to career counseling and development, as well as models for career program evaluation, including evaluation of outcomes in career counseling.  
CC5.2 Students will also demonstrate an ability to measure outcomes, analyze and apply data related to career counseling programs and interventions. |
| CC6. Program Promotion, Management, and Implementation | CC6.1 Students will demonstrate an understanding of theories, behavior, planning and management useful in implementing and administering career programs.  
CC6.2 Students will also demonstrate skills related to planning and organizing career resources and implementing career development programs in collaboration with others. |
| CC7. Information Resources | CC7.1 Students will demonstrate knowledge of education, employment and labor market trends, occupational outlooks, community and professional resources related to career life planning and management.  
CC7.2 Students will also demonstrate an ability to evaluate and manage career, educational, and personal-social information resources. |
<table>
<thead>
<tr>
<th>CACREP Domain</th>
<th>SLO</th>
<th>Artifact(s)</th>
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</thead>
<tbody>
<tr>
<td><strong>CMHC1. Foundations</strong></td>
<td>CMHC1.1 Students will demonstrate an understanding of the history of clinical mental health counseling which emphasizes the importance of ethical and legal actions and considerations when working with clients and/or organizations.</td>
<td>MHS 5007: Professional Interview Paper</td>
</tr>
<tr>
<td></td>
<td>CMHC1.2 Student will demonstrate an understanding of the professional issues, variety of models and theories and the management of mental health services to maintain the esteem of the mental health profession.</td>
<td>MHS 5400: Self-Reflection and Therapeutic Style Paper</td>
</tr>
<tr>
<td></td>
<td>CMHC1.3 Students will demonstrate an understanding of the various clients they may face and situations ranging from clients who are well but need guidance to those in crisis.</td>
<td></td>
</tr>
<tr>
<td><strong>CMHC2. Counseling, Prevention, and Intervention</strong></td>
<td>CMHC2.1 Students will demonstrate the ability to practice diagnosis, treatment, and referral while being able to distinguish appropriate times to initiate, maintain, and terminate counseling with a client.</td>
<td>MHS 5801: Case Conceptualization</td>
</tr>
<tr>
<td></td>
<td>CMHC2.2 Students will also be able to extend their knowledge of understanding the importance of proper service delivery, effective community resources, and suitable care of clients by giving treatment to clients who are within their level of expertise.</td>
<td>MHS 5801: Practicum Final ratings on the “Diversity &amp; Advocacy” and “Self-Awareness” sections of the Supervisor Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SDS 5820: Internship Final ratings on the “Diversity &amp; Advocacy” and “Self-Awareness” sections of the Supervisor Evaluation</td>
</tr>
<tr>
<td><strong>CMHC3. Diversity and Advocacy</strong></td>
<td>CMHC3.1 Students will recognize and practice strategies to support clients living in a multicultural society.</td>
<td>MHS 5007: Professional Interview Paper</td>
</tr>
<tr>
<td></td>
<td>CMHC3.2 Students will also be aware of the public policies on the local, state and national level that affect the quality and equality of those who are trying to receive</td>
<td>MHS 5060: Diversity group presentation</td>
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**CMHC4. Assessment**

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<tr>
<th>SLO</th>
<th>Description</th>
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<tr>
<td>CMHC4.1</td>
<td>Students will be able to conceptualize a client’s issue and decide which assessment is deemed appropriate for their current situation.</td>
<td>RCS 5250: Assessment Report</td>
</tr>
<tr>
<td>CMHC4.2</td>
<td>Students will also demonstrate the counseling process which needs to take place to provide proper help to clients in need; this includes but is not limited to: intake interviews, biopsychosocial assessments, treatment planning and case management.</td>
<td>SDS 5820: Internship Final ratings on the “Assessment” section of the Supervisor Evaluation</td>
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**CMHC5. Research and Evaluation**

<table>
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<tr>
<td>CMHC5.1</td>
<td>Students will be able to critically evaluate effective, thorough research to distinguish evidence-based treatment and strategies to help with their counseling.</td>
<td>MHS 6600: Consultation Paper</td>
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**CMHC6. Diagnosis**

<table>
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<th>SLO</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CMHC6.1</td>
<td>Students will demonstrate diagnostic skills clients while understanding the many different situational circumstances that may be occurring.</td>
<td>CLP 6169: Treatment plan</td>
</tr>
<tr>
<td>CMHC6.2</td>
<td>Students will demonstrate case conceptualization skills that include proper treatment modalities and an understanding of the potential areas of bias in the DSM.</td>
<td>SDS 5820: Case Conceptualization</td>
</tr>
</tbody>
</table>

**General Instructions**

1. Each semester students will prepare and submit an electronic portfolio containing evidence of achieving the SLOs for that semester. (See Table 4 for a semester-by-semester delineation of the specific SLOs and required documents.)
2. Students will compile the documents using Adobe Acrobat Pro software that is available in the LRC computer lab. Students must use the “click-through” portfolio format. Documents should be arranged in the order in which they appear in Tables 4-8.
3. Students will upload their portfolio to the Counselor Education BlackBoard site. The submitted portfolios can only be viewed by faculty.
4. Each subsequent semester, students will add that semesters’ artifacts to the portfolio in the order indicated in Tables 4-8.
5. All portfolios must be submitted 5:00PM on the last Monday of each semester, which is the week before finals week.

**Table 4: Fall Semester 1**

<table>
<thead>
<tr>
<th>CACREP Domain</th>
<th>Artifact</th>
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<tbody>
<tr>
<td>Professional Orientation and Ethical Practice</td>
<td>MHS 5007 (MHC Majors Only): Professional Interview Paper</td>
</tr>
<tr>
<td>Social and Cultural Diversity</td>
<td>MHS 5060: Diversity Presentation</td>
</tr>
<tr>
<td>CACREP Domain</td>
<td>Artifact</td>
</tr>
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<td>--------------------------------------------------------------------------</td>
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<td><strong>Table 5: Spring Semester 1</strong></td>
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<tr>
<td>CACREP Domain</td>
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</tr>
<tr>
<td>Social and Cultural Diversity</td>
<td>DEP 5068: Lifespan Topic of Choice Reflection Paper</td>
</tr>
<tr>
<td>Assessment</td>
<td>RCS 5250: Review A Test</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>CLP 6169: Treatment Plan</td>
</tr>
<tr>
<td><strong>Table 6: Summer Semester 1</strong></td>
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<tr>
<td>CACREP Domain</td>
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<tr>
<td>Helping Relationship</td>
<td>MHS 5801: Case Conceptualization/Final Case Presentation</td>
</tr>
<tr>
<td>Group Work</td>
<td>MHS 5511: Group Counseling Curriculum</td>
</tr>
<tr>
<td>Research and Program Evaluation</td>
<td>MHS 5511: Critique of Research Article</td>
</tr>
<tr>
<td></td>
<td>MHS 6600: Consultation Paper</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention</td>
<td>MHS 5801: Case Conceptualization</td>
</tr>
<tr>
<td></td>
<td>MHS 5801: Final Ratings on the “Diversity &amp; Advocacy” and “Self-Awareness” sections of the Supervisor Evaluation</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>MHS 6600: Consultation Paper</td>
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<td><strong>Table 7: Fall Semester 2</strong></td>
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<tr>
<td>Professional Orientation and Ethical Practice</td>
<td>SDS 5820: Final Ratings on the “Foundations,” “Diversity &amp; Advocacy,” and “Self-Awareness” sections of the Supervisor Evaluation</td>
</tr>
<tr>
<td>Social and Cultural Diversity</td>
<td>SDS 5820: Final Ratings on the “Diversity &amp; Advocacy” and “Self-Awareness” sections of the Supervisor Evaluation</td>
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### Table 8: Spring Semester 2 CACREP Domain

<table>
<thead>
<tr>
<th>CACREP Domain</th>
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<tr>
<td>Professional Orientation and Ethical Practice</td>
<td>SDS 5820: Final Ratings on the “Foundations,” “Diversity &amp; Advocacy,” and “Self-Awareness” sections of the Supervisor Evaluation</td>
</tr>
<tr>
<td>Social and Cultural Diversity</td>
<td>SDS 5820: Final Ratings on the “Diversity &amp; Advocacy” and “Self-Awareness” sections of the Supervisor Evaluation</td>
</tr>
<tr>
<td>Helping Relationship</td>
<td>SDS 5820: Case Conceptualization</td>
</tr>
<tr>
<td>Foundations</td>
<td>SDS 5820: Internship Evaluation</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention Assessment</td>
<td>SDS 5820: Final Ratings on the “Diversity &amp; Advocacy” and “Self-Awareness” sections of the Supervisor Evaluation</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>SDS 5820: Case Conceptualization</td>
</tr>
</tbody>
</table>

**Note:** The required group activity documentation should be submitted for the semester in which it is completed.

**Grading of the Portfolios**

The counselor education faculty will rate the portfolios of their assigned advisees. The faculty uses the attached scoring rubrics. A minimum rating of “Proficient” on each artifact is required to demonstrate achievement of the SLO. A copy of the completed rubric is added to the student’s electronic portfolio and a hard copy of the scored rubric is placed in the student’s file.

Students who do not demonstrate attainment of an SLO will be reviewed by the Counselor Education faculty. At that time, a Student Evaluation Form is completed and an “Official Concern”
is noted. A remediation plan is developed to address the identified deficit within a specified time period. The student’s progress toward completing the remediation plan is monitored by the major professor. Students who do not successfully complete their remediation plan are reviewed by the Counselor Education faculty for dismissal from the Counselor Education program. The Student Evaluation Form and subsequent remediation plan are kept as part of the student file. A copy of the evaluation form and remediation plan is also sent to OASIS. At the end of the specified time period of the remediation plan, the student’s major professor provides a summary of the outcome and retention decision to the student, the Department Chair, and OASIS.
Core Curricular Area 1: Professional Orientation and Ethical Practice

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate an understanding of the counselor’s professional role, including strategies for counselor self-care, advocacy, and communication with other mental health professionals and organizations.

2. Students will grasp the importance of ethical standards that apply to each of the counselor’s professional role responsibilities.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 5007 (MHC majors only) Professional Interview Paper Fall 1</td>
<td>Weak demonstration of learning objectives; poor understanding of professional roles &amp; ethics.</td>
<td>Proficient demonstration of learning objective; good understanding of professional roles &amp; ethics.</td>
<td>Excellent demonstration of learning objective; good understanding of professional roles &amp; ethics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact 2 &amp; 3</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDS 5820 Internship Final ratings on the “Foundations”, “Diversity &amp; Advocacy” and “Self-Awareness” sections of the Supervisor Evaluation Fall 2 and Spring 2</td>
<td>Weak demonstration of learning objectives; demonstrated minimal skills in applying ethical standards, self-care, advocacy, and professional role.</td>
<td>Proficient demonstration of learning objective; demonstrated adequate skills in applying ethical standards, self-care, advocacy, and professional role.</td>
<td>Excellent demonstration of learning objective; demonstrated strong skills in applying ethical standards, self-care, advocacy, and professional role.</td>
</tr>
</tbody>
</table>
Core Curricular Area 2: Social and Cultural Diversity

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:
1. Students will demonstrate an awareness of oneself into diversity experiences
2. Students will demonstrate knowledge of social and cultural diversity understanding through theories of multicultural counseling and the promotion of diversity amongst different communities and mental health settings.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 5060 Diversity Presentation <em>Fall 1</em></td>
<td>Weak demonstration of learning objectives; poor understanding of multicultural theories and promotion of diversity.</td>
<td>Proficient demonstration of learning objective; good understanding of multicultural theories and promotion of diversity.</td>
<td>Excellent demonstration of learning objective; strong understanding of multicultural theories and promotion of diversity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact 2 &amp; 3</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDS 5820 Internship Final ratings on the “Diversity &amp; Advocacy” and “Self-Awareness” sections of the Supervisor Evaluation <em>Fall 2 and Spring 2</em></td>
<td>Weak demonstration of learning objectives; demonstrated minimal application of multicultural theories, promotion of diversity and self-awareness.</td>
<td>Proficient demonstration of learning objective; demonstrated adequate application of multicultural theories, promotion of diversity and self-awareness.</td>
<td>Excellent demonstration of learning objective; demonstrated strong application of multicultural theories, promotion of diversity and self-awareness.</td>
</tr>
</tbody>
</table>
Core Curricular Area 3: Human Growth and Development

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEP 5068</td>
<td>Weak demonstration of learning objective; poor understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.</td>
<td>Proficient demonstration of learning objective; good understanding of the nature and needs of persons at all developmental levels and in multicultural contexts</td>
<td>Excellent demonstration of learning objective; strong understanding of the nature and needs of persons at all developmental levels and in multicultural contexts</td>
</tr>
<tr>
<td>Lifespan Topic of Choice Reflection Paper</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Spring 1</td>
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</tr>
</tbody>
</table>
Core Curricular Area 4: Career Development

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate an understanding of career development and related life factors, including theories, assessments, career resources, and the interrelationship between career and other life roles.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 5340 Final Career Paper <em>Fall 1</em></td>
<td>Weak demonstration of learning objectives; poor understanding of career development and related life factors.</td>
<td>Proficient demonstration of learning objective; good understanding of career development and related life factors.</td>
<td>Excellent demonstration of learning objective; strong understanding of career development and related life factors.</td>
</tr>
</tbody>
</table>
Core Curricular Area 5: Helping Relationship

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate an understanding of the counseling process in a multicultural society that includes an orientation to wellness and prevention, counselor characteristics that influence the process, and crisis intervention.

2. Students will demonstrate an understanding of counseling theories and models for case conceptualization and consultation.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>MHS 5400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Reflection and Therapeutic Style Paper</td>
<td></td>
</tr>
<tr>
<td>Fall 1</td>
<td></td>
</tr>
<tr>
<td>Weak demonstration of learning objective; poor understanding of counseling theories and counselor characteristics that influence the process.</td>
<td>Proficient demonstration of learning objective; Adequate understanding of counseling theories and counselor characteristics that influence the process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact 2</th>
<th>MHS 5801</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Conceptualization/Final Case Presentation</td>
<td></td>
</tr>
<tr>
<td>Summer 1</td>
<td></td>
</tr>
<tr>
<td>Weak demonstration of learning objective; poor understanding of counseling process, theories, and models of case conceptualization.</td>
<td>Proficient demonstration of learning objective; Adequate understanding of counseling process, theories, and models of case conceptualization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact 3 &amp; 4</th>
<th>SDS 5820</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Conceptualization</td>
<td></td>
</tr>
<tr>
<td>Spring 2</td>
<td></td>
</tr>
<tr>
<td>Weak demonstration of learning objective; poor understanding of counseling process, theories, prevention, and models of case conceptualization.</td>
<td>Proficient demonstration of learning objective; Adequate understanding of counseling process, theories, prevention, and models of case conceptualization.</td>
</tr>
</tbody>
</table>
Core Curricular Area 6: Group Work

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate a theoretical understanding of group purpose, group development (including stages and members roles / behaviors), theories, methods, skills, and approaches.

2. Students will complete an approved direct experience as a group member for a minimum of 10 clock hours over the course of one semester.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>MHS 5511 Group Counseling Curriculum Summer 1</td>
<td>Weak demonstration of learning objective; poor theoretical understanding of group purpose, group development (including stages and members roles / behaviors), theories, methods, skills, and approaches.</td>
<td>Proficient demonstration of learning objective; Adequate theoretical understanding of group purpose, group development (including stages and members roles / behaviors), theories, methods, skills, and approaches.</td>
<td>Excellent demonstration of learning objective; Strong theoretical understanding of group purpose, group development (including stages and members roles / behaviors), theories, methods, skills, and approaches.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact 2</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Group Activity Documentation Semester Completed</td>
<td>Students did not complete a direct experience as a group member for a minimum of 10 clock hours over the course of one semester.</td>
<td></td>
<td>Students completed a direct experience as a group member for a minimum of 10 clock hours over the course of one semester.</td>
</tr>
</tbody>
</table>
Core Curricular Area 7: Assessment

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate an understanding individual and group approaches to assessment and evaluation including basic concepts of testing, norms, statistical concepts, and psychometric properties.

2. Students will demonstrate an understanding of ethical, social, and cultural factors related to assessment

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>RCS 5250</td>
<td>Weak demonstration of learning objective; poor understanding individual and group approaches to assessment and evaluation including ethics, norms, statistical concepts, psychometric properties and cultural / social factors.</td>
<td>Proficient demonstration of learning objective; Adequate understanding individual and group approaches to assessment and evaluation including ethics, norms, statistical concepts, psychometric properties and cultural / social factors.</td>
<td>Excellent demonstration of learning objective; Strong understanding individual and group approaches to assessment and evaluation including ethics, norms, statistical concepts, psychometric properties and cultural / social factors.</td>
</tr>
<tr>
<td>Review A Test Spring 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Core Curricular Area 8: Research and Program Evaluation

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate an understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>MHS 5511</th>
<th>Critique of Research Article</th>
<th>Summer 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weak</td>
<td>Proficient</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td>demonstration of learning objective; poor understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.</td>
<td>demonstration of learning objective; Adequate understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.</td>
<td>demonstration of learning objective; Strong understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact 2</th>
<th>MHS 6600</th>
<th>Consultation Paper</th>
<th>Summer 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weak</td>
<td>Proficient</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td>demonstration of learning objective; poor understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.</td>
<td>demonstration of learning objective; Adequate understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.</td>
<td>demonstration of learning objective; Strong understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.</td>
</tr>
</tbody>
</table>
Career Counseling Domain 1: Foundations of Career Counseling

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate an understanding of the history and philosophy of career counseling, career counselor roles and functions, competencies, credentials, and theory and models of career development.
2. Students will demonstrate the ability to apply ethical and legal standards in career counseling and explain career development as a subset of human development.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 5340</td>
<td>Weak demonstration of learning objectives; poor understanding of professional roles, competencies, credentials, and theories and models in career development.</td>
<td>Proficient demonstration of learning objective; good understanding of professional roles, competencies, credentials, and theories and models in career development.</td>
<td>Excellent demonstration of learning objective; strong understanding of professional roles, competencies, credentials, and theories and models in career development.</td>
</tr>
<tr>
<td>Final Career Paper Fall 1</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact 2</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDS 5820</td>
<td>Weak demonstration of learning objectives; demonstrated minimal skills in applying ethical and legal standards, and explaining career development as a subset of human development.</td>
<td>Proficient demonstration of learning objective; demonstrated adequate skills in applying ethical and legal standards, and explaining career development as a subset of human development.</td>
<td>Excellent demonstration of learning objective; demonstrated strong skills in applying ethical and legal standards, and explaining career development as a subset of human development.</td>
</tr>
<tr>
<td>Internship Evaluation Spring 2</td>
<td></td>
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</tbody>
</table>
**Career Counseling Domain 2: Counseling, Prevention, and Intervention**

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate an understanding of career development, career counseling, career programming and information delivery techniques and models.
2. Students will demonstrate an ability to understand clients’ personal, family and contextual factors that impact career development and decision making, and support clients in managing and life and work role transitions, including employability and job search skills.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>MHS 5340 Final Career Paper <em>Fall 1</em></td>
<td>Weak demonstration of learning objectives; poor understanding of career development, career counseling, career programming and information delivery techniques and models.</td>
<td>Proficient demonstration of learning objective; good understanding of career development, career counseling, career programming and information delivery techniques and models.</td>
<td>Excellent demonstration of learning objective; strong understanding of career development, career counseling, career programming and information delivery techniques and models.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact 2</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDS 5820 Internship Final Case Presentation <em>Fall 2</em></td>
<td>Weak demonstration of learning objectives; demonstrated minimal skills in understanding client factors in career development and supporting clients in life transitions.</td>
<td>Proficient demonstration of learning objective; demonstrated adequate skills in understanding client factors in career development and supporting clients in life transitions.</td>
<td>Excellent demonstration of learning objective; demonstrated strong skills in understanding client factors in career development and supporting clients in life transitions.</td>
</tr>
</tbody>
</table>
Career Counseling Domain 3: Diversity & Advocacy

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate knowledge of multicultural issues in career counseling, the effects of racism, discrimination, power, and privilege, as well as sociopolitical and socioeconomic forces that affect ethnic and cultural minorities.

2. Students will also demonstrate knowledge of the impact of globalization on careers, and the ability to make accommodations for unique career needs of diverse populations, and help other individuals understand these unique needs.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>Weak demonstration of learning objectives; poor understanding of multicultural issues and their impact on ethnic and cultural minorities.</th>
<th>Proficient demonstration of learning objective; good understanding of multicultural issues and their impact on ethnic and cultural minorities.</th>
<th>Excellent demonstration of learning objective; strong understanding of multicultural issues and their impact on ethnic and cultural minorities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 5340 Final Career Paper</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fall 1</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact 2</th>
<th>Weak demonstration of learning objectives; demonstrated minimal skills in understanding of multicultural issues and their impact on ethnic and cultural minorities.</th>
<th>Proficient demonstration of learning objective; demonstrated adequate skills in understanding of multicultural issues and their impact on ethnic and cultural minorities.</th>
<th>Excellent demonstration of learning objective; demonstrated strong skills in understanding of multicultural issues and their impact on ethnic and cultural minorities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDS 5820 Internship Final Case Presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2</td>
<td></td>
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</tbody>
</table>
Career Counseling Domain 4: Assessment

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate knowledge of assessment strategies including choosing appropriate career assessments, and understanding bias in career assessment and interpretation.
2. Students will also demonstrate an ability to select, administer, and report findings from varied types of career assessments.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td><strong>Artifact 1</strong>&lt;br&gt;MHS 5340&lt;br&gt;Final Career Paper&lt;br&gt; <em>Fall 1</em></td>
<td>Weak demonstration of learning objectives; poor understanding of career assessments related to selection, use and sharing findings with clients.</td>
<td>Proficient demonstration of learning objective; good understanding of career assessments related to selection, use and sharing findings with clients.</td>
<td>Excellent demonstration of learning objective; good understanding of career assessments related to selection, use and sharing findings with clients.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Artifact 2</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Artifact 2</strong>&lt;br&gt;SDS 5820&lt;br&gt;Final Case Presentation&lt;br&gt; <em>Fall 2</em></td>
<td>Weak demonstration of learning objectives; demonstrated minimal skills in understanding career assessments related to selection, use and sharing findings with clients.</td>
<td>Proficient demonstration of learning objective; demonstrated adequate skills in understanding career assessments related to selection, use and sharing findings with clients.</td>
<td>Excellent demonstration of learning objective; demonstrated strong skills in understanding career assessments related to selection, use and sharing findings with clients.</td>
</tr>
</tbody>
</table>
Career Counseling Common Core Area 5: Research and Evaluation

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate an understanding of how to critically evaluate research and use research designs related to career counseling and development, as well as models for career program evaluation, including evaluation of outcomes in career counseling.

2. Students will also demonstrate an ability to measure outcomes, analyze and apply data related to career counseling programs and interventions.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>MHS 5341 RFP</td>
<td>Weak demonstration of learning objectives; poor understanding of</td>
<td>Proficient demonstration of learning objective; good understanding</td>
<td>Excellent demonstration of learning objective; strong understanding</td>
</tr>
<tr>
<td>Assignment</td>
<td>how to evaluate research, research designs, and career program</td>
<td>how to evaluate research, research designs, and career program</td>
<td>how to evaluate research, research designs, and career program</td>
</tr>
<tr>
<td>Fall 2</td>
<td>interventions &amp; outcomes.</td>
<td>interventions &amp; outcomes.</td>
<td>interventions &amp; outcomes.</td>
</tr>
</tbody>
</table>
Career Counseling Domain 6: Program Promotion, Management, and Implementation

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate an understanding of theories, behavior, planning and management useful in implementing and administering career programs.

2. Students will also demonstrate skills related to planning and organizing career resources and implementing career development programs in collaboration with others.

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<tr>
<th>Artifact 1</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>MHS 5341 RFP Assignment Fall 2</td>
<td>Weak demonstration of learning objectives; poor understanding of knowledge useful in implementing and administering career programs in collaboration with others, including planning and organizing career resources.</td>
<td>Proficient demonstration of learning objective; good understanding of knowledge useful in implementing and administering career programs in collaboration with others, including planning and organizing career resources.</td>
<td>Excellent demonstration of learning objective; strong understanding of knowledge useful in implementing and administering career programs in collaboration with others, including planning and organizing career resources.</td>
</tr>
</tbody>
</table>
Career Counseling Domain 7: Information Resources

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate knowledge of education, employment and labor market trends, occupational outlooks, community and professional resources related to career life planning and management.

2. Students will also demonstrate an ability to evaluate and manage career, educational, and personal-social information resources.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 5341 RFP Assignment Fall 2</td>
<td>Weak demonstration of learning objectives; poor understanding of career information resources, and ability to evaluate and manage career resources.</td>
<td>Proficient demonstration of learning objective; good understanding of career information resources, and ability to evaluate and manage career resources.</td>
<td>Excellent demonstration of learning objective; strong understanding of career information resources, and ability to evaluate and manage career resources.</td>
</tr>
</tbody>
</table>
Clinical Mental Health Counseling Domain 1: Foundations

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate an understanding of the history of clinical mental health counseling which emphasizes the importance of ethical and legal actions and considerations when working with clients and/or organizations.

2. Students will demonstrate an understanding of the professional issues, variety of models and theories and the management of mental health services to maintain the esteem of the mental health profession.

3. Students will demonstrate an understanding of the various clients they may face and situations ranging from clients who are well but need to guidance to those in crisis.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>MHS 5007 Professional Interview Paper (Fall 1)</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weak demonstration of learning objectives; poor understanding of professional roles &amp; ethics.</td>
<td>Proficient demonstration of learning objective; good understanding of professional roles &amp; ethics.</td>
<td>Excellent demonstration of learning objective; good understanding of professional roles &amp; ethics.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact 2</th>
<th>MHS 5400 Self-Reflection and Therapeutic Style Paper (Fall 1)</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weak demonstration of learning objective; poor understanding of counseling theories and counselor characteristics that influence the process.</td>
<td>Proficient demonstration of learning objective; Adequate understanding of counseling theories and counselor characteristics that influence the process.</td>
<td>Excellent demonstration of learning objective; Strong understanding of counseling theories and counselor characteristics that influence the process.</td>
<td></td>
</tr>
</tbody>
</table>
Clinical Mental Health Counseling Domain 2: Counseling, Prevention, and Intervention

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate the ability to practice diagnosis, treatment, and referral while being able to distinguish the appropriate times to initiate, maintain and terminate counseling with a client.

2. Students will also be able to extend their knowledge of understanding the importance of proper service delivery, effective community resources, and suitable care of clients by giving treatment to clients who are within their level of expertise.

<table>
<thead>
<tr>
<th>Artifact 1</th>
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</thead>
<tbody>
<tr>
<td><strong>MHS 5801</strong>&lt;br&gt;Case Conceptualization&lt;br&gt;<strong>Summer 1</strong></td>
<td>Weak demonstration of learning objective; poor understanding of counseling process, theories, and models of case conceptualization.</td>
<td>Proficient demonstration of learning objective; adequate understanding of counseling process, theories, and models of case conceptualization.</td>
<td>Excellent demonstration of learning objective; strong understanding of counseling process, theories, and models of case conceptualization.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Artifact 2</th>
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<tbody>
<tr>
<td><strong>MHS 5801 Practicum</strong>&lt;br&gt;Final ratings on the “Diversity &amp; Advocacy” and “Self-Awareness” sections of the Supervisor Evaluation&lt;br&gt;<strong>Summer 1</strong></td>
<td>Weak demonstration of learning objectives; demonstrated minimal application of multicultural theories, promotion of diversity and self-awareness.</td>
<td>Proficient demonstration of learning objective; demonstrated adequate application of multicultural theories, promotion of diversity and self-awareness.</td>
<td>Excellent demonstration of learning objective; demonstrated strong application of multicultural theories, promotion of diversity and self-awareness.</td>
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<table>
<thead>
<tr>
<th>Artifact 3 /4</th>
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</thead>
<tbody>
<tr>
<td><strong>SDS 5820 Internship</strong>&lt;br&gt;Final ratings on the “Diversity &amp; Advocacy” and “Self-Awareness” sections of the Supervisor Evaluation&lt;br&gt;<strong>Fall 2 and Spring 2</strong></td>
<td>Weak demonstration of learning objectives; demonstrated minimal application of multicultural theories, promotion of diversity and self-awareness.</td>
<td>Proficient demonstration of learning objective; demonstrated adequate application of multicultural theories, promotion of diversity and self-awareness.</td>
<td>Excellent demonstration of learning objective; demonstrated strong application of multicultural theories, promotion of diversity and self-awareness.</td>
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</tbody>
</table>
Clinical Mental Health Counseling Domain 3: Diversity and Advocacy

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will recognize and practice strategies to support clients living in a multicultural society.
2. Students will also be aware of the public policies on the local, state and national level that affect the quality and equality of those who are trying to receive mental health services.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>MHS 5007</td>
<td>Weak demonstration of learning objectives; poor understanding of professional roles &amp; ethics.</td>
<td>Proficient demonstration of learning objective; good understanding of professional roles &amp; ethics.</td>
<td>Excellent demonstration of learning objective; good understanding of professional roles &amp; ethics.</td>
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<tr>
<td>Professional Interview Paper</td>
<td>Fall 1</td>
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</table>

<table>
<thead>
<tr>
<th>Artifact 2</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 5060</td>
<td>Weak demonstration of learning objectives; poor understanding of professional roles &amp; ethics.</td>
<td>Proficient demonstration of learning objective; good understanding of professional roles &amp; ethics.</td>
<td>Excellent demonstration of learning objective; good understanding of professional roles &amp; ethics.</td>
</tr>
<tr>
<td>Diversity group presentation</td>
<td>Fall 1</td>
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</tbody>
</table>
**Clinical Mental Health Counseling Domain 4: Assessment**

Student Learning Objectives:

Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will be able to conceptualize a client’s issue and decide which assessment is deemed appropriate for their current situation.
2. Students will also demonstrate the counseling process which needs to take place to provide proper help to clients in need; this includes but is not limited to: intake interviews, biopsychosocial assessments, treatment planning and case management.

<table>
<thead>
<tr>
<th>Artifact 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>RCS5250 Assessment Report Spring 1</td>
<td>Weak demonstration of learning objectives; poor understanding of assessment, counseling and treatment related factors.</td>
<td>Proficient demonstration of learning objective; good understanding of assessment, counseling and treatment related factors.</td>
<td>Excellent demonstration of learning objective; strong understanding of assessment, counseling and treatment related factors.</td>
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<thead>
<tr>
<th>Artifact 2/3</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>SDS 5820 Internship Final ratings on the “Assessment” section of the Supervisor Evaluation Fall 2 and Spring 2</td>
<td>Weak demonstration of learning objectives; demonstrated minimal application of assessment, counseling and treatment in internship.</td>
<td>Proficient demonstration of learning objective; demonstrated adequate application of assessment, counseling and treatment in internship.</td>
<td>Excellent demonstration of learning objective; demonstrated strong application assessment, counseling and treatment in internship.</td>
</tr>
</tbody>
</table>
Clinical Mental Health Counseling Domain 5: Research and Evaluation

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will be able to critically evaluate effective, thorough research to distinguish evidence-based treatment and strategies to help with their counseling.

<table>
<thead>
<tr>
<th>Artifact 2</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 6600 Consultation Paper</td>
<td>Weak demonstration of learning objective; poor understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.</td>
<td>Proficient demonstration of learning objective; Adequate understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.</td>
<td>Excellent demonstration of learning objective; Strong understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.</td>
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<td>Summer 1</td>
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Clinical Mental Health Counseling Domain 6: Diagnosis

Student Learning Objectives:
Students will provide academic evidence exhibiting achievement of the following Learning Objectives:

1. Students will demonstrate diagnostic skills clients while understanding the many different situational circumstances that may be occurring.
2. Students will demonstrate case conceptualization skills that include proper treatment modalities and an understanding of the potential areas of bias in the DSM.

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<thead>
<tr>
<th>Artifact 1</th>
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<th>2</th>
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<tbody>
<tr>
<td>CLP6169 Treatment plan</td>
<td><strong>Weak demonstration of learning objective; poor diagnostic skills, case conceptualization/poor understanding of the potential areas of bias in the DSM.</strong></td>
<td><strong>Proficient demonstration of learning objective; Adequate diagnostic skills, case conceptualization/adequate understanding of the potential areas of bias in the DSM.</strong></td>
<td><strong>Excellent demonstration of learning objective; Strong diagnostic skills, case conceptualization/strong understanding of the potential areas of bias in the DSM.</strong></td>
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<tr>
<td>Spring 1</td>
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<tr>
<th>Artifact 2/3</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDS 5820 Internship Case Conceptualization</td>
<td><strong>Weak demonstration of learning objective; poor case conceptualization and poor understanding of psychosocial factors affecting client situation.</strong></td>
<td><strong>Proficient demonstration of learning objective; Adequate case conceptualization and adequate understanding of psychosocial factors affecting client situation.</strong></td>
<td><strong>Excellent demonstration of learning objective; Strong case conceptualization and strong understanding of psychosocial factors affecting client situation.</strong></td>
</tr>
<tr>
<td>Fall 2 and Spring 2</td>
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