

COUNSELOR EDUCATION STUDENT HANDBOOK

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

Career Counseling, Clinical Mental Health Counseling and School Counseling



Psychological and Counseling Services Program Department of
Educational Psychology and Learning Systems College of
Education, 3210 Stone Building
Tallahassee, Florida 32306 – 4813

<http://education.fsu.edu/degrees-and-programs/career-counseling>

<http://education.fsu.edu/degrees-and-programs/mental-health-counseling>

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Table of Contents

INTRODUCTION/MISSION AND OBJECTIVES	4
DEGREES OFFERED	5
LENGTH OF STUDY	6
ADMISSION	6
TIMELINE FOR ADMISSION	6
REQUIREMENTS	6
APPLICATION PROCEDURE	7
NUMBER OF STUDENTS ADMITTED	8
DIVERSITY POLICY	8
DEGREE PROGRAM PLANNING FOR MS/Ed.S STUDENTS	8
FINANCIAL AID	9
ADVISEMENT & REQUIREMENTS OF MS/ED.S. DEGREE STUDENTS	10
GENERAL EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS	10
ACADEMIC ADVISEMENT	10
PROGRAM OF STUDY	11
TRANSFER OF CREDITS & SPECIAL STUDENT HOURS	11
SUPERVISORY COMMITTEE SELECTION	11
COMPREHENSIVE PORTFOLIO	11
POLICY & PROCEDURES FOR THE M.S./ED.S. COMPREHENSIVE PORTFOLIO	11
PRACTICUM FOR COUNSELOR EDUCATION MAJORS	12
INTERNSHIP FOR COUNSELOR EDUCATION MAJORS	13
PREPARATION FOR CERTIFICATION AND LICENSURE	15
STUDENT EVALUATION, RETENTION, & MATRICULATION REQUIREMENTS IN THE PROGRAM	16
DISMISSAL POLICY	18
GRADE APPEALS SYSTEM	20
READMISSION TO THE PROGRAM	20
COUNSELOR EDUCATION COMPREHENSIVE PORTFOLIO	20
DEMONSTRATION OF ADEQUATE COUNSELING SKILLS FOR COUNSELING STUDENTS	21
SELF-EVALUATION AND PERSONAL GROWTH	21
STUDENT PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES AND PROFESSIONAL ORGANIZATIONS	21
CHI SIGMA IOTA INTERNATIONAL HONOR SOCIETY	21
POLICY ON PROFESSIONAL OUTSIDE WORK BY STUDENTS	22
POLICY ON PROFESSIONAL LIABILITY INSURANCE	22
POLICY ON STUDENT ENDORSEMENT	22
POLICY ON GROUP ACTIVITY PARTICIPATION & GROUP LEADERSHIP	22
CURRICULA FOR THE MS/Ed.S DEGREES	22
GENERAL KNOWLEDGE & SKILL FOUNDATIONS FOR COUNSELING MAJORS	23
CAREER COUNSELING MAJOR: MS/EdS IN COUNSELING & HUMAN SERVICES	23
CLINICAL MENTAL HEALTH COUNSELING MAJOR: MS/EdS DEGREE IN COUNSELING & HUMAN SYSTEMS	26
SCHOOL COUNSELING MAJOR: MS/EdS DEGREE IN COUNSELING & HUMAN SYSTEMS	29
COMPREHENSIVE ASSESSMENT PLAN	32
REVISIONS TO THIS STUDENT HANDBOOK	32
COUNSELOR EDUCATION FACULTY	33

APPENDIX A: ANNUAL EVALUATION OF CE MS/EDS STUDENTS	36
APPENDIX B: VERIFICATION OF GROUP ACTIVITY HOURS	37
APPENDIX C: VERIFICATION OF LEADING COUNSELING GROUP	38
APPENDIX D: CE PROGRAM COMPREHENSIVE PORTFOLIO	39
APPENDIX E: COMPREHENSIVE ASSESSMENT PLAN	41

INTRODUCTION

The Psychological and Counseling Services program consists of two degree tracks in both counselor education and psychological services (See Figure 1). The counselor education track consists of two majors: Career Counseling, Clinical Mental Health Counseling. The actual name of the MS/EdS degree is Counseling and Human Systems. The Career Counseling, Clinical Mental Health Counseling, and School Counseling MS/Ed.S. 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 College of Education's mission. 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, (2) mental health counseling of children and adolescents in community and school settings, and adults in community, agency, and educational settings; (3) school counseling working with community stakeholders, educators, parents, and students to produce optimal outcomes for students in PK-12 educational settings.

MISSION AND OBJECTIVES

The Counselor Education degree program's mission is to provide high quality training that reflects current research and prepare professional counselors for positions in public and private settings within a multicultural and pluralistic world. The curriculum for MS/Ed.S. counseling majors 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 Counselor Education program provides students with the opportunity to obtain a wealth of common core generalist counselor knowledge, while specializing in Career Counseling, Clinical Mental Health Counseling, and School Counseling. The mission is achieved through the following objectives, which are based on input from faculty, students, alumni, supervisors and employers:

- A. To provide a quality education to persons pursuing Master of Science/Education Specialist degrees in Counselor Education, while specializing in Career Counseling, Clinical Mental Health Counseling, and School Counseling.
- B. To provide Master's/Ed.S.-level graduate students with quality clinical training and understanding of professional issues in the areas of career counseling, clinical mental health counseling, school counseling, general counseling, and case management.
- C. To prepare Master's/Ed.S.-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/Ed.S.-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 majors also relate to the College of Education mission statement, which is "to extend the frontiers of knowledge relevant to individual learning and social progress in diverse societies by carrying out innovative and rigorous research into areas of educational inquiry. Notably the College applies that

knowledge through the study and development of effective policies and the education of future teachers, sport administrators, educational leaders, policy-makers and scholars at the local, state, national and international levels.” *We note that extending the frontiers of knowledge within a pluralistic society includes addressing present and projected counseling and human development needs.* This mission is achieved through the following efforts:

1. Creating and sustaining a culture of academic freedom, intellectual curiosity, unfettered communication and academic rigor as well as the institutional support necessary to support cutting edge research in all areas of education. *Human services specialists include career, clinical mental health, and school counselors. Each academic offering has been designed to meet current accreditation standards and all faculty are actively engaged in research.* The Career Counseling and Clinical Mental Health Counseling majors are currently accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, www.cacrep.org). The school counseling program is accredited by the Florida Department of Education (not CACREP accredited)
2. Sharing its knowledge and skill with the local, state, national and international community by supporting research relevant to the application of new knowledge to educational problems. *Our students are encouraged to participate with faculty in the creation and dissemination of knowledge through research, publications and presentations locally, nationally and internationally.*
2. Provides for the educational future of the communities it serves through high quality instruction of prospective teachers, education leaders, policy-makers and scholars. *Our courses meet current accreditation standards and reflect the most recent research.*
3. Promotes a strong sense of community and collaboration both within the College and between the College and the communities it serves. *Our students are engaged with local schools, higher education institutions, centers and agencies as a required component of their training.*

In view of the professional experience and research interests of the faculty, and the College of Education’s mission, students completing the Career Counseling or Clinical 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. **Clinical 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.
3. **School Counseling** for working with students in P-12 school settings

Students who graduate with an M.S./Ed.S. degree from the Counselor Education 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.

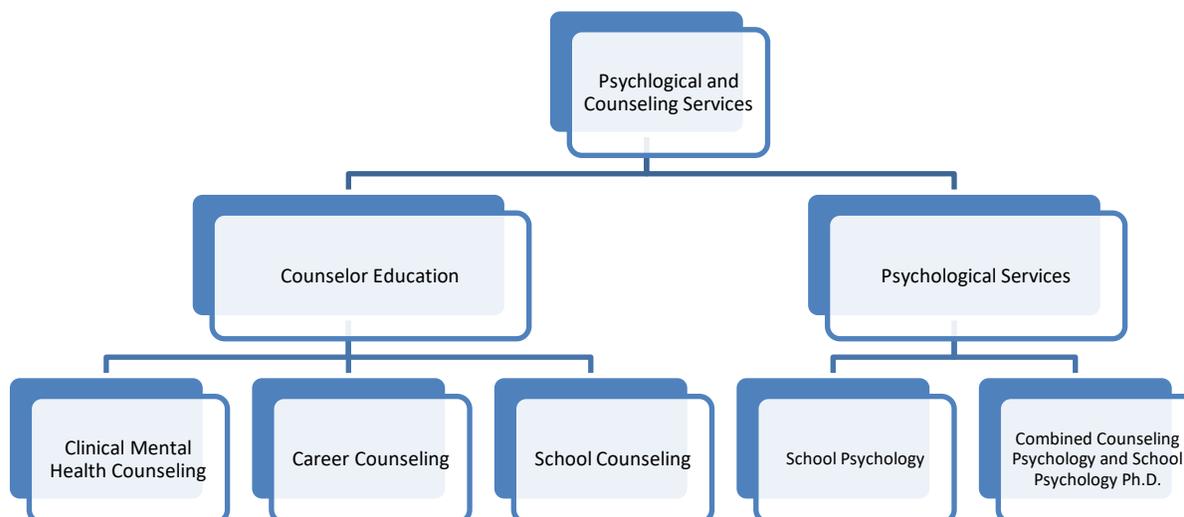
DEGREES OFFERED

The College of Education offers the following degrees within counseling:

Master of Science (M.S.) and Specialist in Education (Ed.S.) degrees in Counseling and Human Systems with majors in: Career Counseling, Clinical Mental Health Counseling, and School 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 Clinical 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). The School Counseling degree is usually completed in eight semesters of part time study. Individual student circumstances may result in longer periods of study.

ADMISSION

Timeline for Admission

MS/EdS students are admitted for the Fall semester only. Reviews of Clinical Mental Health application reviews begin following the December 1 application deadline. Career Counseling and School Counseling application deadline is April 1; faculty 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). that meets the target scores as outlined on the our degree/major websites: <https://education.fsu.edu/degrees-and-programs/mental-health-counseling>, <https://education.fsu.edu/degrees-and-programs/career-counseling>, and <https://education.fsu.edu/degrees-and-programs/graduate-programs/school-counseling>

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.

Program applicants 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 faculty for their track/major area faculty and/or Counselor Education program coordinator, prior to completing their application.

Application Procedure

Applicants interested in the Mental Health Counseling M.S/Ed.S. program must complete an online application through the Florida State University's College of Education (COE) webpage: <https://education.fsu.edu/degrees-and-programs/mental-health-counseling>. Applicants who wish to apply to the Career Counseling MS/Ed.S program must submit applications through the COE webpage at <https://education.fsu.edu/degrees-and-programs/career-counseling>. Applicants who wish to apply to the School Counseling MS/Ed.S program must submit applications through the COE webpage at <https://education.fsu.edu/degrees-and-programs/graduate-programs/school-counseling>. All three majors only admit students in the fall. Complete information regarding admission deadline, material submissions, degree requirements, scholarship and aid, and career opportunities, are also outlined on the sites.

To start a new application, visit the desired program webpage (above), and click on **Application Deadlines**. Choose **Apply Now** or **Apply Now – International Students**. The link will take you to the OFFICE OF ADMISSIONS webpage; click the **Apply Now!** button to begin your application or **Check Application Status** for updates.

Re-admission applicants previously enrolled at Florida State University as graduate students who are absent for two or more semesters and are not approved for a Leave of Absence must meet the same Mental Health Counseling or Career Counseling fall deadline as new applicants. For re-admission, please click on **Application Deadlines** and choose **Apply Now (See major links in previous paragraph)**. Scroll down the OFFICE OF ADMISSIONS webpage and click **Apply Online** under **Quick Links**. Select the option for READMISSIONS under **Application Type**. Do not click on the active buttons at the top of the page; these tabs will not provide you with the necessary “Readmissions” tab.

Once an application is complete, all material is available for faculty review. The applicant is responsible for regularly checking the email provided on the application for further updates, application questions or concerns, and interview dates. The EPLS department informs candidates regarding admissions decisions.

1. 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.
2. Prospective students who would like to discuss the program in greater detail are encouraged to contact the program coordinator for the major area (career: <http://education.fsu.edu/degrees-and-programs/career-counseling>; clinical mental health:

[counseling](#)) to which they are applying.

- 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/>. Please see the section below for additional information on financial aid.

Number of Students Admitted

Each year, up to 60 MS/Ed.S. students are accepted for admission into the program. Individuals applying to the career counseling, clinical mental health counseling, and school counseling majors 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.**

Diversity Policy

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 information on the SDRC can be found at <http://dos.fsu.edu/sdrc/>. For more information on FSU diversity policies, visit: <http://diversity.fsu.edu/>.

Degree Program Planning for MS/Ed.S Students

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. Consult with your advisor/major professor to obtain information about department policies and requirements, and follow the directions for planning your degree program. If you have any questions regarding this information, contact the College of Education (COE) Co-Director for Graduate Studies, Lisa Beverly, at lbeverly@fsu.edu or the Office of Academic Services and Intern Support (OASIS) at (850) 644 -3760.

Deadline dates are online at <https://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students> and on the Registrar's calendar: <https://registrar.fsu.edu/calendar/>. You are advised to check the OASIS and Registrar's Office websites frequently as deadlines and dates are subject to change. It must be emphasized that **preparing and following a correctly planned degree program is the responsibility of each graduate student.** The major professor, committee members, and staff are eager to give all assistance possible, but the responsibility rests with the student.

Speak Test

The SPEAK test is administered by the Center for Intensive English Studies to international students who have

been appointed or will be appointed as teaching assistants in an academic department at Florida State University. If your native language is not English and you are going to be a TA, you should take the SPEAK test when you arrive at FSU. If you have scored 26 or higher on the speaking part of the IBTOEFL, you do not have to take SPEAK: <https://cies.fsu.edu/programs/english-academic-purposes/speak-exam-information>.

Financial Aid

General Information

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://financialaid.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 is 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 resolution approved by the Council of Graduate School <https://cgsnet.org/current-cgs-members>.

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. More information can be found at: <http://education.fsu.edu/student-resources/scholarships-and-aid>, and on the Graduate School Web site: <http://gradschool.fsu.edu>.

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 seven 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, the Robert C. Reardon Scholarship Fund, and the Janet G. Lenz fund. Special award criteria exist for each fund.

More information can be found at <https://www.career.fsu.edu/alumni-family-community/career-advisor-scholarships>. 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 MS/EdS DEGREE STUDENTS

General Expectations and Responsibilities of Students

MS/Ed.S. 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), <http://education.fsu.edu/student-resources/student-academic-services-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 portfolio and future professional roles, it is understood that competencies for both the portfolio and such roles cannot be achieved solely through coursework. Independent study and reflection are also necessary, as is continued learning through engagement in professional associations and conferences. 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 must be downloaded from the College of Education OASIS website: <https://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>. To note, Counselor Education program no longer offers a thesis track; the program offers a course-track only.

Students should download and retain the Master's Program of Study and Specialist's Program of Study so that future changes to the form can be readily submitted. **It is the student's responsibility to keep all Program of Study forms updated and to make sure degree requirements are being met.**

Students must have their program of study signed by their supervisor committee no later than March 1st during the first spring semester. Programs of study are to be filed and approved by the department chair no later than the fifteenth week of the first spring 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/Ed.S. 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 consortia 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 Clinical 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 Portfolio

The purpose of the comprehensive portfolio is to allow MS/Ed.S. candidates to demonstrate mastery of the knowledge base acquired in the MS/Ed.S. programs. Students are cleared by their major area coordinator to complete the comprehensive portfolio. Clearance for completing this portfolio is based on evidence of a 3.0 grade point average and confirmation by the major area coordinator that the student is in good standing. Students must register for this portfolio, MHS 7962 for 0 credit, during or prior to the semester in which it is given. Students will receive an email from the program coordinator or administrative specialist in the Fall of their second year (third for school counseling) will send instructions on completing the comprehensive during the Spring. 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 portfolio, the student must be registered at the Office of Accessibility Services (OAS). Failure to achieve a passing score on the comprehensive portfolio 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 Portfolio

Policy

Candidates complete the Comprehensive Portfolio in MHS 7962 Specialist in Education Comprehensive Exam in the final spring semester of the program. Portfolio questions and rubrics are aligned to CACREP Core and

Specialty Standards. Rubric levels for the Comprehensive Portfolio are as follows:

1. Unsatisfactory
2. Developing 1
3. Developing 2
4. Target

Candidates must score at Target on 80% percent of all rubric criteria in order to have successfully complete the Comprehensive Portfolio. Candidates will submit their Comprehensive Portfolio midway through the semester for scoring. If a candidate does not meet minimum performance expectations, the instructor will provide feedback and specific recommendations for improvement.

If a candidate does not meet minimum performance expectations, they will receive a grade of unsatisfactory in the course. The Comprehensive Portfolio must be remediated by the end of the 14th week of classes during semester in which the course is taken.

Practicum for Counselor Education Majors

The program requires students to complete supervised practicum(s) that total a minimum of **100** clock hours for clinical mental health, career counseling, and school counseling students, see Section III Professional Practice, 2016 CACREP Standards (cacrep.org). 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 that contribute to the development of counseling skills. 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 and/or triadic supervision by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- 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. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.
- 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 Clinical Mental Health Counselor, the credentialing requirements for Career Counseling, and Florida Department of Education certification requirements for School Counseling.
- Will be pre-approved by the Major Area Coordinator.

According to 2016 CACREP standards, the direct service refers to “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change.” These activities must involve interaction with others and may include: (1) assessment, (2) counselling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others provide counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

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.

A student cannot start Internship (SDS 5820) in the 1st summer (3rd Fall for school counseling students) semester without successfully passing Practicum (a minimum grade of B in Practicum: MHS5801). While on practicum, students are formally evaluated by their site supervisor at midpoint in the semester and again at the end of the semester. Any item that receives a rating of “0” or a grade below B at midterm requires a discussion with the site supervisor as to how to improve on that competency and a remediation plan through the supervisory committee. Students must have a 1 (minimally acceptable) or higher on all items on the final evaluation to pass practicum. Failure to achieve a satisfactory score on the final practicum evaluation form needs to be addressed by the student’s supervisory committee through a remedial plan.

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 - 700 clock hours is required, depending on major, which is begun only after successful completion of practicum (MHS 5801). Students normally complete the Mental Health Counseling internship in three semesters and the Career Counseling internship in two semesters.

According to CACREP 2016 standards, Mental Health Counseling students need to complete 700 hours of clinical practices: 100 hours for practicum and 600 hours for internship. Based upon the licensure requirement from the state of Florida, students must have 700 hours of supervised clinical training prior to graduation to be eligible for licensure examination. Thus, for graduation purpose, students are required to complete 700 clinical hours, of which 280 hours must be direct service hours (40 hours of practicum and 240 hours of internship).

Career Counseling students must complete 700 clock hours, which includes at least 240 clock hours of direct services, including experience leading groups.

School 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 clinical mental health counseling, this is 240 hours that include serving persons with disabilities, and for career counseling it is also 240 hours.
- Includes a minimum of one hour per week of individual and/or triadic supervision with a supervisor having appropriate professional qualifications for the student's specialization, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- Includes a minimum of 1.5 hours per week of group supervision. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member
- 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 Clinical Mental Health Counselor, the credentialing requirements for Career Counseling, and State of Florida certification for School Counseling.
- Must be approved by the major area coordinator.
- Begins in Fall 2 for Career Counseling students, Summer 1 for Clinical Mental Health Counseling students, Fall 3 for School counseling students as approved by the student's supervisory committee and the major area coordinator.
- 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 minimum grade of B in MHS 5801.

According to 2016 CACREP standards, the direct service refers to “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, educators, students, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change.” These activities must involve interaction with others and may include: (1) assessment, (2) counselling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others provide counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

A student cannot start the Internship (SDS 5820) in the 2nd fall semester and 2nd spring semester without successfully passing the Practicum (MHS 5801) in the 1st summer semester and 2nd fall semester, respectively

(CMHC and Career students only). For school counseling students, they must successfully pass Practicum (MHS 5801) in the 2nd spring semester. While on internship, students are formally evaluated by their site supervisor at midpoint in the semester and again at the end of the semester. Any item that receives a rating of “0” or Unsatisfactory at midterm requires a discussion with the site supervisor as to how to improve on that competency and a remediation plan through the supervisory committee. Students must have a 1 (Minimally Acceptable) or higher on all items at the final evaluation to pass internship. Failure to achieve a satisfactory score on the first internship or on the final internship needs to be addressed by the student’s supervisory committee through a remedial plan.

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.

Counseling Specialization	Type of Certification, Credential or Licensure	Sponsoring Organization
Career Counseling	Master Career Counselor Designation National Certified Counselor (NCC)	National Career Development Association National Board for Certified Counselors
Clinical Mental Health Counseling	Licensed Mental Health Counselor (LMHC) National Certified Counselor (NCC) Certified Clinical Mental Health Counselor (CCMHC)	State of Florida ¹ National Board for Certified Counselors
School Counseling	Certification in School Counseling National Certified School Counselor ASCA-Certified School Counselor	State of Florida Department of Education National Board for Certified Counselors American School Counselor Association

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.

Student Evaluation, Retention & Matriculation Requirements 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 (i.e., the [American Counseling Association Code of Ethics](#), the [American Mental Health Counselors Association Code of Ethics](#) (for clinical mental health counseling students) the [National Career Development Association Code of Ethics](#) (for career counseling students), [American School Counseling Association Ethical Standards for School Counselor](#) (for school counseling students) 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 vote.

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 orally during the fall semester and with a written form every spring semester. The Annual Evaluation form (see Appendix A for CE M.S./Ed.S. students) is completed by the major area coordinator. The faculty advisor and the student discuss the results of the spring evaluation and each signs the form, and submitted to the Academic Program Specialist for digital filing/OASIS submission. Failure to achieve a passing score on the second administration of the Ed.S. Comprehensive Portfolio 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 portfolio, 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 Counselor Education 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 Counselor Education 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 portfolio, 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 faculty advisor 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 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.

Dismissal Policy

The Counselor Education Program faculty members have a professional responsibility to serve as gatekeepers for the counseling profession. The gatekeeping refers to the responsibility of all counselors, counselor educators, and student counselors, to intervene with counselor trainees, supervisees, professional colleagues, and supervisors who engage in behavior that could threaten the welfare of those receiving counseling services. This responsibility is mandated in the ethical standards of both the American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) by specifying that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ACA, 2014, Section F.5.; NBCC, 2005, Section A).

The program reserves the right to dismiss a student whose conduct is deemed improper or prejudicial to the interest of the University community or whose academic performance is substandard, regardless of Grade Point Average (GPA). Dismissed students will not be permitted to register for graduate study, including registering as a non-degree student.

Dismissals are processed at the academic program/departmental level and may occur for a number of different reasons, including but not limited to:

- Inability to function within a team environment to the degree that it negatively affects the learning, practice and/or research of fellow graduate students,
- Demonstration of behavior that is not acceptable with the general community in which the student would be practicing should he or she graduate (typically clinical or school settings),
- Failure to meet one or more major milestone requirements,
- Inability to be open, flexible, positive, and cooperative, and the
- Inability to deal with conflict and accept personal responsibility.

The above examples are also found in the description of the Counselor Education Student Dispositions Rating Form. If others (i.e., faculty and site supervisors) have made similar observations, the program coordinator, major advisor, or other faculty will initiate a meeting with the student to discuss the apparent impediment to progress toward professional competence.

Students will be given specific feedback on the nature of their impediment(s) as well as steps to remove this barrier(s) to progress toward professional competency when appropriate. In many instances a Remediation Plan will be created to provide clear and specific ways the student can improve and continue to progress in the program. Program faculty will meet to discuss the student's failure to meet continuation standards (i.e., retention requirements) and a vote for dismissal will be initiated, guided by the relevant Graduate School policy.

The remediation plan represents a formal agreement between the program and student who has been identified as having impediments to their progress as a counselor in training. Upon receipt of the remediation plan the student will review the plan and provide their signature indicating an understanding of the requirements expected and as agreement to meet the requirements described within. A student who chooses not to sign the remediation plan should understand this will initiate a faculty meeting to discuss the student's failure to meet continuation standards, and a vote for dismissal will be entertained, guided by Graduate School policy. The Chairperson will inform the student of the appeals process.

Dismissal will occur when students violate the criteria established by the Graduate School (See Addendum of Student Handbook Procedures for Dismissing a Graduate Student) (As per I.N.2).

Dismissal for failure to meet continuation standards related to academic and clinical competency will occur when a student:

1. Earns a B- or below in MHS 5400 Introduction to Counseling Theories,
2. OR earns a B- or below in MHS 5060 Psychological & Multicultural Aspects of Counseling
3. OR earns a B- or below in MHS 5511 Group Counseling
4. OR earns a B- or below in 5250 Assessment in Counseling and Rehabilitation
5. Or earns a B- or below in MHS5801 Practicum

6. Or earns a less unsatisfaction score for SDS5820 Internship

Due to the nature of the program, students can be dismissed for professional competence concerns (i.e., unrelated to success with course assignments and grades). The American Counseling Association Code of Ethics (2014) requires counselor educators provide remediation and/or dismissal from counseling programs when “they become aware of limitations that might impede performance” or when students are unable to demonstrate “they can provide competent counseling services to a range of diverse clients (6.f.b).” As stated above, gatekeeping is an ethical mandate for counselor educators and designed to protect counselors in training and their current and future clients. Professional competence concerns that could lead to dismissal include, but are not limited to, impairment, academic dishonesty, ethical violations, lack of professional comportment, personal attitudes or value systems that conflict with effective counseling relationships, and personal concerns or psychopathology.

In all cases of dismissal, the student will be notified in writing by certified mail, return receipt requested, that they are dismissed and must be told in the document that they have the right to appeal according to the Florida State University Graduate policy.

Dismissal Process

Step 1: A graduate student is identified by their academic program/department as not making sufficient progress towards the degree, failing to complete the degree within the specified time-period, or whose academic/clinical performance is substandard, regardless of GPA.

Step 2: The graduate student meets with their major professor and/or program director to develop a remediation plan for the incomplete degree requirement or scholarly/behavioral objectives.

- The program should provide a written remediation plan to the student.
- The remediation plan should be developed by the program for the individual student and documented accordingly.
- The academic dean, or appropriate designee, must also be notified of the situation, the deficiencies, and the remediation steps presented to the student.

Step 3: If the graduate student fails to resolve/remediate the specified and documented deficiency, the program may initiate a program termination. If the program chooses to terminate the academic progress of the student, the following steps must be completed **prior** to notification given to the student.

- The academic unit will consult with the academic dean (or designated individual) of the intent to pursue dismissal. The consultation should include the remediation steps taken, the students’ efforts to date to resolve or address the deficiencies and the grounds for the dismissal.
- At the time of dismissal, the program coordinator and/or department chair may petition the academic dean for consideration of special circumstances that the program coordinator and program faculty think constitute justification for an exception to the dismissal.
- The academic dean’s office should inform the Registrar’s Office and the Graduate School of its intent to move forward with the program determination.

Step 4: A written letter must be sent to the graduate student being dismissed which specifies the following information:

- Explanation of termination,
- Benchmarks missed,
- Explanation of an academic hold to be placed on registration and the effective date/semester, and
- Any limitations on future enrollment in courses offered by the department/college, should the student reapply to the university in a different program.

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/Academic-Resources/Academic-Integrity-and-Grievances/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. Under special circumstances, graduate students may apply for a leave of absence from the university for a specific period of up to three consecutive semesters, including summer term: <https://gradschool.fsu.edu/sites/g/files/imported/storage/original/application/05a07060e73c286f0610e0d211568967.pdf>

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, including the summer term. Applications must be submitted prior to program deadlines (see Admissions section above). 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/Ed.S. 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.

Counselor Education Comprehensive Portfolio

Student attainment of learning objectives will be evaluated each semester through the Counselor Education Student Portfolio. Artifacts for the Counselor Education Student Portfolio must be submitted electronically each semester via [LiveText](#). 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, Clinical Mental Health Counseling, and School 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. Moreover, students will submit a resume, 5 year career plan, and answer two portfolio questions to successfully fulfill requirements. See Appendix D for comprehensive portfolio directions and requirements.

Demonstration of Adequate Counseling Skills for Counseling Students

MS/Ed.S. 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 students must achieve a grade of at least a "B" in practicum (MHS 5801) in order to begin an internship. Students must receive a satisfactory rating on their final evaluation on any semester of internship (SDS 5820) in order to enroll for internship for the subsequent semester(s). Students who fail to receive a satisfactory rating on their semester final evaluation must retake that semester's internship class.

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 and Professional Associations

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. 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 are especially encouraged to join the American Counseling Association, www.counseling.org, specialized professional organizations (e.g., the American Mental Health Counselor's Association (www.amhca.org) or the National Career Development Association (www.ncda.org) and other state and national organizations, as appropriate.

[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 Counselor Education 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, other media, 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.

Chi Sigma Iota

Chi Sigma Iota (CSI) is a student-led international honor society focused on academic excellence in counseling; CSI provides 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. Contact Drs. Simone May and Tristen Hyatt to learn more about joining the organization

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 clinical 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 clinical mental health counseling, a student must complete all the requirements of the major area. Students must content the coordinator of career counseling or mental health counseling when requesting endorsement for a job application.

Policy on Group Activity Participation & Group Leadership

CACREP-accreditation standards require 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**).

In addition, CACREP accreditation standards require all counseling students to lead or co-lead a counseling or psycho-educational group during either practicum or internship. **Appendix C** includes a verification form of this activity that must be included in the portfolio. Failure to include this form by the last semester may delay graduation.

CURRICULA FOR THE MASTER'S AND SPECIALIST DEGREES

The curricula for the MS/Ed.S 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 clinical mental health counseling.

General Knowledge and Skill Foundations for Counselor Education Majors

The MS/Ed.S degrees in Counseling and Human Systems are practitioner-oriented, professional degrees. Each degree and major area emphasizes a balance of theory and knowledge gained from academic courses based in current research, and practice gained from supervised practicum and internship experiences. Course content is regularly updated with new research and through feedback from faculty, students, site supervisors and employers. Programs of study for students seeking MS/Ed.S degrees in Counseling and Human Systems emphasize the following knowledge and skill areas:

1. Professional Counseling Orientation & Ethical Practice: 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.
2. Social and Cultural Diversity: Studies that provide an understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; and differing lifestyles.
3. 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.
4. 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.
5. Counseling and Helping Relationships: Studies that provide an 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.
6. Group Counseling and Group Work: Studies that provide an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.
7. Assessment and Testing: 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.
8. Research and Program 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.

Faculty

Core Faculty: Drs. Shengli Dong, Ph.D., Tristen Hyatt Ph.D., Simone May, PhD.

Affiliate Faculty: Drs. Debra S. Osborn, Ph.D.; Marty Swanbrow-Becker, Ph.D., Deborah Ebener, Ph.D., Casey Dozier, Ph.D.

Adjuncts: Jeff Garis, Ph.D., Virginia Grist-Gordon, Ph.D., Chad Sedam, Ph.D., Sarah Mbiza, Ph.D., Carlos Gomez, 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](#) (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 specialize as career counselors will demonstrate the professional knowledge and skills necessary to help people develop life-career plans, with a

focus on the interaction of work and other life roles” (CACREP Standards, 2016, p. 20).

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 and development of career counseling
- b. emergent theories of career development and counseling
- c. principles of career development and decision making over the lifespan
- d. formal and informal career- and work-related tests and assessments

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. roles and settings of career counselors in private and public sector agencies and institutions
- b. role of career counselors in advocating for the importance of career counseling, career development, life-work planning, and workforce planning to policymakers and the general public
- c. the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues
- d. factors that affect clients’ attitudes toward work and their career decision-making processes,
- e. impact of globalization on careers and the workplace
- f. implications of gender roles and responsibilities for employment, education, family, and leisure
- g. education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations
- h. resources available to assist clients in career planning, job search, and job creation
- i. professional organizations, preparation standards, and credentials relevant to the practice of career counseling
- j. legal and ethical considerations specific to career counseling

3. The Practice of Career Counseling.

- a. intake interview and comprehensive career assessment
- b. strategies to help clients develop skills needed to make life-work role transitions
- c. approaches to help clients acquire a set of employability, job search, and job creation skills
- d. strategies to assist clients in the appropriate use of technology for career information and planning
- e. approaches to market and promote career counseling activities and services
- f. identification, acquisition, and evaluation of career information resources relevant for diverse populations

- g. planning, implementing, and administering career counseling programs and services

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 ongoing professional development of counselors. Students specializing in career counseling are especially encouraged to join the National Career Development Association, www.ncda.org, the American Counseling Association, 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) and for Master Career Counselor certification by the National Career Development Association (ncda.org). Students seeking NCC status must also achieve a passing score on the National Counselor Examination. For more information, contact the National Board for Certified Counselors, 3-D Terrace Way, Greensboro, NC 27403, <http://www.nbcc.org/>.

Courses	Career Counseling Plan of Study	Credit Hours
SDS5860	Supervised Teaching * Students will take one hour-during Fall 1 or Fall II and will teach that following Spring.	1
Fall 1	Courses	Hours
MHS 5400*	Introduction to Counseling Theories and Techniques	4
MHS 5060*	Psychosocial and Multicultural Aspects of Counseling	3
MHS 5340*	Foundations of Career Development	4
MHS 6450*	Substance Abuse and Addictions Counseling	3
Total		14
Spring 1	Courses	Hours
CLP 6169*	Adult Development and Psychopathology	3
RCS 5250*	Assessment in Counseling and Rehabilitation	3
MHS 5511*	Group Counseling: Theory and Practice	3
MHS 6466	Trauma & Crisis Intervention	3
Total		12
Summer	Courses	Hours
MHS 5801*	Practicum in Counseling and Rehabilitation	4
DEP 5068*	Life-Span Human Development	3
MHS 5435	Theories and Fundamentals of Family Therapy	3
Total		10
Fall 2	Courses	Hours
SDS 5820*	Internship	6
MHS 5341*	Career Development Program Design and Evaluation	3
SOW 5153	Human Sexuality	3
Total		12
Spring 2	Courses	Hours
SDS 5820*	Internship	6
MHS 6600	Consultation and Organizational Development	3
EDF 5481*	Methods of Educational Research	3

MHS 7692	Specialist in Education Comprehensive Examination	26
Total		0
	TOTAL HOURS	12
		61

Courses with CACREP-required signature assessments for your CACREP portfolio are denoted by *

Clinical 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](#)

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.

“Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling” (CACREP 2016, p. 22).

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.

1. **Foundations of Clinical Mental Health Counseling.** Studies in this area include, but are not limited to, the following:
 - a. history and development of clinical mental health counseling
 - b. theories and models related to clinical mental health counseling
 - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
 - d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
 - e. psychological tests and assessments specific to clinical mental health counseling

2. **Contextual Dimensions: Clinical Mental Health Counseling.** Studies in this area include, but are not limited to, the following:
 - a. roles and settings of clinical mental health counselors
 - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
 - d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
 - e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
 - f. impact of crisis and trauma on individuals with mental health diagnoses
 - g. impact of biological and neurological mechanisms on mental health
 - h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
 - i. legislation and government policy relevant to clinical mental health counseling
 - j. cultural factors relevant to clinical mental health counseling
 - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
 - l. legal and ethical considerations specific to clinical mental health counseling
 - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
3. **Practice of Clinical Mental Health Counseling.** Studies in this area include, but are not limited to, the following:
- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 - b. techniques and interventions for prevention and treatment of a broad range of mental health issues
 - c. strategies for interfacing with the legal system regarding court-referred clients
 - d. strategies for interfacing with integrated behavioral health care professionals
 - e. strategies to advocate for persons with mental health issues

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 clinical 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 Health 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). 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. 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 C-08, Tallahassee, FL, 32399-3257, Telephone: 850/245-4474, Fax: 850/921-5389, web address: <http://floridamentalhealthprofessions.gov/>

Fall 1	Courses	Hours
MHS 5400*	Introduction to Counseling Theories and Techniques	4
MHS 5060*	Psychosocial and Multicultural Aspects of Counseling	3
MHS 5007*	Foundations of Mental Health Counseling	3
MHS 6450	Substance Abuse and Addictions Counseling	3
Total		13
Spring 1	Courses	Hours
CLP 6169*	Adult Development and Psychopathology	3
RCS 5250*	Assessment in Counseling and Rehabilitation	3
MHS 5511*	Group Counseling	3
MHS 6466	Trauma and Crisis Counseling	3
Total		12
Summer	Courses	Hours
MHS 5801	Practicum in Counseling and Rehabilitation	4
DEP 5068*	Life-Span Human Development	3
MHS 5435	Theories and Fundamentals of Family Therapy	3
Total		10
Fall 2	Courses	Hours
SDS 5820*	Internship	6
MHS 5340*	Foundations of Career Development	4
SOW 5153	Human Sexuality	3
Total		13
Spring 2	Courses	Hours
SDS 5820*	Internship	6
MHS 6600	Consultation and Organizational Development	3
EDF 5481*	Methods of Educational Research	3
MHS7692	Specialist in Education Comprehensive Examination	0
Total		12
	TOTAL HOURS	60

***Courses 700 hours for the LMHC can include practicum and internship hours. Of these hours, 280 hours must involve direct client contact: 40 hours from practicum and 240 from internship. Students must submit supervision logs for practicum and internship.**

School Counseling Major: Master's/Specialist Degree in Counseling and Human Systems

The purpose of the School Counseling track at Florida State University is to prepare the next generation of school counselors who are culturally responsive to serve students of diverse backgrounds in urban and rural educational settings; will assist students in the areas academic achievement, college and career readiness, and social/emotional development by creating, developing, evaluating, and implementing a comprehensive school counseling program; close achievement and opportunity gaps; will prevent and remove barriers to educational success through data driven decision making; serve as leaders and advocates to provide access, equity, and social justice for students from historically underrepresented populations; act as systems change agents, and will develop accessible pathways for *ALL* students to have a postsecondary opportunities.

The School Counseling Track is a 3 year, online, part time major with two options for internship experiences. School counseling students can do an internship across two semesters or complete it in the 3rd spring semester. School counseling students need to take 3 Florida Teacher Certification Examinations; general knowledge test, professional education test, and subject area examination (i.e., [PK-12 Guidance and Counseling](#)). For students with a current **Florida Educator Certification** only take the subject area examination. General knowledge test needs to be taken and passed before the end of the 1st spring semester, the professional education test should be taken before the end of the 2nd spring Semester, and the subject area examination should bet take before the end of the 3rd Fall semester.

FSU School Counseling Program Objectives

Graduates of the school counseling track will:

1. Demonstrate knowledge of the foundation, history, and current trends in the field of school counseling.
2. Develop counseling skills and demonstrate knowledge of counseling theories to address student issues.
3. Facilitate student development in the domains of academic, career, and social/emotional development as described in the American School Counselor Association's National Model and Mindsets and Behaviors for Student Success: K-12 College-and Career-Readiness Standards for Every Student.
4. Demonstrate knowledge of the role and function of professional school counselors, particularly in urban and rural educational settings.
5. Use individual counseling, group work, and classroom guidance approaches to facilitate student development.
6. Demonstrate the ability to use consultation skills and techniques with various school stakeholders (e.g., teachers, administrators, parents).
7. Develop school-family-community partnerships to address the needs of and/or provide resources for students and their families from urban and rural educational settings.
8. Demonstrate the ability to remove barriers to educational and career pathways by promoting access, equity, and social justice for *ALL* students.
9. Design, implement, and evaluate a comprehensive school counseling program.
10. Demonstrate knowledge of ethical, legal, and current issues affecting school counselors in educational and community settings.
11. Develop measurable outcomes for school counseling programs, activities, interventions, and experiences as well as analyze and use data to enhance school counseling programs.
12. Demonstrate skills of cultural competency and responsiveness to work with *ALL* students regardless of race, socioeconomic status, gender, ability, sexual orientation, age, ethnicity, nationality, and religion.

FSU School Counseling Plan of Study M.S./Ed.S.

Option 1

Fall 1 (7 Credit Hours)

- MHS 5010 Foundations of School Counseling* (3)
- MHS 5400 Introduction to Counseling Theories and Techniques* (4)

Spring 1 (6 Credit Hours)

- EDF 5681 Urban and Rural Schools (3)
- MHS 5511 Group Counseling: Theory and Practice* (3)

Summer 1 (9 Credit Hours)

- TSL 5325: ESOL Instruction in the Content Areas (3)
- RED 5337: Literacy Across the Content Areas (3)
- DEP 5068 Life-Span Human Development * (3)

Fall 2 (7 Credit Hours)

- MHS 5340 Foundations of Career Development* (4)
- MHS 5060 Psychosocial and Multicultural Aspects of Counseling * (3)

Spring 2 (7 Credit Hours)

- MHS 5801 Practicum In Counseling and Rehabilitation * (4)
- RCS 5250 Assessment in Counseling and Rehabilitation* (3)

Summer 2 (6 Credit Hours)

- MHS 5338 College and Career Readiness for School Counselors** (3)
- MHS 5415 School, Family, and Community Partnerships ** (3)

Fall 3 (11 hours)

- SDS 5820 Internship* (4)
- MHS 5630 School Counseling Program Development and Planning (4)
- EDF 5481 Methods of Educational Research* (3)

Spring 3 (7 hours)

- SDS 5820 Internship* (4)
- MHS 6600 Consultation and Organizational Development (3)
- MHS 7962 Specialist in Education Comprehensive Examination (0)

Total Credit Hours = 60***Required for CACREP Accreditation******Can be taken in Summer 1 if students have fulfilled TSL and RED requirements****Option 2****Fall 1 (7 Credit Hours)**

- MHS 5010 Foundations of School Counseling* (3)
- MHS 5400 Introduction to Counseling Theories and Techniques* (4)

Spring 1 (6 Credit Hours)

- EDF 5681 Urban and Rural Schools (3)
- MHS 5511 Group Counseling: Theory and Practice* (3)

Summer 1 (9 Credit Hours)

- TSL 5325: ESOL Instruction in the Content Areas (3)
- RED 5337: Literacy Across the Content Areas (3)
- DEP 5068 Life-Span Human Development * (3)

Fall 2 (7 Credit Hours)

- MHS 5340 Foundations of Career Development* (4)
- MHS 5060 Psychosocial and Multicultural Aspects of Counseling * (3)

Spring 2 (7 Credit Hours)

- MHS 5801 Practicum In Counseling and Rehabilitation* (4)
- RCS 5250 Assessment in Counseling and Rehabilitation* (3)

Summer 2 (6 Credit Hours)

- MHS 5338 College and Career Readiness for School Counselors** (3)
- MHS 5415 School, Family, and Community Partnerships** (3)

Fall 3 (7 hours)

- MHS 5630 School Counseling Program Development and Planning (4)
- EDF 5481 Methods of Educational Research* (3)

Spring 3 (11 hours)

- SDS 5820 Internship* (8)
- MHS 6600 Consultation and Organizational Development (3)
- MHS 7962 Specialist in Education Comprehensive Examination (0)

Total Credit Hours = 60

***Required for CACREP Accreditation**

****Can be taken in Summer 1 if students have fulfilled TSL and RED requirements**

Comprehensive Assessment Plan

For an overview of our Comprehensive Assessment Plan, see Appendix E

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

CORE FACULTY

**Erik Hines, Ph.D., Associate Professor**

Dr. Erik M. Hines is an associate professor in the Department of Educational Psychology and Learning Systems at the Florida State University. Dr. Hines is the Coordinator of the Counselor Education Program and School Counseling Track. Dr. Hines prepares graduate students to be professional school counselors. Dr. Hines's research agenda centers around: (a) college and career readiness for African American males; (b) parental involvement and its impact on academic achievement for students of color; and (c) improving and increasing postsecondary opportunities for first generation, low-income, and students of color (particularly African American males). Additionally, his research interests include career exploration in the fields of Science, Technology, Engineering, and Mathematics (STEM) for students of color in K-12. Dr. Hines has secured research funding to study the college readiness and persistence of African American males to improve their academic and career outcomes. Further, Dr. Hines has worked on several grants aimed at increasing awareness of STEM careers for students of color and rural students. He has over 30 publications and secured over \$6,000,000.00 in extramural and internal funding. His research has appeared in peer-reviewed journals, such as *the Journal of Counseling and Development*, *Professional School Counseling*, *The High School Journal*, and *Urban Education*. Dr. Hines received his Ph.D. from the University of Maryland, College Park in Counselor Education with a concentration in Urban School Counseling. Finally, he has worked as a counselor in various K-12 settings and for the Ronald E McNair Post-Baccalaureate Achievement Program.

**Shengli Dong, Ph.D., Associate Professor**

Education: Ph.D., University of Maryland College Park, Counselor Education with focus on rehabilitation, 2011. **Professional Qualifications:** Certified Rehabilitation Counselor (CRC), National Certified Counselor (NCC). **Memberships in Professional Organizations:** American Counseling Association; American Rehabilitation Counseling Association; Chi Sigma Iota International Counseling Honor Society. **Areas of Interest:** Dr. Dong's current research focuses on workplace and academic accommodations, transition issues to work and postsecondary education for youth with disabilities, mindfulness in counseling, multicultural counseling, and social justice in counseling. He has published book chapters, and peer-reviewed journal articles in journals such as the *Rehabilitation Counseling Bulletin*, *Mindfulness*, *Career Transition and Development for Exceptional Individuals*, *Journal of College Student Development*, and *Rehabilitation Professional*. Dr. Dong serves as an editorial board member for the *Journal of Multicultural Counseling & Development*.

**Eunhui Yoon, Ph.D., NCYC (Korea), Assistant Professor**

Education: Ph.D, University of Florida, Counseling and Counselor Education, 2015.
Professional Qualifications: National Certified Counselor.
Professional Affiliations: American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), American School Counselor Association (ASCA), Association for LGBT Issues in Counseling (ALGTBIC), Association for Multicultural Counseling and Development (AMCD), Korean Counseling Association (KCA)
Areas of Interest: LGBTQ+ issues in counseling, Supporting traditionally marginalized populations in counseling and school system, Counselors' and counseling students' burnout, scale development and validation.

	<p style="text-align: center;">Tristen Hyatt, Ph.D., NCC, Teaching Faculty I</p> <p><u>Education:</u> Ph.D, Auburn University, Counselor Education and Supervision, 2018.</p> <p><u>Professional Qualifications:</u> National Certified Counselor; LPC (Georgia). <u>Memberships in Professional Organizations:</u> American Counseling Association (ACA), National Career Development Association (NCDA), Association for Counselor Education and Supervision (ACES), the leadership board for the Columbus, GA leadership team with National Alliance for Mental Illness (NAMI).</p> <p><u>Areas of Interest:</u> Decreasing stigma through education and awareness and community engagement. Additionally, counselor preparedness and self-efficacy as it relates to working with specific populations is an interest of mine (i.e.-career counseling and intersection of mental health and career). She has presented state, national, and regional counseling related conferences over the past three years. Lastly, she is the co-faculty advisor for Chi Sigma Iota at Florida State University</p>
	<p style="text-align: center;">Viola (Simone) May, Ph.D., Teaching Faculty I</p> <p><u>Education:</u> Ph.D, Auburn University, Counselor Education and Supervision, 2017</p> <p><u>Professional Qualifications:</u> National Certified Counselor (NCC)</p> <p><u>Professional Affiliations:</u> American Counseling Association, Association for Counselor Education and Supervision, Association for Multicultural Counseling and Development, and American Association of Colleges for Teacher Education</p> <p><u>Areas of Interest:</u> trauma, crisis, and multicultural issues with an emphasis on higher education preparation, success, recruitment, and retention.</p> <p>Co-Faculty advisor of Chi Sigma Iota</p>

<p>Affiliate Faculty</p>	
	<p style="text-align: center;">Debra Osborn, Ph.D., Associate Professor</p> <p>Contact Person, Career Counseling Major; <i>Co-Director, Center for the Study of Technology in Counseling and Career Development.</i> <u>Education:</u> Ph.D., Florida State University, Combined Program in Counseling Psychology and School Psychology, 1998. <u>Professional Qualifications:</u> Master Career Counselor (MCC), National Certified Counselor (NBCC), Past President of National Career Development Association (NCDA) and Florida Career Development Association, Governing Counsel American Counseling Association (ACA). <u>Memberships in Professional Organizations:</u> ACA; Florida Counseling Association; FCDA; NCDA; Association for Counselor Education & Supervision. <u>Areas of Interest:</u> design & use of technology in counseling; innovation</p>



Casey Dozier, Ph.D., Teaching Faculty I

Education: Ph.D., Florida State University, Combined Program in Counseling Psychology and School Psychology, 2013. Professional Qualifications: National Certified Counselor (NCC), National Board for Certified Counselors, #260265; Licensed Psychologist, State of Florida, #PY9126. Membership in Professional Organizations: American Psychological Association, National Career Development Association. Areas of Interest: Enhance the delivery of individual and group career services, including distance counseling, self-help resources, and supervision, with an emphasis on integrating theory, research, and evidence-based practice. Examine mental health and career development variables in relation to informed and careful decision making.



Deb Ebener, Ph.D., Full Professor

Education: Ph.D., University of Wisconsin – Madison, Rehabilitation Psychology, 1989. Memberships in Professional Qualifications: Certified Rehabilitation Counselor (CRC), National Certified Counselor (NCC), Licensed Psychologist, State of Florida. Professional Organizations: American Psychological Association, American Counseling Association. Areas of Interest: Rehabilitation psychology, Psychosocial aspects of disability, college students with disabilities, substance abuse and addiction, humor and coping.



Martin Swanbrow Becker, Ph.D., Assistant Professor

Education: Ph.D., University of Texas at Austin, Counseling Psychology, 2013. Membership in Professional Organizations: Society of Counseling Psychology, American Psychological Association. Areas of Interest: The efficacy of suicide prevention and wellness-supporting programing; understanding and preventing the progression of youth along a distress and suicidal continuum of experience with a focus on stress, coping, resilience, help seeking and cultural influences; promoting college student and young adult development.

APPENDIX A

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

In accordance with program policy, all Masters/Ed.S. students will receive a written evaluation 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 CE 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:

PROGRAM ENTRY DATE:

SUPERVISORY COMMITTEE CHAIR:

DATE OF CURRENT EVALUATION:

A. Summary of Academic Progress:

- | | | | | |
|---|--------------------------|------------------|--------------------------|------------|
| 1. Counseling interventions (therapy, consultation) | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |
| 2. Assessment (testing and evaluation) | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |
| 3. Professional and ethical conduct | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |
| 4. Personal characteristics (maturity, responsibility, receptiveness to supervision, interpersonal effectiveness) | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |
| 5. Writing skills | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |
| 6. Progress toward graduation | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |
| 7. Appropriate GPA | <input type="checkbox"/> | Official Concern | <input type="checkbox"/> | Acceptable |

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

Signatures

Advisor: _____ Date: _____

Student: _____ Date: _____

APPENDIX B**VERIFICATION OF GROUP ACTIVITY HOURS**

Counselor Education Program
Florida State University

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

APPENDIX C**VERIFICATION OF LEADING A COUNSELING OR PSYCHO-EDUCATIONAL GROUP**

Counselor Education Psychological and
Counseling Program
Florida State University

Student Name:

Degree Major:

When Completed: _____ Practicum _____ Fall Internship _____ Spring Internship

Type of Group: _____ Counseling _____ Psycho-educational

The undersigned verifies that the student led or co-lead a counseling or psycho-educational group as part of practicum or internship as indicated above.

Name of Supervisor Verifying the Student's Participation: _____

Supervisor Signature

Date

APPENDIX D

Counselor Education Program Comprehensive Portfolio

Students in the Counselor Education program must complete a comprehensive portfolio in order to successfully graduate from the program. The purpose of the comprehensive portfolio is to assess student knowledge and competence after completing the counseling curriculum. Students will submit materials via LiveText in a portfolio format. The comprehensive portfolio shall be evaluated through the use of a rubric and on a grade of satisfactory/unsatisfactory. Students must register for MHS 7962 in the Spring semester of their intended graduation period. Below is a list of the artifacts required for the comprehensive portfolio.

- A. Title Page (Name, Specialty Area-Career, CMHC, or School)
- B. Resume
- C. Five Year Plan of Action
- D. Counseling Framework or Orientation
- E. Specialty Area Questions

Please follow the instructions for successfully completing the comprehensive portfolio as outlined in the following section.

Title Page

Students will create a title page, APA style, with their name, specialty area, and write the term Comprehensive Portfolio.

Resume

Students need to submit their latest resume.

Five Year Plan of Action

Students will create a five year plan detailing their career goals and how they will attain them. Further, the career goals should include any leadership and entrepreneurial aspirations. Moreover, students should explain the resources (e.g., education, finances, relationships) needed to successfully accomplish their five year plan.

Counseling Framework or Orientation

Students will discuss their the counseling framework(s) or theoretical orientation(s) they intend to use in the profession. Students must explain their rationale for choosing the framework(s) or orientation(s) and how they came to the decision of using it. Students should write a maximum of two pages for this section.

Specialty Area Questions

Students will be given two questions to answer to ascertain knowledge of their specialty area (Career, CMHC, or School). Students must use appropriate citations and references if needed. Each question should be a minimum of 6 pages and no longer than 8. Please submit the paper in APA style (without the abstract section).

Signature Assessments

Students will need to upload a copy their signature assessment assignments from each course (except for the ones due at the end of the Spring or Summer semesters in which the student is graduating) to the Comprehensive Portfolio LiveText portal.

If you have any issues with submitting portfolio into LiveText please contact the Academic Program Specialist for assistance, Taneshia Toussaint. (tytousaint@fsu.edu).

**Comprehensive Assessment Plan
CAP**

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

Career Counseling and Clinical Mental Health Counseling



**Counselor Education Program
Department of Educational Psychology and Learning Systems
College of Education
3210 Stone Building
Tallahassee, Florida 32306**

Website: <https://education.fsu.edu/graduate-programs>

TABLE OF CONTENTS

1. Overview of Comprehensive Assessment Plan.....	44
2. Overview of Data Collection, Analysis, and Reporting of CAP Components	48
3. Components of the CAP	51
I. Evaluation of Candidate Performance.....	51
II. Evaluation of Stakeholder Feedback.....	67
III. Evaluation of Completer Performance.....	67
IV. Evaluation of Program Curriculum and Delivery	68

Overview of Comprehensive Assessment Plan

The Comprehensive Assessment Plan (CAP) for the Counselor Education programs at Florida State University is designed to provide systematic assessment and evaluation of the program based on the program mission and objectives. The CAP is ongoing from year to year, using methods of assessment and data from multiple sources. Components that are regularly evaluated to determine if the Program Mission and Objectives are being met. The components are aligned to the Program Mission and Objectives and reviewed in conjunction with one another. Data are collected to evaluate each component. Figure 1 outlines the components of the CAP.

Figure 1. Components of Comprehensive Assessment Plan



Program Mission and Objectives

The Program Mission and Objectives are aligned to CACREP standards. The Program Mission and Objectives are posted on the program websites at the following links:

Mental Health Counseling

<https://education.fsu.edu/degrees-and-programs/mental-health-counseling>

Career Counseling

<https://education.fsu.edu/degrees-and-programs/career-counseling>

The evaluation measures were created to assess program performance related to the mission and objectives. All assessments and evaluation measures are aligned to CACREP standards.

Data from these measures are collected throughout the academic year and analyzed. Faculty review these data each semester and annually to determine areas of concern and/or strength in relation to the Program Mission and Objectives. Table 1 shows the alignment of CACREP standards and CAP components to the Program Mission and Objectives.

Table 1. CACREP Standards Alignment to Program Objectives and CAP Components

CACREP Standards	Objectives	CAP Components Evaluated	Data Collected and Analyzed
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All	A. To provide a quality education to persons pursuing Master of Science (M.S.)/Education Specialist (Ed.S.) degrees in Counselor Education, while specializing in Career Counseling or Clinical Mental Health Counseling.	Evaluation of Candidate Performance Data	<ul style="list-style-type: none"> • Admissions and application data • Course grades • Signature Assessments • Dispositions • Comprehensive Portfolio
		Evaluation of Stakeholder Feedback	<ul style="list-style-type: none"> • Site Supervisor Training Surveys • Site Supervisor Satisfaction Survey • Alumni satisfaction surveys • Employer satisfaction surveys
		Evaluation of Completer Performance	<ul style="list-style-type: none"> • Alumni satisfaction surveys • Employer satisfaction surveys • NCES Scores
		Evaluation of Program Curriculum and Delivery	<ul style="list-style-type: none"> • Course evaluation data • Syllabi analysis • Faculty data
2.A – 2.E 2.F.1 – 2.F.8 5.B.1 – 5.B.3 5.C.1 – 5.C.3 3.A – 3.V	B. To provide M.S./Ed.S.-level graduate students with quality clinical training and understanding of professional issues in the areas of career counseling, clinical mental health counseling, general counseling, and case management.	Evaluation of Candidate Performance Data	<ul style="list-style-type: none"> • Course grades • Signature Assessments • Dispositions • Comprehensive Portfolio
		Evaluation of Stakeholder Feedback	<ul style="list-style-type: none"> • Site Supervisor Training Surveys • Site Supervisor Satisfaction Survey
		Evaluation of Completer Performance	<ul style="list-style-type: none"> • Alumni satisfaction surveys • Employer satisfaction surveys • NCES Scores
		Evaluation of Program Curriculum and Delivery	<ul style="list-style-type: none"> • Course evaluation data • Syllabi analysis
2.F.1 – 2.F.6 5.B.1 – 5.B.3 5.C.1 – 5.C.3 3.E – 3.F	C. To prepare M.S./Ed.S.-level graduate students with knowledge and skills in providing effective individual and group counseling in a multitude of settings.	Evaluation of Candidate Performance Data	<ul style="list-style-type: none"> • Course grades • Signature Assessments • Comprehensive Portfolio
		Evaluation of Stakeholder Feedback	<ul style="list-style-type: none"> • Site Supervisor Satisfaction Survey • Alumni satisfaction surveys

			<ul style="list-style-type: none"> • Employer satisfaction surveys
		Evaluation of Completer Performance	<ul style="list-style-type: none"> • Alumni satisfaction surveys • Employer satisfaction surveys
2.F.7 – 8 5.B.3 5.C.3	D. To provide students with skill and knowledge in conducting needs assessment and research in the field of counseling.	Evaluation of Candidate Performance Data	<ul style="list-style-type: none"> • Course grades • Signature Assessments • Comprehensive Portfolio
		Evaluation of Stakeholder Feedback	<ul style="list-style-type: none"> • Site Supervisor Satisfaction Survey • Alumni satisfaction surveys • Employer satisfaction surveys
		Evaluation of Completer Performance	<ul style="list-style-type: none"> • Alumni satisfaction surveys • Employer satisfaction surveys
		Evaluation of Program Curriculum and Delivery	<ul style="list-style-type: none"> • Course evaluation data • Syllabi analysis
2.F.2 5.B.2 – 5.B.3 5.C.2 – 5.C.3	E. To prepare M.S./Ed.S.-level graduate students with knowledge and skill in effectively addressing issues and concerns related to diverse populations.	Evaluation of Candidate Performance Data	<ul style="list-style-type: none"> • Course grades • Signature Assessments • Dispositions • Comprehensive Portfolio
		Evaluation of Stakeholder Feedback	<ul style="list-style-type: none"> • Site Supervisor Satisfaction Survey • Alumni satisfaction surveys • Employer satisfaction surveys
		Evaluation of Completer Performance	<ul style="list-style-type: none"> • Alumni satisfaction surveys • Employer satisfaction surveys
		Evaluation of Program Curriculum and Delivery	<ul style="list-style-type: none"> • Course evaluation data • Syllabi analysis
2.F.1	F. To provide skill and knowledge in the application of ethical and legal principles in the practice of counseling.	Evaluation of Candidate Performance Data	<ul style="list-style-type: none"> • Course grades • Signature Assessments • Dispositions • Comprehensive Portfolio
		Evaluation of Stakeholder Feedback	<ul style="list-style-type: none"> • Site Supervisor Satisfaction Survey • Alumni satisfaction surveys • Employer satisfaction surveys

		Evaluation of Completer Performance	<ul style="list-style-type: none">• Alumni satisfaction surveys• Employer satisfaction surveys
		Evaluation of Program Curriculum and Delivery	<ul style="list-style-type: none">• Course evaluation data• Syllabi analysis

Overview of Data Collection, Analysis, and Reporting of CAP Components

The College of Education's Office of Quality Assurance and Reporting is responsible for collecting and aggregating candidate and completer performance data for all Counselor Education programs at Florida State University. The Office of Quality Assurance and Reporting collects and analyzes data for all accredited programs in the College on an annual basis.

There are two reports that are used as part of the continuous improvement process for the College's CACREP accredited programs. The Counselor Education Program Data Report is created by the Office of Quality Assurance and provides data on all CAP components, as well as noted areas of strength and concern. This report is provided to program faculty in August and includes multiple data elements. These data elements are outlined in Table 2 below. Program faculty meet and review all data and determine any changes to the program that need to be made. These changes are documented and monitored throughout the following academic year.

Specific data elements outlined below, program changes that are made based on the Counselor Education Program Data Report, and data collected for the Vital Statistics Survey are used to create the Counselor Education Program Evaluation Outcomes Report. This report is posted on the website for program stakeholders by September 30th of each year. The link to the report is sent to CACREP after the report is posted on the website.

The table below outlines the data collection processes and timelines for each data point within the CAP.

Table 2. Data Collection, Analysis, and Reporting Timelines for CAP Components

Data Collected	Data Source	Report	Timeline
Application and admission data: <ol style="list-style-type: none"> Number applied Number admitted Show rate Demographics of all applicants to include the following: <ul style="list-style-type: none"> Race Gender Date of birth GRE scores GPA 	Site and FSU Business Intelligence System	Graduate Admissions Reports	Weekly for Fall, Spring, Summer
Completers and completion rate by cohort: <ol style="list-style-type: none"> Completers for each academic year Completion rate across cohorts Demographics of all completers <ul style="list-style-type: none"> Race Gender Date of birth 	FSU Business Intelligence System	<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 th on website
		<i>Vital Statistics Survey</i>	December 1 to CACREP

<ul style="list-style-type: none"> • GRE scores • GPA 			
<p>Course evaluations:</p> <p>Aggregated ratings for courses by instructor and course across multiple semesters</p>	Evaluation kit	<i>Counselor Education Program Data Report</i>	August each year to program faculty
<p>Course grades:</p> <p>Grades for each course taken that semester by admit cohort</p>	FSU Business Intelligence System	<i>Counselor Education Program Data Report</i>	August each year to program faculty
<p>Counselor Education Exit Survey:</p> <p>Surveys current academic year graduates for satisfaction and employment data. Data are analyzed by admit cohort on reports.</p> <p>The Exit Survey is distributed during MHS 6600 in April for data collection.</p>	Qualtrics	<i>Counselor Education Program Data Report</i>	August each year to program faculty
<p>Counselor Education Alumni Survey:</p> <p>Surveys graduates from the two previous academic years for program satisfaction, employment and licensure status. Data are analyzed by admit cohort on reports.</p>	Qualtrics	<i>Counselor Education Program Data Report</i>	August each year to program faculty
<p>Employer Survey:</p> <p>Surveys employers of graduates from the two previous academic years for graduates knowledge, skills and dispositions. Data are analyzed by admit cohort on reports.</p>	Qualtrics	<i>Counselor Education Program Data Report</i>	August each year to program faculty
<p>Enrollment data:</p> <ol style="list-style-type: none"> 1. Number of students enrolled 2. Demographics of enrolled students to include the following: <ul style="list-style-type: none"> • Race • Gender • Date of birth • Unit loads • GPA 	FSU Business Intelligence System	Enrollment Reports	5 th week of the semester
		<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 th on website
<p>Faculty to student ratios</p> <ol style="list-style-type: none"> 1. Number of faculty to full-time 	FSU Business Intelligence System	<i>Counselor Education Program Data Report</i>	August each year to program faculty

students 2. Number of students in internship to supervisors		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 th on website
Signature Assessment Data: 1. Completion of all Signature for the current semester 2. Aggregated data on CACREP standards and Signature Assessments by cohort	LiveText	Cohort Reports	End of each semester
		<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 th on website
NCES Score Data: Data analyzed by competency area	Pearson	<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 th on website
Professional Dispositions 1. Individual disposition data each semester 2. Aggregated disposition data by cohort	Qualtrics	Disposition Reports	End of each semester
		<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 th on website
Student Credit Hours	FSU Business Intelligence System	<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 th on website
Supervision Training Supervision Training, online powerpoint, will be distributed to all site supervisors and agencies.			October 1 st , via email from faculty supervisors to site supervisors.

A description of the evaluation processes for each of the CAP components is provided below.

Components of the CAP

I. Evaluation of Candidate Performance

There are multiple points of evaluation of candidate performance that occur as candidates matriculate through the program. Candidates are evaluated during the admissions process, in coursework, practicum, and in internship using multiple measures.

Admissions Process

During the admissions process, candidates are evaluated based on program and university admissions criteria and counseling dispositions developed by the program. Deadlines for applications for admission to Counselor Education programs at Florida State University is December 1. The requirements for admission are:

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 with a minimum of 3.0 GPA.
2. Completion of the Graduate Record Examination (GRE) with target scores for Counselor Education programs as follows:
 - Verbal: 145 or above
 - Analytical: 3.5 or above
3. International applicants whose first language is not English must submit language proficiency test scores:
 - TOEFL (paper-based): 550
 - TOEFL (internet-based): 80
 - IELTS: 6.5
 - MELAB: 77

All applicants must submit the following supporting documents:

- An official transcript from each college or university attended.
- Official test scores for the Graduate Record Exam.
- A personal statement that describes the purpose for pursuing a degree, qualifications, and long-term career goals.
- Three letters of recommendation written by persons who are in a position to comment on the likelihood of the applicants' success within the program.
- A Resume/Curriculum Vitae

The following links provide admissions information and application deadlines for Counselor Education programs:

Career Counseling

<https://education.fsu.edu/degrees-and-programs/graduate-programs/career-counseling>

Mental Health Counseling

<https://education.fsu.edu/degrees-and-programs/graduate-programs/mental-health-counseling>

Counselor education faculty serve as the admission committee for each major. The three core faculty review the applications for the respective majors. Only completed applications containing all required supporting documents are reviewed. This review involves a thorough review of all application documents.

The faculty reviewers rate each application using the Counselor Education Application Rubric. Please see **Appendix A. Counselor Education Application Rubric**. The rubric groups applications into four categories:

- Strong Consideration for Admission
- Likely Consideration for Admission
- Possible Consideration for Admission
- Unlikely Consideration for Admission

The program invites up to 60 applicants to interview for 24 Counselor Education slots (approximately 6-8 slots for Career Counseling and 18 slots for Mental Health Counseling). Applicants for each major are ranked according to their score on the rubric.

The top 10 applicants for Career Counseling and top 50 applicants for Mental Health Counseling are invited for an interview. Other applicants whose scores fall in the “Strong,” “Likely,” and “Possible” groups are ranked on a wait list. Applicants on the waitlist from the “Strong” group, then the “Likely” group, and finally the “Possible” are offered an interview if invited applicant decline interviews or withdraw their application. The applicant pool is also revisited if an applicant who has been extended an admissions offer declines the offer. Completed rubrics are kept in applicant’s file.

The Counselor Education program generally conducts admission interview within 2-3 weeks of the application deadline. Applicants to the Career Counseling major are scheduled for on campus individual interviews by the Career Counseling faculty members. Applicants who are unable to attend an on campus interview are offered a Skype interview. Due to the larger applicant pool for the Mental Health Counseling major, a small group interview format is used. The 50 highest ranked applicants are invited to one of two interview days. The applicants are divided into small groups of approximately 5-7 interviewees per group. Mental Health Counselor Education faculty members interview each group throughout the interview day.

Appendix B. Counselor Education Admission Interview Rubric is used to rate each interviewee. Applicants are ranked according to their scores. The top 25 mental health counseling and 9-10 career counseling applicants are offered admission. Other applicants who scored in the “Strong” and “Likely” groups on the rubric are placed on a waitlist. If an admitted applicant declines the admission offer then the next highest ranks applicant is offered a slot. Once all slots are filled 10 the remaining applicants are sent denied admission notices. Completed rubrics are kept in applicant’s file.

In the past, admissions data were collected and provided in the Program Outcome Reports on the College of Education website:

https://education.fsu.edu/wp-content/uploads/2018/10/2018_Program-Outcomes_CACREP.pdf

For Fall 2020 admission, data collected for evaluation of candidate performance will be expanded to include demographic information, including race, gender, and age. Additionally, data will be collected on candidates’ performance on the GRE and GPAs upon admission. Data will be collected by and across admit cohorts. Data are aggregated and reviewed by the program faculty in the Counselor Education Program Data Report in August each year.

Data are also included in the Counselor Education Program Evaluation Outcomes Report posted on program websites on September 30th for stakeholders to review.

Candidate Performance Assessment System

Evaluation of candidate performance during the program is completed using the candidate assessment system. The assessment system is based on CACREP's core and specialty area standards and dispositions for counseling created by the program faculty. Candidates are assessed on these standards throughout the program using the following outcome measures:

1. Course grades
2. Signature Assessments in coursework and internship
3. Professional Dispositions
4. Portfolio

Course Grades

Faculty for both programs reviewed all syllabi and aligned all course objectives, readings, and assignments to CACREP core and specialty area standards. The alignment is throughout each course syllabus. A minimum grade point average (GPA) of 3.00 must be achieved in order for a candidate to maintain "good standing" in the program. In addition, candidates must receive at least a B- in courses that are designated as "critical" in order to maintain "good standing." 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

Course grades for each semester are documented in Cohort Reports to the program at the end of each semester. Data are aggregated and presented in the Counselor Education Program Data Report. This report is provided to faculty annually in August. Data are also included in the Counselor Education Program Evaluation Outcomes Report posted on program websites on September 30th each year for stakeholders to review.

Cohort reports are provided to program faculty at the end of each semester with grades for the semester and the average GPA. Candidates whose GPA falls below the minimum or receives a grade of B- in a critical course are identified by program faculty and a Student Evaluation Form is completed by the Major Professor and an "Official Concern" is noted. The Major Professor develops a remediation plan to address the identified deficit within a specified time period. The Major Professor monitors progress on the remediation plan. Remediation plans are kept on file by the program and the Office of Academic Services and Intern Support (OASIS).

Those candidates who are unable to meet the goals of the remediation plan within the specified time period are reviewed by program faculty and the College of Education Dean's Office for dismissal.

Signature Assessments

Because of the challenges presented by a lack of clear alignment in some of the assessments and inconsistent data collection, the program faculty made a decision to revise the Key Performance Indicators to better align with CACREP standards and assess candidates' performance on CACREP standards using LiveText. In Summer 2019, faculty reviewed the current course assignments and internship evaluations. Assignments and rubric language were revised so that they are more closely aligned to CACREP Core Curricular and Specialty standards.

The CACREP Core and Specialty standards are assessed multiple times as a candidate matriculates throughout the program. Signature Assessments are assessed in courses using specifically designed assessments and rubric instruments and in the internship in the Fall and Spring through the Formative and Summative Evaluations. Signature Assessments are assessed in courses through LiveText by course instructors. Formative and Summative Internship Evaluations are completed by site supervisors in Qualtrics. Please see the following appendices:

- **Appendix C. Fall 2019 Admits Career Counseling Curriculum Map**
- **Appendix D. Fall 2019 Admits Mental Health Counseling Curriculum Map**

The tables below show the alignment of Signature Assessments to CACREP Core and Specialty Standards.

Table 3. Career Counseling Signature Assessments for CACREP Core Curricular Standards

CACREP Core Curricular Standards	Indicators Assessed	Signature Assessments	Term	Course
2.F.1 Professional Counseling Orientation and Ethical Practice	a – m	Ethics and Theory Paper	Fall 1	MHS 5400 Introduction to Counseling Theories and Techniques
	a - c, f - j	Practicum Treatment Plan	Summer 1	MHS 5801 Practicum in Counseling
	b – e, k - m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	b – e, i	Formative Case Presentation	Fall 2	SDS 5820 Internship
	b – e, k - m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	b – e, i	Summative Case Presentation	Spring 2	SDS 5820 Internship
2.F.2 Social and Cultural Diversity	a - h	Cultural Experience Paper	Fall 1	MHS 5060 Psychosocial and Multicultural Aspects of Counseling
	a – h	Group Counseling Journal	Spring 1	MHS 5511 Group Counseling
	a – h	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – h	Formative Case Presentation	Fall 2	SDS 5820 Internship
	a – h	Summative Internship Evaluation	Spring 2	SDS 5820 Internship
	a – h	Summative Case Presentation	Spring 2	SDS 5820 Internship
2.F.3 Human Growth and Development	a – i	Lifespan Analysis Paper	Summer 1	DEP 5068 Lifespan Development
	a – i	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – i	Summative Internship Evaluation	Spring 2	SDS 5820 Internship

2.F.4 Career Development	a – j	Final Career Paper	Fall 1	MHS 5340 Foundations of Career Development
	a – f	Lifespan Development Journal	Summer 1	DEP 5068 Lifespan Development
	a – j	RFP Assignment	Fall 2	MHS 5431 Career Development Program Design and Evaluation
	a – j	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – j	Summative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a - b, d - e, g, j	Comprehensive Portfolio	Spring 2	MHS 7692 Specialist in Education Comprehensive Exam
2.F.5 Counseling and Helping Relationships	a - n	Counseling Skills Acquisition Tape & Self Reflection Learning	Fall 1	MHS 5400 Introduction to Counseling Theories and Techniques
	a – n	Practicum Treatment Plan	Summer 1	MHS 5801 Practicum in Counseling
	b – m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	d - g	Formative Case Presentation	Fall 2	SDS 5820 Internship
	b – m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	d - g	Summative Case Presentation	Spring 2	SDS 5820 Internship
2.F.6 Group Counseling and Group Work	a – h	Group Curriculum Project	Spring 1	MHS 5511 Group Counseling
	a - g	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a - g	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
2.F.7 Assessment and Testing	a- e, I - m	Assessment Strategies	Fall 1	MHS 6450 Substance Abuse and Addictions Counseling
	a – m	Assessment Report	Spring 1	RCS 5250 Assessment in Counseling and Rehabilitation
	b – m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship

	b – m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
2.F.8 Research and Program Evaluation	a – j	Practicum Article Critique	Summer 1	MHS 5801 Practicum in Counseling
	a – c	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – j	Final Research Proposal Paper	Spring 2	EDF 5481 Methods of Educational Research
	a – c	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship

Table 4. Career Counseling Signature Assessments for CACREP Specialty Standards

CACREP Specialty Standards	Indicators Assessed	Signature Assessments	Term	Course
5.B.1 Foundations in Career Counseling	a – d	Final Career Paper	Fall 1	MHS 5340 Foundations of Career Development
	a – d	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	b - d	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a - d	Formative Case Presentation	Fall 2	SDS 5820 Internship
	b - d	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a - d	Summative Case Presentation	Spring 2	SDS 5820 Internship
	b – d	Comprehensive Portfolio	Spring 2	MHS 7692 Specialist in Education Comprehensive Exam
5.B.2 Contextual Dimensions in Career Counseling	a – j	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	c - h	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – j	Formative Case Presentation	Fall 2	SDS 5820 Internship
	c - h	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a – j	Summative Case Presentation	Spring 2	SDS 5820 Internship
	a – c, j	Comprehensive Portfolio	Spring 2	MHS 7692 Specialist in Education Comprehensive Exam
5.B.3 Practice in Career Counseling	a – g	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	a - d	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – g	Formative Case Presentation	Fall 2	SDS 5820 Internship

	a - d	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a - g	Summative Case Presentation	Spring 2	SDS 5820 Internship
5.C.1 Foundations in Clinical Mental Health Counseling	a - e	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	e	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	e	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
5.C.2 Contextual Dimensions in Clinical Mental Health Counseling	a - g, j, l - m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a - g, j, l - m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
5.C.3 Practice in Clinical Mental Health Counseling	b, d, e	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
		Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship

Table 5. Clinical Mental Health Counseling Core Curricular Standard Signature Assessments

CACREP Core Curricular Standards	Indicators Assessed	Signature Assessments	Term	Course
2.F.1 Professional Counseling Orientation and Ethical Practice	a – m	Ethics and Theory Paper	Fall 1	MHS 5400 Introduction to Counseling Theories and Techniques
	a - c, f - j	Practicum Treatment Plan	Summer 1	MHS 5801 Practicum in Counseling
	b – e, k - m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	b – e, i	Formative Case Presentation	Fall 2	SDS 5820 Internship
	b – e, k - m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	b – e, i	Summative Case Presentation	Spring 2	SDS 5820 Internship
2.F.2 Social and Cultural Diversity	a - h	Cultural Experience Paper	Fall 1	MHS 5060 Psychosocial and Multicultural Aspects of Counseling
	a – h	Group Counseling Journal	Spring 1	MHS 5511 Group Counseling
	a – h	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – h	Formative Case Presentation	Fall 2	SDS 5820 Internship
	a – h	Summative Internship Evaluation	Spring 2	SDS 5820 Internship
	a – h	Summative Case Presentation	Spring 2	SDS 5820 Internship
2.F.3 Human Growth and Development	a – i	Lifespan Analysis Paper	Summer 1	DEP 5068 Lifespan Development
	a – i	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – i	Summative Internship Evaluation	Spring 2	SDS 5820 Internship

2.F.4 Career Development	a – j	Final Career Paper	Fall 1	MHS 5340 Foundations of Career Development
	a – f	Lifespan Development Journal	Summer 1	DEP 5068 Lifespan Development
	a – j	RFP Assignment	Fall 2	MHS 5431 Career Development Program Design and Evaluation
	b, d, e, i, j	Formative Career Counseling Internship Evaluation	Fall 2	SDS Internship
	b, d, e, i, j	Summative Career Counseling Internship Evaluation	Fall 2	SDS Internship
2.F.5 Counseling and Helping Relationships	a - n	Counseling Skills Acquisition Tape & Self Reflection Learning	Fall 1	MHS 5400 Introduction to Counseling Theories and Techniques
	a – n	Practicum Treatment Plan	Summer 1	MHS 5801 Practicum in Counseling
	b – m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	d - g	Formative Case Presentation	Fall 2	SDS 5820 Internship
	b – m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	d - g	Summative Case Presentation	Spring 2	SDS 5820 Internship
	a – d, f, g – n	Comprehensive Portfolio	Spring 2	MHS 7692 Specialist in Education Comprehensive Exam
2.F.6 Group Counseling and Group Work	a – h	Group Curriculum Project	Spring 1	MHS 5511 Group Counseling
	a - g	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a - g	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
2.F.7 Assessment and Testing	a- e, I - m	Assessment Strategies	Fall 1	MHS 6450 Substance Abuse and Addictions Counseling

	a – m	Assessment Report	Spring 1	RCS 5250 Assessment in Counseling and Rehabilitation
	b – m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	b – m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
2.F.8 Research and Program Evaluation	a – j	Practicum Article Critique	Summer 1	MHS 5801 Practicum in Counseling
	a – c	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – j	Final Research Proposal Paper	Spring 2	EDF 5481 Methods of Educational Research
	a – c	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a – e, i	Comprehensive Portfolio	Spring 2	MHS 7692 Specialist in Education Comprehensive Exam

Table 6. Clinical Mental Health Counseling CACREP Specialty Signature Assessments

CACREP Specialty Standards	Indicators Assessed	Signature Assessments	Term	Course
5.C.1 Foundations of Clinical Mental Health Counseling	a – c	Professional Interview	Fall 1	MHS 5007 Foundations of Mental Health Counseling
	a – e	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	b – e	Formative Clinical Mental Health Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – e	Formative Case Presentation	Fall 2	SDS 5820 Internship
	b – e	Summative Clinical Mental Health Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a – e	Summative Case Presentation	Spring 2	SDS 5820 Internship
5.C.2 Contextual Dimensions of Clinical Mental Health Counseling	a, c, I - m	Professional Interview	Fall 1	MHS 5007 Foundations of Mental Health Counseling
	a – m	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	a - g, j, l - m	Formative Clinical Mental Health Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a - m	Formative Case Presentation	Fall 2	SDS 5820 Internship
	a - g, j, l - m	Summative Clinical Mental Health Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a - m	Summative Case Presentation	Spring 2	SDS 5820 Internship
5.C.3 Practice of Clinical Mental Health Counseling	a – e	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	a - e	Formative Clinical Mental Health Counseling Internship Evaluation	Fall 2	SDS 5820 Internship

	a - m	Formative Case Presentation	Fall 2	SDS 5820 Internship
	a - e	Summative Clinical Mental Health Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a - m	Summative Case Presentation	Spring 2	SDS 5820 Internship
	b - e	Comprehensive Portfolio	Spring 2	MHS 7692 Specialist in Education Comprehensive Exam

Program faculty created rubrics closely aligned to CACREP standards. These rubrics have four standard levels:

1. Unacceptable
2. Developing 1
3. Developing 2
4. Target

Each level within these rubrics are designed so that candidates are assessed on their level of mastery of each CACREP standard. Minimum performance expectations were created for Signature Assessments in coursework. For all courses except internship in Spring 2, all criteria must be scored at a 3 or “Developing 2”. Please see the Key Performance Indicator Syllabus Statement below:

Signature Assessment Syllabus Statement

The Mental Health Counseling and Career Counseling degree programs at Florida State University are accredited by the Council of Accreditation of Counseling and Related Educational Programs (CACREP). Candidates enrolled in CACREP accredited programs must demonstrate knowledge and skills outlined in eight core areas that represent the foundational knowledge of all entry-level counselor education graduates. Additionally, candidates must also demonstrate the professional knowledge and skills in their specialty area.

Program faculty have created Signature Assessments throughout the coursework of the counselor education program to assess CACREP Core and Specialty Standards. Standards-based rubrics are used to evaluate all Signature Assessments in LiveText. This course contains a Signature Assessment that must be uploaded into LiveText.

Signature Assessments have a minimum level of performance of 3 or “Developing 2” on all criteria assessed in coursework except the Summative Evaluation in Internship. Candidates must receive a minimum score of “Target” on at least 10 criteria and no less than 6 scores of "Developing 2" on all other criteria in order to receive a grade of Satisfactory in the course.

A grade of Incomplete will be given if a candidate cannot show mastery at the minimum level of performance by the end of the course. Signature Assessments must be remediated by the end of the 7th week of classes in the semester following completion of the course. For candidates who cannot successfully remediate the Signature Assessment by the end of the 7th week of the semester, the instructor will change the Incomplete to the grade of “F”.

Formative and Summative Internship Evaluations

Because the internship for both the Career Counseling and Mental Health Counseling programs are completed over the course of the second year in the program, candidates are evaluated four times.

1. Fall - Formative Midterm Internship Evaluation
2. Fall - Formative Final Internship Evaluation
3. Spring - Summative Midterm Internship Evaluation
4. Spring – Summative Final Interns

The rubric levels for the Internship Evaluations are as follows:

- **Unsatisfactory** – The candidate does not demonstrate this knowledge or skill.
- **Developing 1** - The candidate inadequately demonstrates this knowledge or skill.
- **Developing 2** - The candidate moderately demonstrates this knowledge or skill.

- **Target** - The candidate adequately demonstrates this knowledge or skill.
- **Not applicable** - The candidate did not have the opportunity to demonstrate this skill.

The Formative and Summative Midterm Internship Evaluations are completed in the 7th or 8th week of each semester. The Midterm Evaluations are used to determine any areas of concern that need to be addressed within the semesters prior to the Final Evaluations.

The Formative Final Internship and Summative Final Internship are completed in the last week of each semester and used to determine the final grade in the course.

Syllabus Statement for Formative Final Internship Evaluations

According to the Council of Accreditation for Counseling and Related Programs, a formative evaluation should be used to “examine the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions.” In the Internship course, SDS 5820, Career Counseling and Mental Health Counseling candidates will be assessed by the site supervisor using the Formative Midterm Internship Evaluation.

Candidates must receive a minimum score of “Developing 2” on at least 10 criteria and no less than 6 scores of "Developing 1" on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a "Developing 1" or any scores of "Unsatisfactory", feedback must be provided for each criteria that provides specific evidence and recommendations for improvement. If a candidate receives an “Unsatisfactory” in the course, a remediation plan will be created based on the feedback and recommendations for improvement.

Syllabus Statement for Summative Internship Evaluations

According to the Council of Accreditation for Counseling and Related Programs, a "summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistent with a professional standard." In the Internship course, SDS 5820, Career Counseling and Clinical Mental Health Counseling candidates will be assessed by the site supervisor using the Summative Final Internship Evaluation.

Candidates must receive a minimum score of “Target” on at least 10 criteria and no less than 6 scores of "Developing 2" on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a "Developing 2" or any scores of "Unsatisfactory", feedback must be provided for each criteria that provides specific evidence and recommendations for improvement.

Please see the following appendices:

- **Appendix E. Career Counseling Formative Internship Evaluation**
- **Appendix F. Career Counseling Summative Internship Evaluation**
- **Appendix G. Mental Health Counseling Formative Internship Evaluation**
- **Appendix H. Mental Health Counseling Summative Internship Evaluation**
- **Appendix I. Syllabus Statement for Formative Internship Evaluation and Summative Internship Evaluation.**

Candidate performance data on Signature Assessments aligned to CACREP Core and Specialty Standards are collected through LiveText and Qualtrics. Each semester, program faculty will be provided with Cohort Reports indicating successful completion of all Signature Assessments submitted that semester from the Office of Quality Assurance. In addition, Signature Assessment data at the individual level will be provided to program faculty at the end of each semester, so that faculty can see if there are any possible issues. Data are provided to programs on an annual basis for each completing cohort at the beginning of each Fall term. Data are analyzed at the standard level and for each Signature Assessment. Data will be aggregated and reviewed by the program faculty in the Counselor Education Program Data

Report provided to the faculty in August each year. Data are also included in the Counselor Education Evaluation Program Outcomes Report posted on program websites on September 30th for stakeholders to review.

Professional Dispositions

Florida State University's Counselor Education programs assess Professional Dispositions during coursework and internship. Program faculty created Professional Dispositions based on the American Counseling Association Code of Ethics, CACREP standards, and current research. Please see **Appendix J. Counselor Education Professional Dispositions Evaluation**. Professional Dispositions are evaluated each semester by all program faculty. Faculty determine final Professional Disposition scores based on discussions. Final scores for each semester are entered into Qualtrics. The rubric levels for Dispositions can be seen below:

1. Unsatisfactory
2. Developing 1
3. Developing 2
4. Target

Candidates must receive a minimum score of 3 or "Developing 2" throughout the program. If any candidates receive a score of 1 or "Unsatisfactory" or a score of 2 "Developing 1" on any disposition, a formal advising session will be scheduled by the beginning of the following semester to review the disposition evaluation data and comments. A remediation plan must be completed and documented in the candidate's file in OASIS. If the plan is not successfully met or if a candidate receives a score of 1 or "Unsatisfactory" or a score of 2 or "Developing 1" the following semester, the program will review the Professional Dispositions Evaluation and determine if the candidate might be placed on a unit-level improvement plan, counseled out of the program, or denied clearance for internship.

Data on Professional Dispositions are collected and provided to programs by the end of each semester. Data are provided to programs on an annual basis for each completing cohort at the beginning of each Fall term. Candidates given an average across all dispositions each semester. Each year, faculty are then provided with averages across each cohort and disposition. Faculty review the data on Professional Dispositions to determine areas of concern and/or strength in the assessment system and in the curriculum. Aggregated data on candidate performance on Professional Dispositions are provided to the Counselor Education faculty in the Counselor Education Program Data Report provided to faculty in August each year and posted on the Career Counseling and Mental Health Counseling program websites in the Counselor Education Program Evaluation Outcomes Report by September 30th of each year.

Counseling Education Comprehensive Portfolio

Candidates complete the Comprehensive Portfolio in MHS 7962 Specialist in Education Comprehensive Exam in the final spring semester of the program. Portfolio questions and rubrics are aligned to CACREP Core and Specialty Standards. Rubric levels for the Comprehensive Portfolio are as follows:

5. Unsatisfactory
6. Developing 1
7. Developing 2
8. Target

Candidates must score at Target on 80% percent of all rubric criteria in order to have successfully complete the Comprehensive Portfolio. Candidates will submit their Comprehensive Portfolio

midway through the semester for scoring. If a candidate does not meet minimum performance expectations, the instructor will provide feedback and specific recommendations for improvement.

If a candidate does not meet minimum performance expectations, they will receive a grade of unsatisfactory in the course. The Comprehensive Portfolio must be remediated by the end of the 14th week of classes during semester in which the course is taken. Please see **Appendix K. Career Counseling Comprehensive Portfolio** and **Appendix L. Mental Health Counseling Comprehensive Portfolio** for rubrics and questions.

II. Evaluation of Stakeholder Feedback

Various groups of external and internal stakeholders are surveyed to determine how well the program is preparing candidates in their various specialty areas. Analyzed data are analyzed for the Counselor Education Program Data Report provided to the faculty each August. Faculty review survey data in conjunction with the other CAP components. Faculty review data and determine any areas of strength and weakness. The survey data are also included in the Counselor Education Program Evaluation Outcomes Report that is posted on the program website each year by September 30th.

Employer Survey

The Employer Survey is conducted to assess the relevance of the curricula in relation to practice. Alumni report employment information and the employers' contact information as part of the Alumni Surveys. This survey also utilizes Qualtrics software for survey development, data collection, and result reporting. The employers are contacted via email by the lead faculty in each counseling specialization. The email contains a link to the Qualtrics survey. **Appendix M. Employer Survey** contains a copy of the survey that is sent to employers. The survey assesses graduates' knowledge, skills, and behaviors in various counseling domains. The survey is distributed each June.

III. Evaluation of Completer Performance

Data are collected on graduates' performance after being employed through surveys of graduates and employers, and scores on the National Counseling Examination (NCE). These data are collected annually and aggregated for the program data reports provided to the faculty. Faculty review these data each August in the Counselor Education Program Data Report and determine areas of strengths and/or concern. The data are also in the Counselor Education Program Evaluation Outcomes Report posted on the program websites by September 30th each year.

National Counseling Examination Scores

Scores are provided to the program by Pearson each semester by area. These data are provided to program faculty in the Counselor Education Program Data Report and reviewed each August in conjunction with other candidate performance and completer performance data. These data will also be provided in the Counselor Education Program Evaluation Outcomes Report and posted on the website on September 30th each year.

Survey of Graduates

Alumni of the counselor education are surveyed twice following graduation. Qualtrics software is used for survey development, data collection, and result reporting for all surveys. Each FSU graduate continues to have access to their FSU email account following graduation and these are used for distribution unless an alternative email has been provided in the Counselor Education Exit Survey. The following are the graduate surveys used by the program:

Counselor Education Exit Survey

This survey is sent out each May/June to spring semester graduates. This survey collects contact information of the alumni, employment status, and their perception of the preparation they received in their program. Graduates are also asked to provide contact information of their employer. (See **Appendix N. Counselor Education Exit Survey**)

Counselor Education Alumni Survey:

This survey is distributed to graduates 1 - 2 years following graduation in May of each year (See **Appendix O. Counselor Education Alumni Survey**). Contact information for this survey is maintained by program staff from the exit surveys. Faculty also connect with alumni via social media (e.g. Facebook and LinkedIn). Results of the Counselor Education Alumni Surveys are used to track program outcomes in employment (type of agency, client groups served, etc.), certification, and licensure. In addition, graduates' perceptions of the quality and effectiveness of the training program are analyzed.

The results from both surveys provide faculty with feedback regarding (a) perceptions of program policies (e.g., candidate advisement, dissemination of program information to candidates), (b) provide faculty with feedback regarding the learning atmosphere of the program (e.g., supportive environment for learning, openness of faculty to feedback), and (c) perceptions of program in preparing candidates for beginning counseling position. The results of the Counselor Education Exit and Alumni Surveys are used in the Counselor Education Program Data Report provided to the faculty in August each year and in the Counselor Education Program Evaluation Outcomes Report posted on program websites on September 30th each year.

IV. Evaluation of Program Curriculum and Delivery

The evaluation of program curriculum and delivery is done through review of faculty performance and review of program syllabi. These evaluations are conducted in conjunction with other CAP components to allow for the program's continuous improvement. Florida State University employs a systematic annual evaluation process to assess individual faculty member's performance and quality in the areas of teaching, research, and service. This process includes candidates' evaluation of faculty teaching each semester and an annual review process conducted at the departmental level.

Candidate Evaluations of Teaching

The University requires faculty to participate in the course evaluation process each semester. Course evaluations allow candidates to rate the course and the instructor on a number of predefined scales and provide additional feedback in open-ended questions. Unlike midterm evaluations, course evaluations are required of instructors (faculty, adjuncts, and graduate assistants) who teach undergraduate courses with ten or more candidates in fall and spring terms, or graduate courses with five or more candidates in fall and spring terms. The course evaluation form can be found in Appendix M. Course Evaluation and Report.

Course evaluations are typically administered during the last two weeks of the semester. The candidates' responses are anonymous. Faculty receive their course evaluation results at the beginning of the next semester. The results of the course evaluations are reviewed by the Department Chair, Associate Dean, and Provost. Faculty who receive scores in the 90% range receive a letter of congratulations from the Provost. Faculty who score below the department average are monitored by the Department Chair. The results of the course evaluation are one source of data used in the faculty annual review process. Faculty who score low on course evaluations may also receive a rating of "Official Concern" in teaching on their annual review.

Florida State University utilizes EvaluationKit so that course evaluation scores are aggregated across instructor, term, course, and evaluation question. Please see **Appendix P. Course Evaluation and Report**. These data are aggregated and provided to faculty in August each year as part of the Counselor

Education Program Data Report.

Departmental Annual Review Process of Faculty

During the spring semester, the department conducts an annual review of each faculty members' teaching, research, and service. Faculty submit, via an electronic system, information regarding the course taught, number of candidates advised and supervised, course evaluation ratings from each class taught in the previous academic year. They may also submit any other evidence of their teaching effectiveness. Extremely low ratings on the course evaluation forms will prompt a review by the department head and require a letter of explanation from the faculty member. Faculty members provide an updated vita, along with copies publications published in the prior year. They also provide information on in-press publications and presentations from the previous year, as well as information on grant and consulting activities. Finally, they document their service to the program, department, college and university.

All of these materials are reviewed by the department's faculty evaluation committee and the faculty member receives a rating in each of the three areas. Each faculty meets with the department head as part of the review process and receives the feedback and the numerical ratings in a letter that is also included in the faculty member's file. Detailed information on the policies and procedures that relate to the Annual Review Process can be found in the Faculty Handbook:

<https://facultyhandbook.fsu.edu/>

Faculty receive a letter from the Department Chair at the end of the academic year summarizing the findings of the review. This letter and all forms used in the review (please refer to the Faculty Handbook) become part of the faculty members' personnel files and copies are sent to the Dean of the College of Education and the Associate Dean for Faculty Development and Advancement .

The counselor education faculty participates in retreats at the departmental and program level each August. At both retreats curricular offerings at the department and program levels are reviewed. The review of curricular offerings at the department retreat provides program faculty with the opportunity to gather information about any potential or implemented changes to objectives, assignments, or content of the following required courses taught by non-program faculty: DEP 5068 and EDF 5481. The retreat provides faculty with a mechanism to discuss implications of changes to these course in relation to accreditation and licensing standards. Program faculty work collaboratively with other departmental faculty to assure these requirements and standards are met and the Course/CACREP Matrix and Course Evaluation Plans are up to date.

The purpose of the curriculum review at the faculty retreat is two-fold:

1. Gather information about any potential or implemented changes to objectives, assignments, or content of the following required courses taught by program faculty
2. Review the CAP results from the previous academic year. Potential or implemented curricular changes are discussed and reviewed in the context of CACREP standards and licensing requirements.

Changes to the Course/CACREP Matrix and Course Evaluation Plans are identified and, when deemed appropriate by $\frac{3}{4}$ of the program faculty, are implemented. In addition, CAP results from the previous academic year are disseminated and discussed. Based on the faculty discussion and results of other CAP components curricula strengths and weaknesses are identified.

Based the data reviewed, the Program faculty will determine any necessary changes and create an action plan to address the identified areas of concerns. The action plan can include, but is not limited to, course revisions, course deletions, new course development, changes to assessment system instruments and processes, changes in clinical training sites, changes in clinical training supervisors, and addition of new program requirements. This plan includes a timeline for implementation, as well as faculty responsible for

the specific action steps. This plan is discussed and developed during faculty meetings and documented as part of the meeting minutes. Program faculty determine if these changes can be implemented internally or if approval via the University Curriculum Committee is warranted. Policies and procedures for the University Curriculum Committee can be found on the EPLS website.