

Counselor Education

Program Handbook

Department of Educational Leadership and Counseling



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Dr. Warren Hope, Department Chair

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The handbook is a fluid document that is subject to change as needed.

WELCOME

Congratulations, and welcome to the Department of Educational Leadership and Counseling! We are excited to facilitate your educational journey as you embark upon a degree which specializing in helping others. Florida Agricultural and Mechanical University is proud to boast of being the only program in the area to offer a degree in School Counseling. Our program meets the educational requirements to graduate board licensed eligible Clinical Mental Health Counselors and certificate eligible School Counselors. Our dedicated faculty is committed in the pursuit of full accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Our program is directly aligned with the Department of Education standards, as well as the Department of Health, which follows the national accreditation standards. We look forward to participating in your personal and professional growth. We anticipate your successful completion of our graduate program and look forward to working with you!

PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to provide a guide on your roadmap to program completion success. This handbook contains essential information such as, your anticipated program of study, graduate and program policies, regulations, and procedures. While we encourage you to contact your professors, advisor, or program coordinator with any additional questions, we strongly advise that you become familiar with the handbook, as it is the student's responsibility to adhere to departmental regulations, policies and procedures. This document is subject to change at the department's discretion. Students will be informed of any changes made to the handbook via the department's website, email, and verbal communication.

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MEET THE FACULTY

Dr. Hassiem Kambui: An Associate Professor, Dr. Kambui earned his Ph.D. in Counselor Education and Practice from North Carolina State University. In addition, he is a licensed clinical mental health counselor, National Certified Counselor (NCC), and Approved Clinical Supervisor through National Board for Certified Counselors and Affiliates. Prior to joining the faculty at FAMU in 2012, he worked as a high school counselor. His professional interests are Africentric Pan-Africanism in education and mental health.

Dr. Michelle Mitcham LMHC, NCC, CCMHC, CFM: An Associate Professor and CACREP Liaison, Dr. Mitcham graduated from the University of Central Florida's Counselor Education and Supervision Doctoral program, which is CACREP Accredited. As a Counselor Educator for twelve years and a counselor for 18 years, Dr. Mitcham is passionate about mentoring students and helping them discover a career in Counselor Education and Supervision, Clinical Mental Health Counseling and School Counseling. Dr. Mitcham has expertise as a college chair, diversity consultant, child custody investigator, and motivational speaker. Dr. Mitcham has extensive experience working with couples, individuals, and families as a therapist and Florida Supreme Court Certified Family Mediator, Parenting Coordinator, and Professional School Counselor. Dr. Mitcham has served as a CACREP accreditation team member for over six years, evaluating counseling programs nationally. Her research and peer-reviewed publications focus on advocacy,

multicultural competencies/diversity, pedagogy, Women of Color (WOC), high-conflict divorced couples and families; school counselor advocacy. Dr. Mitcham has presented at conferences regionally, nationally and internationally.

Dr. Alishea Rowley, LMHC: An Assistant Professor who earned her doctoral degree in Counselor Education and Practice from North Carolina State University. Dr. Rowley specializes in her work with multicultural populations, adolescents, and couples. She has extensive mental health experience and has had the opportunity to work as a school counselor, community counselor, and clinical mental health counselor in an agency setting and private practice. Her licensures include current certificates in Guidance and Counseling in the State of Florida and Georgia and she is a License Clinical Mental Health Counselor in the State of Florida. Her research interests include racial identity development, work with African American single mothers, and first generation college students.

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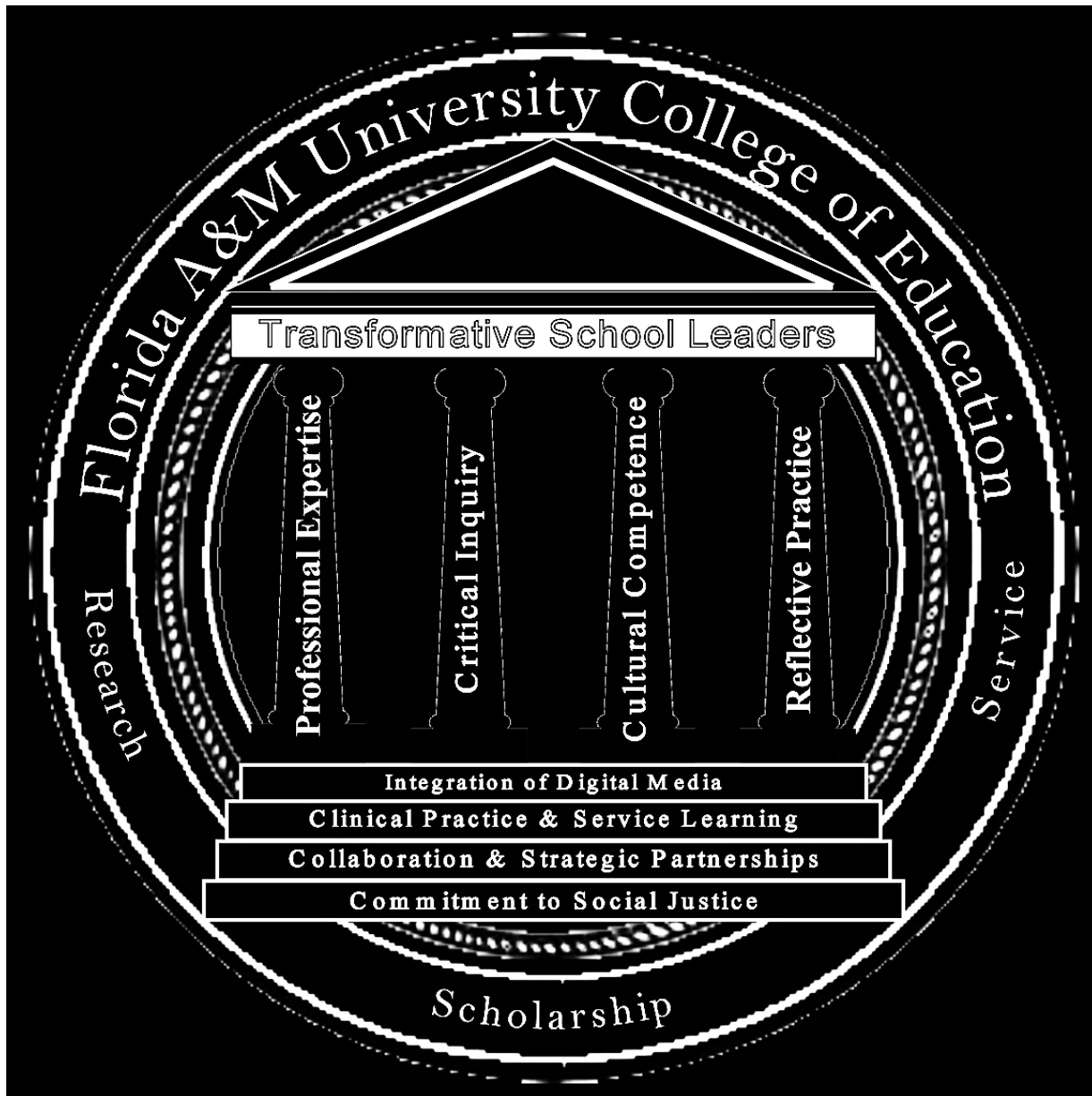
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Florida A&M University College of Education
Conceptual Framework



The operation of the Professional Education Unit is founded on four thematic processes: 1. Commitment to Social Justice; 2. Collaboration & Strategic Partnerships; 3. Clinical Practice; and 4. Integration of Digital Media. The PEU employs these processes to prepare its teacher and leadership candidates to become *Transformative School Leaders*. The Unit seeks to develop candidates' knowledge, skills, and dispositions in alignment with the *Pillars of Effective Practice for the 21st Century Educator*. These pillars are: **1. Professional Expertise** (Instructional Design and Lesson Planning, Learning Environment, Instructional Delivery and Facilitation, Assessment, Continuous Improvement, and Professional Responsibility and Ethical Conduct); **2. Critical Inquiry**; **3. Cultural Competence**; and **4. Reflective Practice**. Program faculty draw upon a legacy of excellence and a commitment to research, scholarship, and service in order to provide the highest quality of instruction and learning experiences for teacher and leadership candidates.

MISSION STATEMENT

The mission of the Counselor Education Program is to train prospective school and mental health counselors for the new century as agents of change, who have the ability to assess, develop, implement, and sustain up-to-date counseling initiatives that are representative of a multicultural and pluralistic society. We support our students as they become critical thinkers, innovative practitioners, and leaders in the counseling profession and in their particular specializations. We promote the following ideas:

- Excellence in ethical practice in teaching, clinical practice and service.
- Free exchange of human and cultural richness for a global society.
- Contributions to the greater understanding of values to promote the well-being of all people.
- Promote a climate of social justice through self-awareness of self and others.
- Ensure our identity as professional counselors maintained by CACREP 2016 accreditation standards.

DESCRIPTION OF THE PROGRAM

The Counselor Education Program is a Master's degree program offered in the Department of Educational Leadership and Counseling in the College of Education and provides the educational requirements for graduates to become certified school counselors and state board eligible clinical mental health counselors. This program offers graduate study which emphasizes both didactic and affective experiences as necessary dimensions in the growth and development of professional learners

Special effort is made to sensitize and provide the candidate with experiences and skills to be relevant in working with individuals, groups, couples, families, and populations representing varied backgrounds and motivations. Multi-ethnic and multi-cultural effectiveness constitute a pervasive focus in all program studies.

PROGRAM GOALS AND OBJECTIVES

Criteria for awarding the degree require that candidates demonstrate the following program goals (applicable and other program objectives are found on each course syllabus). The learner will be able to:

- Define and give examples of the philosophical, sociological, career and political implications of cultural features in personal social relationships.
- Recognize the nature and needs of individuals at all developmental levels.
- Articulate concepts underlying the dynamics of contemporary social issues especially as they affect personal development.
- Effectively utilize evidenced based practices to establish and maintain rapport, and developing treatment plans for clients in the counseling setting.
- Demonstrate ability to explain and critique research including problem identification, objectives, hypotheses, method and design, implications and conclusions.
- Select and apply a range of appraisal techniques appropriate for varied clientele.
- Utilize group dynamics in a variety of settings with diverse groups to promote cognitive/emotional growth.
- Provide information and resources to individuals and groups during the decision-making processes regarding career development and educational/occupational choices.
- Demonstrate knowledge and understanding of program development including rationale, needs assessment, objectives, implementation strategies and program evaluation procedures.
- Apply ethical standards and legal mandates in personal and professional relationships and practices.
- Confer knowledgeably with candidates, parents, teachers, administrators.
- Meet all requirements for Florida Certification in School Counseling and licensure eligibility as a Clinical Mental Health Counselor.

PROGRAM AUTHORITY

1. The Counselor Education Program is accredited by the Southern Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education (NCATE) and is approved by the Florida Department of Education.

2. The Counselor Education Program offers courses leading to a Master's Degree in Counselor Education and Certification. Selection of locations for off-campus course offerings is based upon school district need and requests, and commitment of individuals desiring graduate training in Counselor Education. Off-campus locations receive prior approval by the Southern Association of Colleges and Schools (SACS). The program is currently in the process of developing teleconferencing as a means of partial course delivering in distant sites.

PROGRAM ADMINISTRATION

Administration of the Counselor Education Program is the responsibility of the Chair of the Department of Educational Leadership and Counseling in the College of Education. The Counselor Education Program has a Program Coordinator who works directly with the Department Chair and faculty members, and serves to coordinate program activities under the direct supervision of the Department Chair. The Department Chair is the administrative officer of the Department and determines all facets of all programs including, but not limited to, course offerings, times and dates for class meetings, and faculty assignments.

The Counselor Education program seeks to prepare candidates with skills and competencies that result in excellent leaders of schools and other educational entities. The Master of Education degree sequence in Counselor Education requires a minimum of forty-eight (60) semester hours of graduate coursework in areas required by the state of Florida for certification in school counseling. The Master of Science degree requires a written thesis and 3-6 additional credit hours.

RECRUITMENT

Recruitment of candidates for the program takes many forms. Chief among these are getting recommendations from the Departments Advisory Council which includes many superintendents of school districts in Florida, providing brochures and information at conferences attended, soliciting candidates from current candidates and graduates, publishing information in advertisements, seeking persons from other educators, and contacting persons when working with school districts. These efforts are continuous and ongoing for the entire calendar year. Emphasis is placed on getting highly qualified candidates who have competencies, skills, and dispositions that would continue the program's emphasis on excellence in a comprehensive view of desirable qualities of professional school counselors and mental health counselors.

ADMISSION AND GRADUATION REQUIREMENTS

1. Admission to graduate study at Florida A&M University conforms to the requirements established for the State University System. An application for admission to the University should be completed by prospective candidates. A readmission form should be completed by FAMU graduates and forwarded to the School of Graduate Studies and Research prior to first semester of enrollment by the date specified by the Graduate School. Requirements for admission to graduate study are: 3.00 GPA on a 4.00 GPA scale) over the last 60 semester hours or 90 quarter hours of undergraduate study, or an applicant must have a combined score of 300 on the Verbal and Quantitative sections of the GRE. A candidate must possess a baccalaureate degree from accredited Institution of higher education. Applicants are also required to participate in a structured interview with the Counselor Education faculty. Recommendations for admissions are made by the faculty.
2. Persons desiring admission to graduate study at the University should contact the Graduate School for the appropriate information, forms, and documents needed to complete an application. The Graduate Studies Office will channel the completed application and transcripts to the academic unit offering the applicant's desired program, and that unit will make the determination on admission. If an applicant is approved by the Educational Leadership Admissions Committee, the program coordinator will complete the required Graduate Admission Status Form. This form will be submitted to the Department Chair and the Dean of the College of Education for signatures. The form will then be sent to the Dean of the School of Graduate Studies. A final signed copy of this form will be placed in the fully admitted candidate's file. The Program Coordinator, with approval from the

Department Chair, is responsible for informing each admitted applicant of the admission status and faculty advisor.

3. Criteria for awarding the degree require that candidates (a) demonstrate all program goals (program objectives are on each course syllabus), (b) apply ethical standards and legal mandates in personal and professional relationships and practices, (c) interact knowledgeably with candidates, parents, teachers, administrators, (d) meet all program requirements for the Master's degree in Counselor Education, (e) pass a comprehensive examination, (f) pass the Florida Teacher Certification Examinations, (g) have on file a copy of Graduate Record Examination (GRE) scores current within five years, (h) a teaching certificate, if applicable, (i) a letter of intent, and (j) three professional reference letters.

FAILURE TO ENTER PROGRAM DESIGNATED ON ADMISSION APPLICATION

An individual, who is officially accepted into a graduate program for a specified term and does not attend, must notify the Graduate Studies Office in writing if he or she intends to enter another term. If the School of Graduate Studies is not informed, all admissions applications, transcripts, letters of recommendation and other required materials must be re-submitted if the individual desires to be considered for entrance again. A \$30 application fee must also be re-submitted if the individual is not a FAMU graduate.

RE-ADMISSION OF FORMER STUDENTS

Students not in attendance during two consecutive terms (exclusive of the summer term), must apply for readmission to the University as per Graduate School policies and procedures. Such students should secure an application for readmission from the School of Graduate Studies and Research or they should download the form from the Graduate Studies and Research website. An application fee is not required for returning students. Applications are not processed for students with permanent University holds or who are not in good standing with the University.

GRADUATION

Candidates must apply for graduation during the first week of the semester in which graduation is anticipated. For example, if a student anticipates graduating in May, graduation applications would be due during the first week of the Spring semester. The University publishes dates and deadlines that must be adhered to in the graduation process. As the candidate approaches his/her graduation date, candidates are required to complete an Intent to Graduate form with their advisor and submit the completed, signed form to the Program Coordinator. Applications will be reviewed by the Program Coordinator to approve the completion of all requirements. If a candidate does not graduate in the semester in which the application was submitted, the candidate must submit a new graduation application for the semester graduation is expected. As a condition of graduation, candidates must have an overall 3.0 grade point average. All candidates admitted to the Master's degree program commencing with the Fall Semester 2006, are required to pass the program's Comprehensive Examination. Additionally, candidates who seek certification as a school guidance counselor must also provide proof of passing all portions of the Florida Teacher Certification Examination including General Knowledge, Subject Area and Professional Knowledge. All candidates must complete the exit interview and process prior to being awarded the Master's degree.

MANDATORY ORIENTATION AND MEETING SESSIONS

All candidates admitted to the Master's degree program in Counselor Education are required to attend an initial orientation session. Orientations are typically scheduled for the week prior to the beginning of the semester. Counselor Education majors are required to attend the orientation session for the semester in which they are admitted. Students will receive a handbook and are required to review the handbook and sign for it accordingly. Students must attend other mandatory meetings for Practicum and Internship that will be held as needed for all majors or selected candidates. Dates will be announced for all mandatory meetings.

MANDATORY EXIT INTERVIEW

Candidates are required to participate in an Exit Interview during the semester of graduation. The Exit Interview is part of the process established to evaluate the program. Information in the Exit Interview will be used by the faculty for program improvement. Candidates are also asked to contact Department personnel or the Program Coordinator and update contact and professional information during enrollment and after graduation.

CANDIDATE ADVISEMENT

Students are assigned to a faculty advisor upon entering the program. It is the student's responsibility to familiarize themselves with their advisor and make appointments to discuss their program progression as needed. The faculty advisor is the student's primary source of contact for questions regarding registration, course of study, program of study, career path and any other questions regarding academic progress. Each advisor is responsible for a caseload of students; therefore, it is the student's responsibility to contact the advisor as needed. Students are required to have at least two meetings with their advisor per semester. Please see the faculty member's office hours for optimal meeting dates and times. If the advisee's schedule conflicts with the faculty's scheduled office hours, it is the student's responsibility to schedule an appropriate meeting time with the advisor.

Many program questions can be answered via the program website (www.famu.edu/CounselorEd) and/or student handbook. Students are encouraged to use these resources prior to contacting department faculty. If the student has made an effort to contact the advisor more than twice without a response, the student should contact the program coordinator. If no satisfaction with results at that level, then student should contact the chair of the department for further assistance.

The graduate candidate's permanent program file is kept in the department Educational Leadership and Counseling. Faculty advisors have access to student files and are required to sign them out with the Department's Office Manager. Students are encouraged to request copies of advisement transcripts and keep copies for their records.

PERSONAL COUNSELING AT FAMU

The Office of Counseling Services (OCS) at FAMU provides personal and group counseling.

To schedule an appointment students can walk-in or contact the office by phone at (850) 599-3145.

Individual Counseling

Individual counseling is available to help students address a variety of issues and concerns. Students receive individualized face to face short-term therapy. Our services are available to currently enrolled FAMU students only.

Top five reasons students seek our services are:

1. Relationships (35%)
2. Depression & Anxiety (25%)
3. Stress (20%)
4. Academic (10%)
5. Trauma (10%)

Group Counseling

The Office of Counseling Services offers groups during the Fall and Spring Semesters. Please check back in August to see what groups are being offered for Fall Semester 2017. Groups recently offered have been: Wind Down Wednesday, Empowering You, RAD (Rattlers Against Depression), Man Talk (male only), MOST (male only). If you would like to suggest a group you feel would be beneficial for yourself and others, please call (850) 599-3145.

Couples Counseling

Couples counseling is offered to address a variety of issues that may develop in the relationship, including communication skills, problem solving, and trust. In order to be eligible for couples counseling, one person in the relationship must be a currently enrolled FAMU student.

Psychiatric Consultation

A psychiatrist is available to meet with those students who would like to discuss the option of medication. This service is provided free to students and is voluntary. As part of the policy of the Office of Counseling Services, those students who are interested in medication as an option **must** also meet with a counselor at least once a month.

REGISTRATION

All candidates must seek advisement from their designated faculty advisor regarding course offerings prior to registering for Counselor Education courses. An academic advisement form detailing course selections for the semester is completed during the advisement meeting. This procedure assists to keep candidates on track for program completion. Failure to follow registration procedures may result in delays and missed opportunities to complete courses in a timely manner. Each candidate must meet with his or her faculty advisor at least twice during each semester.

TASKSTREAM

Documentation of candidate learning and acquisition of professional skills is a critical assessment component. The College of Education accreditation agencies review the progress and performance of candidates in all programs. Tangible evidence of candidate learning and evidence of the acquisition of professional skills are required. The College of Education uses Taskstream as a source for program assessment. Candidates admitted to the Master's degree program and all students who take courses in Counselor Education are **required** to purchase access to TaskStream. Task Stream will be utilized throughout the course of study to document candidate learning, skill acquisition, and other key events in candidate progress. The cost of the Electronic Portfolio may be purchased online at www.taskstream.com. At this time, candidates are required to upload course artifacts into TaskStream.

PROGRAM CURRICULUM

DEGREES OFFERED

The Counselor Education Program at Florida A&M University offers a planned sequence of educational experiences for (a) individuals seeking a Master's of Science (M.S.) or a Masters of Education (M.Ed.) degree in Counselor Education and (b) individuals who possess a Master's degree and wish to certify in School Counseling. The program is a 60 hour program leading to the Master's of Science or Master's of Education in Counseling: School Counseling or Clinical Mental Health Counselor. The School Counseling program prepares one for employment as a school counselor in elementary, middle, and high schools. Graduates of School Counseling are eligible to apply for and obtain school counseling certification upon successful completion of all components of the Florida Teacher Certification Examination. Graduates in Clinical Mental Health Counseling are eligible to apply for a license through the Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling.

A. SCHOOL COUNSELING SPECIALIZATION

First Year

FIRST SEMESTER (FALL)

MHS 5005	Introduction Counseling Profession
MHS 6050	Personality Theories
MHS 6420	Counseling Minority Populations

SECOND SEMESTER (SPRING)

MHS 6220 Individual Psycho-Educational Testing
MHS 5400 Methods and Techniques of Counseling
MHS 5340 Career Development Systems

****IMPORTANT: ALL school counseling students must pass F.T.C.E. General Knowledge (GK) and Professional Education (PE) prior to taking Practicum**

THIRD SEMESTER (SUMMER)

MHS 5700 Legal and Ethical Issues in Counseling
MHS 5420 Human Development and Learning
MHS 6800 Practicum in Counseling

Second Year

FOURTH SEMESTER (FALL)

EDF 5481 Intro. Educational Research
SDS 6820 Internship in School Counseling
MHS 6600 Consultation Skills
TSL 5700 ESOL
**EDA or EDF ELECTIVE

FIFTH SEMESTER (SPRING)

SDS 6830 Internship in School Counseling
RED 5336 Reading in the Content Area
MHS 6930 Counseling Children and Adolescents Counseling
**EDA or EDF ELECTIVE

TOTAL: MINIMUM 60 CREDITS

**** Non-Teacher Education Undergraduate Degree Courses students are required additionally for students who do not have a teaching degree in:**

General Methods Courses (EDA) (6 credit hours)
Education Foundations (EDF) (6 credit hours)

B. CLINICAL MENTAL HEALTH SPECIALIZATION

First Year

FIRST SEMESTER (FALL)

MHS 5005 Introduction Counseling Profession
MHS 6050 Personality Theories
MHS 6420 Counseling Minority Populations

SECOND SEMESTER (SPRING)

MHS 6220 Individual Psycho-Educational Testing
MHS 5400 Methods and Techniques of Counseling
MHS 5340 Career Development Systems

THIRD SEMESTER (SUMMER)

MHS 5420 Human Development and Learning
MHS 6800 Practicum in Counseling
MHS 5700 Ethical and Legal Issues in Counseling

Second Year

FOURTH SEMESTER (FALL)

MHS 6450 Substance Abuse Counseling
MHS 6600 Consultation Skills
MHS 5428 Counseling Clients w/Special Needs

FIFTH SEMESTER (SPRING)

MHS 6070 Diagnosis/Treatment Psychopathology
MHS 5500 Group Counseling
MHS 6470 Human Sexuality

[Comprehensive Examamination – Required to Graduate]

SIXTH SEMESTER (SUMMER)

MHS 5620 Organization and Administration of Human Services
MHS 6830 Internship in Mental Health
MHS 6831 Family Counseling

Third Year

SEVENTH SEMESTER (FALL)

EDF 5481 Intro. Educ. Research
MHS 6831 Internship in Mental Health

TOTAL: MINIMUM 60 CREDITS

NOTE:

1. The specialization in school counseling or clinical mental health counseling is completed in approximately five to six semesters of full-time study. Due to the developmental nature of becoming a counselor, it is imperative for students to follow their academic plan and take courses in the proper sequence or recommended by advisor and program coordinator. There is no accelerated program of study.
2. Unless specified otherwise, each course is 3 semester hours.
3. Candidates may select the Master of Science Degree option. This degree requires completion of sixty-hours (60) semester hours of prescribed course work with the addition of 3-6 Thesis hours (SDS 6970 Thesis).

The curriculum for both the M.Ed. and M.S. degrees complies with the standards for state and national accrediting groups, and certification and licensure requirements. The Counselor Education Program is fully accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education (NCATE) and fully approved by the Florida Department of Education, and the Florida Board of Governors. In addition, the program seeks to adhere to all of the standards mandated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP 2016 Standards).

Proposed coursework and Internship setting must be approved by the candidate's advisor and by the faculty member supervising the internship, respectively. All internships must be applied for during the first month of the semester prior to the semester in which the internship is to be done.

THESIS

Candidates in the graduate program in Counselor Education must complete sixty (60) semester hours of graduate credit to obtain the educational requirements for certification in school counseling. If a student elects the M.Ed. degree, he/she completes the required hours in course work. If a student elects the M.S. degree, he/she completes a minimum of forty-eight (48) hours of school guidance course work along with a maximum of six (6) hours for a thesis.

A research project or thesis is designed to:

1. Study an individual or group of individuals in depth relating to counseling theory and/or development.
2. Discover and/or define a problem in the counseling field, and construct and test hypotheses concerning the problem. The problem may be descriptive or inferential in nature.

A graduate candidate who plans to complete a thesis will be assigned a major professor from the program area by the second semester of enrollment by the department chair. This professor must have graduate faculty status (approval from the University Graduate Council). One other graduate faculty member must come from the College of Education, and one graduate faculty member must come from outside the College of Education. The graduate committee form is completed with the signatures of the committee members; this form is submitted to the Department Chair, the Dean of the College of Education and then to the Dean of the School of Graduate Studies and Research.

The candidate works closely with the committee members to develop the thesis topic and the prospectus. The prospectus must be signed by all committee members, the Department Chair, the Dean of the College of Education and the Dean of the School of Graduate Studies and Research. After the prospectus is completed, the graduate student expands it into the full thesis. The major professor with the written approval of the Department Chair sends an announcement to the faculty, the Dean of the College of Education, and the Dean the Graduate School that a defense will be held on a designated date and place. When the graduate student successfully defends the thesis, the thesis committee members sign the thesis. The thesis is then forwarded to the Program Coordinator and Department Chair for his or her initial signature and then submitted to the Dean of the College of Education and the Dean of the Graduate School for signatures. A minimum of eight (8) copies are bound with one copy for the major professor, committee members and the Department Chair, Dean of the College of Education, the Graduate School, the University Reference Library, and the graduate student. The official documentation format for theses in the Counselor Education Program is the APA format latest edition.

TRANSFER OF CREDIT

At the discretion of the Program Coordinator in consultation with faculty members in the Counselor Education Program and the Department Chair, a candidate may transfer a maximum of six (6) semester hours of graduate course work from another accredited educational institution. The Program Coordinator will complete a transfer of credit form supported by an official transcript of the institution from which the credits will be verified.

COMPREHENSIVE EXAMINATION – CPCE GRADUATION REQUIREMENT

Beginning in the Fall semester 2015, all Counselor Education majors in their last year are required to take and pass the CPCE (Counselor Preparation Counseling Exam). The Comprehensive Examination, which is a mandatory requirement of the School and Clinical Mental Health Program, that is offered (computer-based) at announced times throughout the school year. The exam involves a fee \$75.00, which must be paid for through NBCC and accompanying website. This exam allows our program to be compared with other national programs throughout the U.S. Furthermore, if you plan to get licensed outside of the state of Florida this will align with the National Certified Counselor (NCC) examination required for licensure by other states. The acceptable pass rate has been determined to be one standard deviation from the national average. The examination will combine the eight (8) core competencies and elements of all course work completed in the candidate's program of study. All candidates must pass the comprehensive examination as a graduate requirement. The comprehensive examination is administered prior to the last semester of enrollment. Any candidate who does not pass the examination will be required to take it again and pay the \$75.00 registration fee.

PROGRESSION IN THE PROGRAM

It is recommended that each graduate student follow these suggestions for successful progression through the program:

1. Become familiar with the University policies/procedures for graduate candidates. Be especially mindful of parking regulations. (All cars must be registered if parked on the campus, including evening hours).
Do not park in reserved parking spaces since towing and boots will be used.

2. Know your advisor and the program coordinator. Personally meet with your advisor early in your course progression. Be sure to schedule at least two advisement appointments each semester to discuss your academic performance, professional growth, and personal growth needs.
3. Become familiar with the academic calendar, (e.g., special dates, holidays).
4. Be responsible for knowing the requirements of your program. Certain prerequisites determine your progression in the program.
5. Because this program is competency-based, course work frequently invites candidates to deal with personal and professional issues, both situational and developmental in nature. The openness to risk self-examination and constructive feedback are integral parts of professional development. Some courses will allow candidates the opportunity to take psychological assessment instruments in order to learn how to interpret them. Others will contain small group activities which may foster self-disclosure. These tests and experiences are considered to be an integral part of counseling candidates' total growth process. Therefore, candidates will be strongly encouraged to take part in these experiences as training components of the program. If there are concerns regarding these experiences, seek the counsel of your advisor, instructor, and/or program coordinator.
6. Professional, academic and interpersonal dispositions will be evaluated each semester at mid-term and final semester in each course. Students must demonstrate and maintain professional comportment and academic integrity to remain in the program. If concerns, a referral will be made for a student conduct review and retention meeting to determine remediation plan or dismissal.
7. As professionals who adhere to the ethical standards of the profession, faculty are committed to an on-going screening process designed to assist candidates whose issues interfere significantly with their progress in the program.

CLASS ATTENDANCE

In keeping with the University's policies, please note that "class attendance is compulsory for all candidates." A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be dropped from the course and assigned the grade of "F." Students may be readmitted to the class with the dean's and the instructor's permission. Counseling courses are highly experiential so attendance is mandatory to develop skills, techniques and knowledge.

TARDINESS

Attending class after the instructor begins lecturing is considered unprofessional and disruptive behavior. For every two tardies under 15 minutes, instructors will consider the candidate as missing one hour of class. For all other tardies, instructors will consider the student as having missed class and the class attendance policy will be applied accordingly.

ETHICAL STANDARDS AND PROFESSIONAL DISPOSITIONS

All candidates will be expected to conduct themselves in accordance with professional dispositions as outlined in **the Code of Ethics of the American Counseling Association:**
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

regarding professional behaviors and comportment. All students are expected to print a copy of the 2014 ACA Code of Ethics and become familiar with this document, which is approved by the American Counseling Association Governing Council that guides the counselor education standards for faculty and students. Counselors should make every effort not to condone or engage in discriminatory behavior based upon age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law. Counselors do not knowingly discriminate against any person, including, but not limited to, clients, peers, supervisors, or research participants in a manner that has a negative impact on these persons. Failure to do so may result in suspension or dismissal from the program.

POLICY STATEMENT ON NON-DISCRIMINATION

It is the policy of the Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

ACCESS FOR REMOTE-SITE CANDIDATES

In addition to the FAMU main campus in Tallahassee, FL, the Master's Degree in Education (M.Ed.) and Masters of Science (M.S.) Degree in Counselor Education were formerly offered at remote sites: the Florida State Hospital in Chattahoochee, FL, in Jacksonville, FL and Suwannee Middle School in Live Oak, FL. Candidates who took courses at these locations fulfilled the same requirements as those on the main campus. Important telephone numbers and internet addresses are located below to facilitate full access to the university's programs and services.

1. You may contact the FAMU Student Affairs Division at
<http://www.famu.edu/index.cfm?StudentAffairs>
2. To access the Samuel H. Coleman Memorial Library, you may contact
<http://www.famu.edu/index.cfm?a=library&p=Contacts>
3. For the reference section at the library please call (850) 599-3330

WRITTEN CLASS ASSIGNMENTS

The required format for all written class assignments should utilize the format of the American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC.

CLASSROOM FACULTY EVALUATIONS

The College of Education faculty value effective classroom instruction, and believe that one way to improve classroom teaching is for course instructors to receive specific feedback from students on teaching methods and activities. Therefore, College and University policy stipulates that faculty members as well as adjunct faculty must obtain students' evaluations of their teaching for all classes during each academic year. Information from these evaluations will be used in tenure and promotion decisions as well as in future class assignments or continuation as a professor.

FIELD CLINICAL EXPERIENCES

Clinical field experiences are an optimal, required element of the counseling experience. Field experiences are a time for students to demonstrate literal competencies in clinical practice through evidenced based clinical techniques. Students are expected to complete a total of nine (9) credits of supervised field experience, including Practicum and Internship. The clinical component is divided into two major parts: practicum (MHS 6800- Practicum) and professional clinical experiences (SDS 6820 and SDS 6830- Internship in School Counseling; MHS 6830 and 6831- Internship in Clinical Mental Health).

Students are required to complete a field clinical application and have an advisement meeting. Students will submit their signed, completed applications to the Program Coordinator for placement. It is imperative for students to adhere to application deadlines to ensure placement.

As per CACREP 2016 accreditation standards, counselor education programs are expected to provide opportunities for candidates to become involved in “real world” counseling experiences through the following: 1.) Direct individual and group interaction; 2.) Opportunities for students to utilize their unique counseling styles, representative of their cultural diversity and the diversity in the communities they work in; 3.) Involvement in professional activities; 4.) Use of a variety of professional resources, including, but not limited to. Evidenced based literature, computers, assessment instruments, and research; 5.) Application of the American Counseling Association (ACA) ethical codes and guidelines; and 6.) Extensive supervision supported by observational and communications technologies.

In practicum, candidates are introduced to direct service delivery via four learning roles: observer, participant/observer, co-leader, and taking the lead. This model prepares candidates for the increased responsibility of the internship or clinical field experience. The candidate intern is under the day-to-day direction of the sponsoring public school, may be given specific work assignments and may work side-by-side with regular employees of the organization. A faculty member, in turn, provides the “bridge” between the work experience and learning experience – giving guidance to the student and striving to place the field work into the broader context of the student’s educational program.

CLINICAL INSTRUCTION EVALUATIONS

Practicum and Internship students are asked to do a self-evaluation of their observations, thoughts and feelings of the practicum and internship experiences. There is also a midterm and final observation given by the site supervisors during the practicum/internship experience every semester. Evaluation information is assessed for future placements or changes in program offerings. Please see the Program Coordinator for approved Practicum and Internships sites. Students are only permitted to seek clinical experiences from the approved list of clinical providers. If the student has a specific site request, they are to see the Program Coordinator before registering for the course to receive written permission to do so. Non-compliance with this policy will result in the student’s hours being voided and possible disciplinary action.

PERSONAL HEALTH INSURANCE

Based on a ruling from the 1st District Court of Appeals in Florida (August 2007), candidates must accept personal responsibility for any injuries they may sustain while performing any College required placements. Neither clinical setting nor Florida A&M University provides workers’

compensation for students while engaged in field experience, practicum, or internships required by the Counselor Education Program.

Therefore, candidates are required urged to maintain personal health insurance to cover any injury possibly sustained while participating in a required field placement. A copy of this insurance must be provided to the program coordinator and put in the student's department file

All professional counselors, candidates are required to maintain current liability insurance whenever they are in clinical experiences, including courses with clinical components. Students must submit a copy of their liability insurance to the Program Coordinator, Director of Clinical Training or University Practicum/Internship Supervisor. It is assumed that a student does not have liability insurance if she or he does not have a copy in his/her clinical file. Without current liability insurance, a student may not participate in clinical experiences. Students can obtain professional liability insurance at a discounted rate as a benefit of membership through national professional organizations such as ACA, AMHCA, AAMFT, and ASCA. This information is put in the student's file in the department office.

PLACEMENT PROCEDURES

School Counseling Placements. The criteria for clearing students to be placed in the schools for completion of their field hours is as follows:

1. Prior to enrollment in Practicum or Internship, candidates in the School Counseling Program must be fingerprinted, completing a Level II background screening (no other background checks are accepted) with the Leon County School Board. Application forms are available in Gore Education Complex, Unit B, Room 318. Cost of this screening is \$95.00. No candidate will be permitted to work with students in a school setting without having a background clearance that results from the fingerprinting process prior to the clinical experience, no exceptions.
2. Students are expected to provide proof of medical insurance. If the student is a member on another policy (for example a parent), the student must provide a letter from the insurance company verifying their coverage.
3. Purchase professional counselor liability insurance (\$31.00. Can be purchased online through the American School Counselor Association or another professional counselor organization that they are already a member of that offers the liability insurance).
4. Purchase FAMU ID badge (\$14.00 at Awards for U). The badge should include the student's full name (as it appears on all FAMU documents) and Florida A & M intern.

This information can be taken to the Director of Office and Student Teaching, in the Gore Education Complex, Unit B.

Clinical Mental Health Counseling Placements. All counseling practicum and internship sites have to be cleared by the Program Coordinator, who coordinates placements.

Sites that have been pre-approved for practicum and internship sites for placement will be shared with you during advisement and mandatory/informational meetings. If there is another site that you would like to do your practicum and internship hours, it will be your responsibility to present the site information to the Program Coordinator to initiate the research, properly vet the site and initialize the site agreement process (which may take 1-2 semesters). Sites under consideration are NOT a guaranteed site. No student will be able to start practicum without an

agreement in place between the University Graduate Counseling Education Program and the practicum or internship site. *Students already working in the school and mental health field typically are not allowed to complete their hours for practicum and internship at place of employment. There are very few exceptions for this scenario which is evaluated on a case by case basis.

PROFESSIONAL COUNSELING ASSOCIATIONS

All candidates beginning their first semester are required to join at least (1) one professional association and maintain membership throughout the entire program and attend at least two conferences during program (e.g., ACA, ASCA, FCA, FACES) so that they may receive the publications of the associations, read peer-reviewed research articles, learn the ACA code of ethical standards, and information regarding liability insurance (ACA provides this for students with membership) CACREP standards expect that students and faculty are sustaining professional development memberships and opportunities.

American Counseling Association (ACA)

International Association of Marriage and Family Counselors (IAMFC)

American Mental Health Counselors Association (AMHCA)

American Association of Marriage and Family Therapy (AAMFT)

American School Counselor Association (ASCA)

Florida Counseling Association (FCA)

Florida Association for Marriage and Family Therapists (FAMFT)

Florida Mental Health Counselors Association (FMHCA)

Florida School Counselor Association (FSCA)

National Board for Certified Counselors (NBCC)

GRADUATION REQUIREMENTS

Candidates must maintain a 3.0 cumulative GPA and have no “C” grade in a required course. Candidates may earn a grade of “C” or lower in a maximum of two courses. These courses must be retaken and a grade of “A” or “B” is required for each course when the candidate takes them for the second time.

Candidates who seek certification as a School Counselor must also provide proof of passing all parts of the Florida Teacher’s Certification Examination including General Knowledge (GK), Professional Expertise (PE), and School Counselor Subject Area.

ACADEMIC RETENTION, PROBATION AND DISMISSAL FROM THE PROGRAM

It is the general policy of the University that candidates who have earned more than two grades of C or lower in courses be placed on academic probation. The two courses may be retaken and a grade of A or B must be earned per the University’s forgiveness policy. Failure to maintain a "B" (3.0) average is cause for dismissal from the program. The student will be notified and given ample opportunity to present his/her case to the faculty committee in the Department of Educational Leadership and Counseling. However, the 3.0 GPA is required to graduate. Candidates may also be dismissed for overt violations of the current ACA Ethical Codes and Standards of Practice. The program conducts a systematic and comprehensive evaluation of the student’s professional and personal development, as well as professional dispositions and comportment. Students are expected to maintain professionalism in both actions and attitudes with

faculty, staff, peers, school and clinical supervisors, students and clients. Retention meetings will be scheduled at the end of each semester or as needed, to address retention or academic concerns.

LICENSURE AND CERTIFICATION POLICIES AND PROCEDURES and POLICY FOR WRITTEN RECOMMENDATIONS FOR CREDENTIALING & EMPLOYMENT

At the completion of the degree, all degree seeking graduate candidates in the School Counselor Graduate Counselor Educator Program will be qualified with all necessary work completed to apply for either Florida Certification as a School Counselor. To receive written endorsement for recommendations for credentialing and/or employment, students must meet all criteria.

The "certification only" option through an approved planned program is only available to candidates who hold a master's degree and teaching certification. The Florida DOE requires that to be certified under this option, persons must present evidence of having approved graduate courses in ten competencies: organization or introduction to guidance, career counseling, appraisal, individual counseling, group counseling, counseling special need clients, legal/ethical issues in counseling, consultation skills, learning theory or educational psychology, supervised counseling practice. In addition, the individual must pass the Subject Area Examination (SAE) of the FTCE before school guidance can be added as an endorsement on his/her teaching certificate.

A review of the school counseling certification information can be found at <http://www.fldoe.org/edcert/rules/6A-4-0181.asp>

For licensure as a mental health counselor, the individual has completed the degree requirements for the master's degree and must present evidence of having graduate course work in the following areas: personality theory, psychopathology, human sexuality, domestic violence, individual counseling, group counseling, individual mental testing, legal/ethical issues in counseling, learning and human development theories, career development, research, supervised counseling practice. In addition, requirements for licensure include completion of two years of post-master's supervised experience under the guidance of a state-approved supervisor, passing the national clinical mental health counseling exam, and thirteen hours of continuing education in laws and rules (8), prevention of medical errors (2), and HIV/AIDS (3).

A review of licensure by the Florida Board of Clinical Social Work Marriage & Family Therapy and Mental Health Counseling can be found at: <http://floridasmentalhealthprofessions.gov/licensing/licensed-mental-health-counselor/>

OTHER RELEVANT INFORMATION

Financial Aid Information is available from the Office of the Dean: College of Education and the Office of Graduate Studies and Research (469 Tucker Hall) . Financial aid opportunities include assistantships, fellowships, grants, and loans. It is advisable to stay informed of required documents which must be completed for financial aid.

RELEVANT CONTACTS

TELEPHONE NUMBERS AND ADDRESSES

College of Education

Department of Ed. Leadership & Counseling	GEC-C	599-3191
Fax Number for Department		599-3906
Dr. Warren Hope, Interim Department Chair	GEC-C	599-3191
Dr. Alishea Rowley, Program Coordinator	GEC-C	561-2417
Dr. Michelle Mitcham, CACREP Liason	GEC-C	412-6655
Dr. Hassiem Kambui, Associate Professor	GEC-C	561-2440
Dr. Allyson Watson, Dean	GEC-A	561-2211
Fax Number for College of Education		561-2211
Fiscal Officer	GEC-A	599-3482

Academic Affairs	301 Foote-Hilyer	599-3276
Automobile Registration	Gamble St.	561-8588
Bookstore	Student Services Center	599-3070
Coleman Library		599-3370
Continuing Education	682 Gamble St.	599-3474
Counseling Center	CCEN	599-3145
Dining Hall	COMM	599-3245
FAMU Developmental Research School		599-3325
Financial Aid	101 FHAC	599-3730
Graduate Studies	400 TH(SBI 404)	599-3505
Graduate Feeder Program	400 TH	599-3315
Police Department	Police Bldg.	599-3256
President's Office	401 LH	599-3225
Registrar's Office	112 FHAC	599-3115
Fax Number: Registrars Office		561-2428
Transcripts: Registrars Office		599-3237
Student Accounts	202 FHAC	599-3940
Student Health Center	114 FHAC	599-3777
Fax Number: Student Health		599-3067

School Counseling Track: _____

Name: _____ S.S. #: _____

Address: _____

City State

Zip

Home Telephone: _____ Work: _____

Undergrad GPA: _____ GRE/Verbal: _____ Quantitative: _____ Total: _____
Other: _____

Academic Status: _____ Fully Admitted _____ Special Student Teaching Cert. #: _____

FTCE Status: _____ PE _____ GK _____ Subject Area(s): _____
CPCE: _____

COURSE NUMBER AND TITLE
TERM GRADE

HRS

CORE COURSES (9 SEMESTER HOURS REQUIRED)			
MHS 5005	INTRODUCTION TO GUIDANCE SYSTEMS	3	
EDF 5481	INTRODUCTION TO EDUCATIONAL RESEARCH	3	
MHS 5420	HUMAN DEVELOPMENT AND LEARNING THEORY	3	
SPECIALIZATION COURSES (27-30 SEMESTER HOURS)			
MHS 5340	CAREER DEVELOPMENT SYSTEMS	3	
MHS 5400	THEORIES OF COUNSELING	3	
MHS 5500	GROUP THEORY AND PRACTICE	3	
MHS 5780	LEGAL/ETHICAL ISSUES IN COUNSELING	3	
MHS 6050	PERSONALITY THEORY IN COUNSELING	3	
MHS 6220	INDIVIDUAL PSYCHO/EDUCATIONAL TESTING	3	
MHS 6420	COUNSELING MINORITY POPULATIONS	3	
MHS 6430	FAMILY COUNSELING	3	
MHS 6600	CONSULTATION SKILLS	3	
MHS 6800	PRACTICUM IN COUNSELING	3	
K-12 COUNSELING COURSES (6 SEMESTER HOURS)			

TSL 5700 ESOL ISSUES AND STRATEGIES FOR OTHER PROFESSIONAL	3		
RED 5336 READING IN THE CONTENT AREA	3		
PROFESSIONAL CLINICAL EXPERINCES (3-6 SEMESTER HOURS)			
SDS 6820 INTERNSHIP IN SCHOOL COUNSELING	3		
SDS 6830 INTERNSHIP IN SCHOOL COUNSELING	3		
NON-TEACHER EDUCATION UNDERGRADUATE DEGREE			
GENERAL METHODS (6 SEMESTER HOURS)	6		
EDA Elective			
EDA Elective			
EDUCATION FOUNDATIONS (6 SEMESTER HOURS)	6		
EDF Elective			
EDF Elective			
THESIS TRACK (OPTIONAL) OR ELECTIVES (1-6 SEMESTER HOURS)			
SDS 6970 THESIS	1-3		
SDS 6970 THESIS	1-3		

FLORIDA A & M UNIVERSITY
& COUNSELING
COLLEGE OF EDUCATION
PROGRAM

DEPT. OF ED. LEADERSHIP
COUNSELOR EDUCATION

Clinical Mental Health Counseling Track: _____

Name: _____ S.S. #: _____

Address: _____

City State

Zip

Home Telephone: _____ Work: _____

Undergrad GPA: _____ GRE/Verbal: _____ Quantitative: _____ Total: _____
Other: _____

Academic Status: _____ Fully Admitted _____ Special Student CPCE: _____

COURSE NUMBER AND TITLE
TERM GRADE

HRS

CORE COURSES (9 SEMESTER HOURS REQUIRED)				
MHS 5005	INTRODUCTION TO GUIDANCE SYSTEMS	3		
EDF 5481	INTRODUCTION TO EDUCATIONAL RESEARCH	3		
MHS 5420	HUMAN DEVELOPMENT AND LEARNING THEORY	3		
SPECIALIZATION COURSES (27-30 SEMESTER HOURS)				
MHS 5340	CAREER DEVELOPMENT SYSTEMS	3		
MHS 5400	THEORIES OF COUNSELING	3		
MHS 5500	GROUP THEORY AND PRACTICE	3		
MHS 5780	LEGAL/ETHICAL ISSUES IN COUNSELING	3		
MHS 6050	PERSONALITY THEORY IN COUNSELING	3		
MHS 6220	INDIVIDUAL PSYCHO/EDUCATIONAL TESTING	3		
MHS 6420	COUNSELING MINORITY POPULATIONS	3		
MHS 6430	FAMILY COUNSELING	3		
MHS 6600	CONSULTATION SKILLS	3		
MHS 6800	PRACTICUM IN COUNSELING	3		
LICENSURE COUNSELING COURSES (6 SEMESTER HOURS)				
MHS 6450	SUBSTANCE ABUSE	3		
MHS 5428	COUNSELING CLIENTS w/SPECIAL NEEDS	3		
MHS 5620	ORGANIZATION AND ADMINISTRATION OF HUMAN SERVICES	3		
MHS 6470	HUMAN SEXUALITY	3		
MHS 6070	DIAGNOSIS/TREATMENT PSYCHOPATHOLOGY	3		
PROFESSIONAL CLINICAL EXPERIENCES (3-6 SEMESTER HOURS)				
MHS 6830	INTERNSHIP IN MENTAL HEALTH COUNSELING	3		
MHS 6831	INTERNSHIP IN MENTAL HEALTH COUNSELING	3		
THESIS TRACK (OPTIONAL) OR ELECTIVES (1-6 SEMESTER HOURS)				
SDS 6970	THESIS	1-3		
SDS 6970	THESIS	1-3		