

Albizu University

Miami Campus



Master of Science in Counseling

Online Program

Student Handbook

2024

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Preface

Welcome to the Master of Science in Counseling Program. This handbook has been prepared to provide you with an overview of procedures for planning graduate studies in counseling at Albizu University-Miami¹. Please read this handbook carefully. It is intended to supplement information provided in the university catalog. It is your responsibility to fulfill all requirements of the counseling program and university. You may direct any questions to your assigned faculty advisor.

The policies and regulations of Albizu University-Miami are subject to continuous review and change. When such changes occur, you will be informed through official notifications.

Albizu University is a private, non-profit institution of higher learning and is accredited by the Middle States Association of Higher Education (MSCHE).

Introduction

History of the Program

The inception of Albizu University's online Master's in Counseling program is a response to the pressing need within our community for competent mental health professionals. As the field of counseling continues to expand rapidly, it became evident that offering a comprehensive, flexible, and accessible program was essential. Albizu University has crafted a curriculum tailored to meet the evolving needs of students and the community with accreditation alignment. This program not only equips students with the necessary theoretical foundations and practical skills but fosters a deep understanding of clinical and cultural competence while focusing on ethical practice in counseling. Our robust online program was created with the intention to empower aspiring counselors to turn their passion into a profession while accommodating diverse student schedules and geographic locations, ultimately enriching the mental health landscape in our communities.

Program Description

The M.S. in Counseling is an online, graduate-level degree program requiring 60 credit hours to complete. The program offers a Clinical Mental Health Counseling specialization, preparing students to provide professional counseling services in a variety of community or private settings. All program coursework is online and asynchronous except for pre-practice, practicum, and internship, which meets online and synchronously. This degree typically takes full-time students two-and-a-half to three years to complete. Three (3) credit hours or more per semester is considered full-time attendance.

¹ This handbook is structured in accord with CACREP (2024) Section 1, Standard M 1-13.

Program Disclosure

Albizu University is excited to introduce our Master of Science in Counseling Program, focusing on the Clinical Mental Health Counseling specialty area. We encourage all interested candidates to familiarize themselves with our application procedures, disclosures, and requisite criteria.

Licensure and certification requirements vary across states. Students are required to contact their state licensing board or the licensing board in the state where they wish to practice with questions or concerns about licensure eligibility. The American Counseling Association provides information on requirements for each state and territory to its members at <https://www.counseling.org/knowledge-center/licensure-requirements>.

In the State of Florida, the Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling requires that “Beginning July 1, 2025, an applicant must have a master’s degree from a program that is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Masters in Psychology and Counseling Accreditation Council (MPCAC), or an equivalent accrediting body which consists of at least 60 semester hours or 80 quarter hours to apply for licensure.”

Our institution takes pride in its regional recognition by the Middle States Commission on Higher Education (MSCHE). However, while Albizu University’s Master of Science in Counseling program is CACREP-aligned, it is not yet accredited by CACREP. We are diligently working towards initiating the CACREP accreditation process. The first step to apply for accreditation is the submission of the self-study by Albizu University to CACREP when the first cohort of students is in the final term of their program of study. The University anticipates submitting the self-study to CACREP in the Spring of 2026.

Our goal is to strive and achieve this accreditation in 2026, yet we emphasize that all outcomes are subject to the rigorous evaluation process that involves many variables and external factors. As such, while we are committed to this pursuit, we cannot guarantee exact timelines. CACREP Policies Governing Recognition of Graduates related to initial accreditation (5.a) state that the “Students in a program seeking accreditation shall be considered graduates of a CACREP program if they receive their degree within eighteen (18) months prior to when accreditation is conferred, and if the program can verify that the student completed the CACREP program requirements.”

We thank you for considering Albizu University for your academic pursuits and assure you of our commitment to excellence in education.

Faculty Information

The M.S. Counseling program has three regular faculty members. Your program director is Dr. Ariel Hernandez. Contact information is provided below:

- Ariel Hernandez, Ph.D., LMHC, QS, NCC
Program Director
305.593.1223 Ext. 3250

ahernandez7@albizu.edu

- Ashley Cooper-Leonhart, Ph.D., LMHC, QS, NCC
Field Experience Coordinator
acooper@albizu.edu
- Katrina R. Miller, Ed.D., LPC, NCC, CRC, BC-TMH
Accreditation Program Manager
kmiller@albizu.edu

Program Mission Statement²

Our mission is to prepare professional counselors and behavioral health specialists to effectively facilitate wellness and improved quality of life in partnership with diverse individuals, families, and communities.

Program Objectives³

Consistent with the goals, philosophy and objectives of Albizu University, the M.S. in Counseling seeks to:

1. Articulate relevant counseling theories and application of research to professional practice;
2. Demonstrate clinical skills and techniques, including assessment, consultation, cultural competence, and advocacy; and,
3. Apply therapeutic interventions to diverse individuals, couples, and families in public and private service settings.

General Degree Requirements⁴

Albizu University has established the following requisites, which must be completed before the Master of Science Degree can be awarded:

1. A grade point average of 3.0 or higher on a 4.0 scale with a grade of "B" or better in all clinical courses. No more than two (2) standing grades of "C" in non-clinical courses are allowed.

² CACREP 2024, Section 1, Standard M.1.

³ CACREP 2024, Section 1, Standard M.1.

⁴ CACREP 2024, Section 1, Section M.2.; Albizu University Catalog, 2023

2. Satisfactory completion of all required academic and clinical courses and required hours of practicum.
3. Satisfactory completion of the Master Comprehensive Examination.
4. Demonstrated competence in APA style for publications and computer literacy.
5. Good standing in the Program, i.e., no disciplinary action pending, or academic or practicum probation.
6. Recommendation from the program faculty for the master's degree. Students seeking this degree must demonstrate to the satisfaction of the Faculty those professional, ethical, and personal qualities and attributes in the current *General Policies and Disciplinary Procedures Manual*.

Ethical & Professional Obligations⁵

You are expected to exhibit professional conduct during all communications and interactions in the Albizu University community. Dismissal for cause is possible in the case of egregious or illegal behaviors, as outlined by Title IX and in Albizu University policies. Please familiarize yourself with the Albizu University-Miami *General Policies and Disciplinary Procedures Manual* and other campus policies as located at this link: www.albizu.edu/about-us/policies-procedures/

Students are expected to conduct their academic affairs in a forthright and honest manner. Cheating, plagiarism, and any other misrepresentation of work are prohibited. AU considers an act of academic dishonesty, punishable under the *General Policies and Disciplinary Procedures Manual* located at <https://www.albizu.edu/about-us/policies-procedures/> as a major violation, submitting work which has already been presented to another professor or professional, or representing it as an original work to be graded or considered as part of required coursework, seminar or workshop, without the specific knowledge and consent of the professor, as to the fact that the work has already been presented or handled by him/her or by another student, to the same or to another professor or professional at another course, seminar or workshop for any other purpose.

You should work independently on all assignments unless partnership and/or group work is indicated by your course instructor. Additionally, you must submit original work, including avoiding self-plagiarism, use of Artificial Intelligence, and incorrect citations or sources.

As a counselor-in-training, you are required to maintain adherence to the American Counseling Association's 2014 Code of Ethics throughout your matriculation. Please familiarize yourself with the Code at this website link: www.counseling.org/knowledge-center/ethics

⁵ CACREP 2024, Section 1, Standard K.2.

Growth Expectations of Counselors in Training⁶

As a student in the M.S. Counseling program, you will be called upon to apply the theories you have learned and to implement the skills you have developed during your graduate education⁷. Moving into practicum and internship represents an exciting and challenging time for students as they engage in direct client contact and become supervisees of a variety of supervisors and supervisory styles. We acknowledge these challenges and opportunities for growth and offer you support through academic mentorship and academic supervision. It is vital that you take full advantage of these services to best facilitate your professional development. Proactive behaviors will increase the likelihood of success in your practicum and internship experience.

Technology & Technology Competency Requirements⁷

The M.S. in Counseling program at Albizu University-Miami provides 80% of your coursework in online asynchronous format and 20% of your coursework in online synchronous format. For your online synchronous courses, you are required to keep your camera on. You are expected to access your university-issued email and use the Blackboard (Bb) learning management system on a regular basis. You will need access to an up-to-date computer or laptop and reliable internet access. To hear lectures, participate in class or instructor videoconferencing, and/or to complete videorecorded assignments, you will need access to a camera and speaker.

Minimum requirements include:

- Windows 10 or newer or a Mac OS 10.14 Mojave or newer
- Processor: 1 GHz or faster
- RAM: 4 GB or higher
- 20 GB of available hard-drive space
- Screen resolution: 1280x1024 or higher
- Internet connection: Download speed of at least 1.5 Mbps, 750 kbps upload
- Webcam, microphone, and speakers

For best performance, please use Mozilla Firefox or Google Chrome. We do not recommend using Apple Safari or Microsoft Edge. Microsoft Internet Explorer is no longer a supported browser.

We are pleased to inform you that the University is providing you with a free Microsoft Office 365 account. This account will grant you full access to Outlook, MS Office Suite, and Teams, enabling you to stay informed and in constant communication with your faculty and classmates. Please note that your e-mail is the official mail delivery between our constituencies, and you must only use this e-mail for communication with your faculty and classmates. To access this platform, use the following link: <https://portal.office.com>

⁶ CACREP 2024, Section 1, Standard M.3.

⁷ CACREP 2024, Section 1, Standard M.4.

It is recommended that you are able to perform a range of computing operations, such as: using a keyboard and mouse; saving, naming and renaming, copying, backing up, deleting, and checking properties of files and folders; software installation, updates, security, and virus protection; Microsoft applications and email to include copying and pasting, spell-checking, saving files in different formats, and uploading and downloading attachments; internet skills such as connecting, using browsers, researching libraries and databases, and creating online accounts; and, using videoconferencing tools to connect, start, screen share, turn on autocaptions, adjust sound; stop, record, and save. You must be able to create, send, receive, reply, print, and send and receive attachments using your Albizu University email account.

Albizu University-Miami provides technological support to students Mondays through Fridays from 8:00AM to 11:00 PM, and on Saturdays from 8:30 AM to 3:30 PM.

- Phone: 305.593.1223, ext. 3177
- Email: helpdesk@albizu.edu
- For Digital Learning Support, help with all related to Blackboard, courses, studio recordings, or streaming services, please use this form:
<https://app.smartsheet.com/b/form/1afc5b6b3d964a67a5ca29d919d30ec7>

Individual Student Assessment Procedures, Including Key Performance Indicators and Professional Dispositions⁸

[Albizu University Institutional Competencies & Learning Objectives](#)

Institutional competencies for student learning assessment allow the institution to comply with the Middle States Commission on Higher Education standards (MSCHE). It comprises a three-year assessment cycle during which two to three institutional competencies are measured annually. There are a total of seven institutional competencies and learning objectives (ICLO):

1. Mastery of theory and practice in their chosen field of study. Graduates are expected to acquire and integrate fundamental knowledge in their chosen profession. They should understand, value, and apply emerging findings in their area of specialization to the solution of problems and, when appropriate, participate in the generation of knowledge.
2. Mastery of clinical/professional competencies. Graduates demonstrate mastery of the clinical/professional skills deemed relevant to their area of specialization. When appropriate, the professional accreditation standards will be used to develop the standards of performance and levels of mastery.
3. Sensitivity to the cultural realities of diverse social groups. Graduates demonstrate psychosocial and humanistic qualities as well as responsibility and

⁸ CACREP 2024, Section 1, Standard M.5.

- sensitivity to clients/patients and their families, the profession and society. They respect the personal values, cultural, social and economic backgrounds of others.
4. Understanding and appreciation and application of ethical principles and professional standards. Graduates demonstrate knowledge and appreciation for the ethical principles, and the most important elements of professionalism, such as: altruism, accountability, duty, excellence, integrity, commitment, and respect for others.
 5. Information literacy. Graduates should be able to recognize her/his information needs, how to locate, identify access, retrieve, evaluate, organize, and use information. Finally, the information should be translated into knowledge, insight and understanding.
 6. Communication skills. Graduates establish the rapport necessary to sustain effective personal and professional relationships. They actively and empathically listen to others, including professional colleagues and the community. They communicate effectively with these constituencies verbally, non-verbally and in writing.
 7. Life-long learning. Graduates are committed to independent lifelong learning. They actively set clear personal and professional learning goals, pursue them, and apply the knowledge gained to the practice of their profession. They use critical thinking skills to evaluate and interpret information. They keep abreast of advances in knowledge and integrate these into professional activities. They foster their professional growth through continuing education, use of evolving technologies, and information resources.

Student Academic Assessment Procedures

The purpose of academic assessment is to ensure that you have acquired entry-level knowledge and skills needed to enact each phase of the counseling process, from intake to termination. Minimum academic achievement is measured by a letter grade of B or higher in all coursework, and performing at 80% or higher on each final assignment for each course. Final assignments are key performance indicators (KPI), defined as selected exams, projects, or term papers that reflect your learning and application of essential concepts in a course. Additionally, you must earn 70% or higher on your final comprehensive exam. Your cumulative GPA, individual course grades, and KPI scores will be assessed once per academic year. Any grade of less than 80% may result in a mandatory work plan (MWP).

There are ten key performance indicators (KPIs) based on CACREP educational standards that are evaluated throughout your studies.

1. Demonstrate knowledge of the basic philosophical, historical, and social foundations of contemporary counseling practice, preparation standards, professional credentialing, and legal and ethical tenets.⁹

⁹ CACREP 2024, Section 3, Standard A.1.-12.

2. Demonstrate understanding of the importance of diverse social and cultural experiences of individuals and groups, intersectionality of identities, consequences of social privilege, select and use diversity-affirming counseling approaches and methods.¹⁰
3. Describe typical physical, intellectual, social, and emotional development through the lifespan and the impact of atypical development on individuals and families.¹¹
4. Apply theories of career development and career opportunities in a global economy, and use of technology in comprehensive career assessment and planning strategies for individuals of all ages.¹²
5. Demonstrate effective use of counseling skills and techniques during counseling and educational sessions; exhibit dispositions and behaviors conducive to building and maintaining therapeutic relationships.¹³
6. Apply theories, models, and interventions as relevant to the practice of group work in a variety of settings.¹⁴
7. Articulate the types and uses of assessment in counseling, to include interpretation of results, identification of treatment needs, and planning appropriate services and approaches.¹⁵
8. Determine the accuracy of information sources, articulate research designs and methods, evaluate and apply data to improve counseling service delivery and program effectiveness.¹⁶
9. Demonstrate working knowledge of history and current priorities of clinical mental health practice, using recognized classifications systems.¹⁷
10. Explain delivery of competent counseling services and continuity of care in public and community-based settings in adherence to legal and ethical considerations.¹⁸

Student Dispositional Assessment Procedures

The purpose of dispositional assessment is to ensure that you have acquired the professional attitudes, behaviors, and interpersonal skills to construct an effective therapeutic relationship. Minimum dispositional achievement is measured by an average score of 3, or “meets expectations/demonstrates competency” on each item of the *Assessment of Clinical Mental Health Counseling Competencies (ACMHCC; Lambie, Dillman Taylor, & Stickl Hagen, 2022)* Section IV: Professional Dispositions & Behaviors scale. Your cumulative progress will be assessed once per academic year and during each semester that you are enrolled in field experience.

Faculty may initiate dispositional assessment at any time when a need for additional review becomes evident determined based on your behavior. Egregious behavior may result in a

¹⁰ CACREP 2024, Section 3, Standard B.1.-11.

¹¹ CACREP 2024, Section 3, Standard C.1.-13.

¹² CACREP 2024, Section 3, Standard D.1.-12.

¹³ CACREP 2024, Section 3, Standard E.1.-21.

¹⁴ CACREP 2024, Section 3, Standard F.1.-10.

¹⁵ CACREP 2024, Section 3, Standard G.1.-17.

¹⁶ CACREP 2024, Section 3, Standard H.1.-10.

¹⁷ CACREP 2024, Section 5, Standard C.1.-5.

¹⁸ CACREP 2024, Section 5, Standard C.6.-9.

Mandatory Work Plan (MWP) or immediate dismissal from the Counseling program. Dismissal from the University is a mandatory separation and does not guarantee readmission.

You will be assessed on 11 dispositional items (ACMHCC, Section 4) as shown below, on a scale of 0 to 4, with 0 being “not observed/harmful,” and 4 being “exceeds expectation/demonstrates competency.”

ACMHCC Section 4. Professional Dispositions & Behaviors (Appendix B)

- Professional Ethics
- Professional Behavior
- Professional & Personal Boundaries
- Knowledge & Adherence to Site & Course Policies
- Recordkeeping & Task Completion
- Multicultural Competence in Counseling Relationship
- Emotional Stability & Self Control
- Motivated to Learn & Grow/Initiative
- Openness to Feedback
- Flexibility & Adaptability
- Congruence & Genuineness

Dispositional assessment will occur at the conclusion of each fall semester and during each semester that you are in field experience (Pre-Practicum, Practicum, Internship I & II). You will be rated by all faculty members who have you in classes for the semester and your score on each item will be averaged. An averaged score of less than a 3 (meets expectations/demonstrates competency) on any item may result in an MWP. Your faculty advisor or the field experience coordinator will notify you by email of your dispositional assessment results and overall status within 14 business days of the last day of the semester.

Disciplinary Procedures¹⁹

Albizu University lists minor and major violations and corresponding disciplinary procedures in the *General Policies and Disciplinary Procedures Manual*, to include academic appeal and potential outcomes, and procedures for retention, remediation, and dismissal from the program. Dismissal information is also provided in the Albizu University catalog. These policies are available for your review at <https://www.albizu.edu/about-us/policies-procedures/>

Counseling Curriculum and Alignment to CACREP Standards²⁰

The Counseling faculty at Albizu University Miami have aligned the M.S. in Counseling curriculum to CACREP counselor preparation standards. To view CACREP foundational counseling curriculum

¹⁹ CACREP 2024, Section 1, Standard M.6.

²⁰ CACREP 2024, Sections 3.A.H. & 5.C.

standards in their entirety, please visit Section 3. Foundational Counseling Curriculum at the following website link: www.cacrep.org/news/2024-cacrep-standards/

Foundational Counseling Curriculum (30 credit hours)

- COUN 501 Counseling Theories & Practice (3.E.1.-21.; KPI 5)
- COUN 507 Substance Use & Behavioral Health Counseling (3.G.1.-17.; KPI 7)
- COUN 510 Lifespan Development (3.C.1.-13.; KPI 3)
- COUN 513 Career Development & Assessment (3.D.1.-12.; KPI 4)
- COUN 520 Group Counseling (3.F.1.-10.; KPI 6)
- COUN 523 Cross Cultural Counseling (3.B.1.-11.; KPI 3)
- COUN 525 Research Methodology & Program Evaluation (3.H.1.-10.; KPI 8)
- COUN 531 Ethical, Legal, & Professional Issues in Counseling (3.A.1.-12.; KPI 1)
- COUN 563 Human Sexuality & Sexual Dysfunctions (3.C.1.-13.; KPI 3)
- COUN 657 Assessment & Appraisal in Counseling (3.G.1.-17.; KPI 7)

Specialization Area: Clinical Mental Health Counseling (21 credit hours)

- CMHC 500 Professional Identity & Pre-Practice in Counseling (3.E.1.-21.; KPI 5)
- CMHC 541 Theories of Personality (3.F.1.-10.; KPI 6)
- CMHC 562 Family Counseling Theory & Practice (3.B.1.-11.; KPI 2)
- CMHC 569 Psychopathology: Diagnosis & Treatment in Mental Health Counseling (5.C.1.-5.; KPI 9)
- CMHC 682 Community Counseling (5.C.6.-9.; KPI 10)
- CMHC 690 Psychopharmacological Mechanisms in Counseling (5.C.1.-5.; KPI 9)
- CMHC 695 Advanced Psychopathology in Counseling: Diagnosis & Treatment (3.H.1.-10.; KPI 8)

Supervised Field Experience (9 credit hours)

- CMHC 630 Practicum in Mental Health Counseling (3.A.1.-12.; KPI 1)
- CMHC 631 Internship I in Mental Health Counseling (5.C.6.-9.; KPI 10)
- CMHC 632 Internship II in Mental Health Counseling (3.E.1.-21.; KPI 5)

Practicum and internship (field experiences) provide counselors-in-training with an opportunity to apply, assess, and refine their theoretical approach and clinical skills. Evaluation of field experience includes both technical skills review and professional dispositions (attitudes, skills, and behavior) review.

Students will complete 700 clock hours of field experience as counselors-in-training during their practicum and internship coursework. Field experiences are conducted at pre-approved service sites offering mental health counseling services and consist of providing both direct (280 clock hours) and indirect (420 clock hours) services. Counselors-in-training receive individual clinical

supervision at the site from licensed practitioners, and group clinical supervision from licensed program faculty in the virtual classroom.

Students must monitor and review their progress through the program with their academic advisors. You are responsible to secure a field experience site, however faculty may provide suggestions for sites. Those who meet the eligibility criteria (pre-requisites and GPA) for field experience must meet with the field experience coordinator prior to their desired practicum or internship start date to make arrangements for placement. Students must complete an application packet, which contains a field experience manual with instructions and regulations, a placement application form, and submit required documentation such as proof of liability insurance. A regularly updated list of practicum sites is provided to students online. The field experience coordinator must pre-approve all practicum and internship placements.

You are responsible for adhering to field experience requirements and policies. You will be provided with a Field Experience Manual that expands upon these requirements. Please read it carefully and refer to it often.

Additional Degree Requirements

You must maintain a minimum GPA of 3.0 on all coursework, earn 80% or higher on your KPIs, and earn 70% or higher on the counseling program comprehensive exam.

Comprehensive Examination

It is mandatory for students whose master level programs require a comprehensive or degree examination to register to take the Comprehensive Examination after he/she has approved the courses required by his/her academic program. The student is also required to comply with the following:

1. satisfactory completion of the required master level academic courses
2. overall GPA of 3.00
3. good standing
4. grades of "B" or above in all core (foundation) courses, required by the academic program

Students who take the exam must be registered during the session in which they schedule their examination. After successfully completing the Comprehensive Examination and completing all of the Master degree requirements, the students may apply to receive an M.S. degree.

In order to successfully complete the written comprehensive exams, students must pass all parts of the exams. The number of attempts allowable is four (4). Please see the respective program director for the Master Comprehensive Exams Outline for further information.

Course Descriptions

Course content requirements for the M.S. in Counseling degree are aligned with CACREP educational standards and encompass 33 credit hours of foundational counseling coursework, 18 credit hours of coursework in the specialization area of Clinical Mental Health Counseling, and 9 credit hours of supervised field experience.

COUN 500 Professional Identity & Pre-Practice in Counseling (3 credit hours)

An examination of historical and contemporary mental health counseling and its integration with systems of care. Students will learn how the bioecological approach is applied to the development of counselor knowledge and skills, and how to analyze mental health counseling issues and concerns of special populations.

COUN 501 Counseling Theories and Practice (3 credit hours)

An overview of foundational counseling theories: psychodynamic, humanistic, cognitive, behavioral, post-modern, systemic, and culture-centered counseling. Students reflect on their personal values and characteristics to integrate counseling theories that complement their worldviews and inform their professional practice serving individuals from a range of socioeconomic and cultural backgrounds. Students are introduced to core counseling skills and techniques and analyze effective professional dispositions.

COUN 507 Substance Use Disorders and Behavioral Health Disorders (3 credit hours)

Orientation to a broad range of topics in substance abuse counseling and behavioral health, including: etiological theories; substances of abuse; assessment and diagnosis; treatment planning; ethical and legal issues; individual, group, and family modalities; the continuum of care; and clinical considerations for diverse individuals. Students will develop an understanding of current trends in addiction, ethical considerations, relapse prevention strategies, assessing and interpreting assessments, and developing competencies for counseling multicultural populations.

COUN 510 Lifespan Development (3 credit hours)

A survey of typical physiological, cognitive, and socioemotional development of culturally diverse individuals throughout the lifespan using a multidimensional lens. Emphasis is on developmental tasks and their connection to health and wellness. Treatments and interventions regarding atypical development, heritability, developmental crises, disability, substance use, psychopathology, and interaction with various environments during developmental periods are examined.

COUN 513 Career Development & Assessment (3 credit hours)

An introduction to career development with diverse individuals of all ages. The theoretical emphasis is on the developmental aspects of career decision making from childhood through adulthood. Attention is given to various information sources and techniques for counselors to assist clients and students with career and employment preparation.

COUN 520 Group Counseling (3 credit hours)

An introduction to group dynamics, stages of group development, group leadership styles, group counseling methods and skills, and group process theories and methods applicable in diverse group counseling settings. Students will examine experiential techniques and intervention strategies essential for counselors treating individuals with addiction and mental disorders in clinical, therapeutic group settings.

COUN 523 Cross Cultural Counseling (3 credit hours)

This course is designed meet the demand for culturally competent mental health providers. It includes culture-specific viewpoints on wellness, mental illness, and disability. Students will comprehensively evaluate their own life experiences and worldviews, and become familiar with those of other cultures.

COUN 525 Research Methodology and Program Evaluation (3 credit hours)

An overview of the use of research design, methods, statistics, and analysis in counseling research and counseling services assessment. Collection and application of data for program improvement and diversity-affirming services provision is emphasized.

COUN 531 Ethical, Legal, & Professional Issues in Counseling (3 credit hours)

An examination of the foundations of counseling and professional identity in relation to codes of ethics, professional behavior, ethical issues, credentialing, practice and research, and legal and liability concerns facing practitioners working in a variety of settings. Emphasis is placed on issues of confidentiality, cultural competence, child abuse, elder abuse, and ethical dilemmas.

COUN 563 Human Sexuality & Sexual Dysfunctions (3 credit hours)

A multidimensional view of classic and contemporary research addressing sexual and psychosexual development, cultural values regarding sexuality, sexual orientation, the gender, sexual, and relationship spectrums, romantic love and desire, sexual health and wellness, sexuality and disability, sexual diseases, the paraphilias, counseling therapies and best practices.

CMHC 500 (3 credit hours)

This course examines historical and contemporary mental health counseling and its integration with systems of care. A bioecological approach is applied to the development of counselor knowledge and skills, and to analyzing mental health counseling and issues and concerns of special populations.

CMHC 541 Theories of Personality (3 credit hours)

An overview of personality theories, disorders, and treatment approaches. Theories of typical and atypical personality development are explored, with attention to cultural differences in personality and personality assessment.

CMHC 562 Couples and Family Counseling (3 credit hours)

Orientation to the history and application of family systems counseling and the theories that have emerged within family counseling. Assessment framework and techniques, interventions, and cultural approaches for counseling spouses, couples, and families will be examined.

CMHC 569 Psychopathology: Diagnosis and Treatment in Counseling (3 credit hours)

An overview of diagnostic criteria utilized in the diagnosis of mental illness. Assessment and treatment modalities as defined in the DSM-5 and ICD-11 will be explored. Students will develop an understanding of the history of mental health evaluation and diagnosis and review ethical, legal, cultural considerations in mental health diagnosis. Students will learn the significance of diagnosis for treatment planning.

CMHC 682 Community Counseling (3 credit hours)

An introduction to the community counseling disciplines and how they interface with mental health services planning. Approaches to health and wellness address the multidimensional needs of individuals within their own communities, to include substance use counseling, rehabilitation counseling, career counseling, school counseling, family and systems counseling, community advocacy, and provision of counseling in mental health agencies, employment agencies, and population-specific programs. Students will examine core counseling skills and techniques and review advanced counseling skills.

CMHC 657 Psychological Assessment and Appraisal in Counseling (3 credit hours)

An examination of the theory and practice of testing and assessment, including interpreting and reporting results. Administration of assessments will be addressed with attention to intake protocols, selecting and administering measures that are congruent with an individual's cultural attributes and circumstances, behavioral observations, and technical report writing. Students will learn about assessing trauma in individuals, couples, and families, and understanding multicultural considerations and generational trauma. A basic framework and history of counseling assessments, psychometric instruments, validity, interpretation, and delivering results are presented. Students will evaluate the appropriateness of assessment including multicultural considerations.

CMHC 690 Psychopharmacological Mechanisms in Counseling (3 credit hours)

An integration of DSM-5 mental disorders and psychopharmacological interventions, with emphasis on the clinical mental health setting. Common classifications, indications, and side effects are introduced with attention to their effects on the human central and peripheral nervous systems and on human cognitive, behavioral, and affective domains.

CMHC 695 Advanced Psychopathology: Diagnosis & Treatment in Counseling (3 credit hours)

(Pre-requisite: COUN 569 Psychopathology: Diagnosis & Treatment in Counseling). This course presents contemporary research regarding diagnosis of mental and psychological disorders with attention to DSM-5 and ICD-11 classifications, diagnostics, and continuum of care. Review ethical,

legal, cultural considerations in mental health diagnosis. Understanding diagnosis for treatment planning.

CMHC 630 Practicum in Mental Health Counseling (3 credit hours)

(Pre-requisites: COUN 500 Professional Identity & Pre-Practice in Counseling; COUN 501 Counseling Theories & Practice; COUN 523 Cross Cultural Counseling; COUN 531 Ethical, Legal, & Professional Issues in Counseling; CMHC 569 Diagnosis & Treatment in Mental Health Counseling). Counselors-in-training will complete 100 clock hours of supervised field experience in an approved mental health setting, to include 40 clock hours of direct services provision to clients. The focus is on application of counseling theory, process, and skills. Apply counseling skills in therapeutic relationship. Students will demonstrate basic competencies in clinical skill and professional dispositions, engage in self evaluation, and undergo instructor evaluation of skills. Weekly group and individual clinical supervision is provided.

CMHC 631 Internship I in Mental Health Counseling (3 credit hours)

Pre-requisite: CMHC 630 Practicum in Mental Health Counseling; 3 credit hours). Internship I is the first course of a two-semester internship sequence. Counselors-in-training will complete 300 clock hours of supervised field experience in an approved mental health counseling setting. Instruction is integrated with practical experience through class sessions and weekly individual clinical supervision, including 120 clock hours of direct service provision to clients. The focus is on integration of process, conceptual, and professional skills, roles, and dispositions. All students will conduct a minimum of one group counseling session during internship I or II.

CMHC 632 Internship II in Mental Health Counseling

(3 credit hours. Pre-requisites: CMHC 630 Practicum in Mental Health Counseling, CMHC 631 Internship I in Mental Health Counseling) Internship II is the second course of a two-semester internship sequence. Counselors-in-training will complete 300 clock hours of supervised field experience in an approved mental health counseling setting. Instruction is integrated with practical experience through class sessions and weekly individual clinical supervision, including 120 clock hours of direct service provision to clients. Continued focus is on integration of process, conceptual, and professional skills, roles, and dispositions. All students will conduct a minimum of one group counseling session during internship I or II.

Course descriptions may also be viewed in the most recent university catalog at this link: <https://www.albizu.edu/catalog-repository/>

Course Sequence

To progress through the program and graduate timely, it is important that you follow the course sequence and consult regularly with your faculty advisor to ensure you are meeting requirements.

Spring Entry	Courses	Fall Entry
Spring	COUN 501 Counseling Theory & Practice* COUN 507 Substance Use & Behavioral Disorders	

	COUN 510 Lifespan Development	
Summer	COUN 513 Career Development and Assessment COUN 520 Group Counseling COUN 523 Cross Cultural Counseling	
Fall	COUN 525 Research Methodology and Program Evaluation COUN 531 Ethical, Legal and Professional Issues in Counseling* CMHC 541 Theories of Personality	Fall
Spring	COUN 562 Family Counseling Theory and Practice COUN 563 Human Sexuality and Sexual Dysfunctions COUN 569 Psychological Diagnosis and Treatment in Counseling*	Spring
Summer	COUN 682 Community Counseling CMHC 500 Professional Identity and Pre-Practice in Counseling CMHC 567 Psychological Assessment and Appraisal in Mental Health Counseling	Summer
Fall	CMHC 690 Psychopharmacological Mechanisms in Counseling CMHC 695 Advanced Psychological Treatment & Diagnosis in Counseling CMHC 630 Practicum in Clinical Mental Health Counseling Site Placement (8 hours per week)	Fall
	COUN 501 Counseling Theory & Practice* COUN 507 Substance Use & Behavioral Disorders COUN 510 Lifespan Development	Spring
	COUN 513 Career Development and Assessment COUN 520 Group Counseling COUN 523 Cross Cultural Counseling	Summer
	CMHC 631 Internship I in Clinical Mental Health Counseling Site Placement (20 hours per week) PYCE 99 Comprehensive Exam	Fall
Spring	CMHC 631 Internship I in Clinical Mental Health Counseling Site Placement (20 hours per week) PYCE 99 Comprehensive Exam	Spring
Summer	CMHC 632 Internship II in Clinical Mental Health Counseling Site Placement (20 hours per week)	Summer

*prerequisites to Practicum

Albizu University Policies and Procedures

Graduate Program Credit Transfers²¹

Credit transfers are not guaranteed, but may be available if specific criteria are met. The most recent graduate program credit transfer policy is available in the university catalog at the following link: <https://www.albizu.edu/catalog-repository/>

²¹ CACREP 2024, Section 1, Standard M.6.

Student Retention, Remediation, And Dismissal²²

Your academic and dispositional development will be assessed on an ongoing basis throughout your tenure in the counseling program. If, at any time, you are not meeting academic or dispositional program expectations, every attempt will be made to remediate the issue(s) using a mandated work plan (MWP), with the overarching goal of supporting your successful completion of the M.S. in Counseling (Appendix C).

The most recent Albizu University policy on student dismissal is available at the following link: <https://www.albizu.edu/catalog-repository/>

Diversity, Equity, Inclusion, and Accessibility²³

DEI Statement (M.8.). The Master of Science in Counseling program supports a culture of diversity, equity, and inclusion. We believe this culture should extend to the faculty employed, the students we support, and the future clients they will serve. We are committed to lead with informed, respectful, and empathetic practices to provide a safe, accessible, and inclusive environment for our students and faculty.

Counseling Program Recruitment Statement (H.&I.). The Counseling program is committed to the recruitment of diverse individuals to support cultural competence and representation of diverse practitioners in the profession of counseling. All qualified applicants receive equal consideration for admission, regardless of race, ethnicity, color, national origin, sex or sex assigned at birth, gender or gender identity, familial or parental status, marital status, sexual orientation, religious or non-religious beliefs, age, military or veteran status, and/or socioeconomic status. We enthusiastically invite individuals who are BIPOC, LGBTQA+, and individuals with disabilities to apply.

Disability Support Services & Accommodations²⁴

Any student who needs accommodation for a disability should apply to obtain these services. An application packet can be emailed to students upon request, or students may access the application forms on the Student Success Portal under Student Forms, Reasonable Accommodations, at https://bb.albizu.edu/ultra/organizations/_9255_1/cl/outline

You will need your university login to access the portal. Once you complete the application process, the student success coordinator will work with you to determine your eligibility and identify the type of accommodation you will need.

²² CACREP 2024, Section 1, Standard M.7.

²³ CACREP 2024, Section 1, Standards H., I., & M.8.

²⁴ CACREP 2024, Section 1, Standard M.9.

Resources

Self Service

Student Academic Record and Student Self-Services at Albizu University provides many services online related to online registration and planning, advising, online payments, financial aid processing, etc. To access this platform, use the following link: <https://selfserv.albizu.edu>

Learning Management System

Blackboard is the online learning platform that we use to deliver our fully online programs, online courses, and Web Assisted and hybrid courses. You will access your course content, complete quizzes and exams for your Distance Education or Online classes through this platform. To access this platform, use the following link: <https://bb.albizu.edu>.

For Blackboard help, you may complete a ticket form at: <https://lmsupport.albizu.edu>

If you have further questions or you have difficulties logging into our online systems, please do not hesitate to contact us. Send an email to AU ITS Helpdesk at helpdesk@albizu.edu or call 305-593-1223 extension 3177.

Student Support

Academic Support

At the Student Support Center, academic support services are offered both on campus and online. Our tutors and academic coaches are trained to help strengthen student academic skills and competencies through tutoring and coaching activities. Our services promote academic achievement, assist students in developing additional study strategies, enrich student life, and support our students in their professional endeavors. We also offer several tools to support our student access to information and services through our Student Success Portal located on Bb. This portal provides a wealth of information on all student services and contacts, writing helps, APA 7 guides, past workshops and webinar recordings, monthly calendar, online tutor, registration and services tutorials, academic tutorials, job boards, financial literacy workshops, scholarship and fellowship board, access to the digital appointment scheduler, and much more.

More information on the Student Success Center can be accessed at this link: <https://www.albizu.edu/miami/student-success-center/>

Wraparound Services Including Personal Counseling Services
(CACREP 2024, Section 1, Standard M.10.)

Personal counseling services are provided by the Office of Student Affairs. To request personal counseling services, please contact the Student Success Coordinator at 305-593-1223. The Telemental Health Network provides counseling by licensed, professional counselors who are not affiliated with the Master of Science in Counseling program. You may view the service portal at this link: <https://www.virtualcounselor.com/>

Professional Counseling Organizations and Requirements for Professional Involvement

Professional Counseling Organizations²⁵

- American Counseling Association
PO Box 31110
Alexandria VA 22310-9110
800.347.6647
memberservices@counseling.org
www.counseling.org
- National Board of Certified Counselors
3 Terrace Way
Greensboro NC
366.547.0607
nbcc@nbcc.org
www.nbcc.org/
- American Mental Health Counselors Association
107 S. West St.
Suite 779
Alexandria Virginia 22314
703.548.6002
www.amhca.org/home

Requirement for Professional Involvement²⁶

An essential aspect of developing a professional counselor identity is active engagement in the profession. This includes participation in continuing education and self-renewal, networking and consulting with other professionals, community volunteerism, and performing advocacy for the counseling profession. Examples may include attending or taking online counseling workshops, trainings, retreats, and conferences; volunteering at community service organizations or at a university counselor education program; distributing mental health and wellness flyers or

²⁵ CACREP 2024, Section 1, Standard M.11.

²⁶ CACREP 2024, Section 1, Standard 1.L.

attending such events in your community; testifying or writing letters to your congressperson in support of mental health legislation; and much more!

For each semester that you attend the counseling program at Albizu University-Miami, you are required to submit evidence that you have participated in a minimum of one clock hour of professional involvement outside of your studies. You must email your evidence of professional involvement to your faculty advisor prior to the final day of class each semester.

Requirement for Counseling Organization Membership²⁷

Development of a professional identity as a counselor is an essential part of the training you will receive in the counseling program. Membership in the ACA signals your commitment to a professional identity as a counselor and includes benefits such as reduced-cost liability insurance coverage, access to professional publications, journals, and newsletters; award and grant eligibility; one hour of continuing education per month; networking for future employment and academic pursuits; the latest information regarding professional practice and technique; and, discounted national conference registration rates.

During your first semester, you are asked to obtain membership in the American Counseling Association (ACA). You must submit proof of membership to your faculty advisor prior to the last class day of your first semester. Student membership is discounted at \$105.00 and includes such benefits as You may join the association using their website at this link: <https://www.counseling.org/membership/join-now>

If joining a professional counseling organization presents a financial hardship for you, please contact your faculty advisor to defer this requirement for one semester.

Financial Support

If you are applying or are enrolled as a degree-seeking student at Albizu University (AU), the Financial Aid Office can provide you with information on financial assistance, including how to apply for scholarships, work opportunities, grants, and loan programs available to qualified students. Financial aid is designed to help students meet the direct and indirect costs of their education, such as tuition, fees, books, and supplies. Various funding applications are provided at this link: <https://www.albizu.edu/admissions/financial-aid/>

Albizu University-Miami provides five merit scholarships annually to students in the M.S. Counseling program. Merit Scholarships can be awarded for up to \$2,500 per academic year to cover university tuition and fees. The selection is based on academic excellence based on the undergraduate grade point average of applicants.

²⁷ CACREP 2024, Section 1, Standard 1.L.

Professional Counseling Certification and Licensure Requirements²⁸

If you have completed a 60 credit hour master's degree in counseling prior by June 30, 2025, you may apply for the LMHC if your transcript reflects 3 semester hours in each of these 12 areas: 1) counseling theories and practice, 2) human growth and development, 3) diagnosis and treatment of psychopathology, 4) human sexuality, 5) group theories and practice, 6) individual evaluation and assessment, 7) career and lifestyle assessment, 8) research and program evaluation, 9) social and cultural foundations, 10) substance abuse, and 11) legal, ethical, and professional standards issues. Additionally, your program director will need to provide you with a note on letterhead verifying the course title and that you have completed 700 hours of practical experience, 280 of which were direct services provision.

As of July 1, 2025, all applicants for the LMHC must have completed a master's degree in counseling from an academic program that is accredited by CACREP or an equivalent accrediting body. Additionally, applicants must provide documentation that they have completed a minimum of 3 semester hours each in 1) human sexuality, and in 2) substance abuse. You will not need to submit a verification of your field experience hours.

Per CACREP (5.a. Program Graduate Qualification for Initial Accreditation) you can be considered a graduate of a CACREP program if you receive your Master of Science in Counseling degree up to 18 months before program accreditation is conferred.

Endorsement Policy on Recommending Students for Credentialing and Employment²⁹

As you complete the counseling program, you will begin the process of seeking state licensure and/or other credentials, applying for employment as a professional counselor, and/or applying to continuing or doctoral studies in counseling or a related discipline. You may request a job recommendation or other recommendation from counseling faculty.

For state licensure and/or voluntary certifications in counseling, you may need program verification that you have completed 700 field experience clock hours, 280 in provision of direct services to clients. Please contact your field experience coordinator to obtain this verification. During your licensure application process, you may need positive endorsement of your dispositional readiness for counseling practice. You will likely be asked to provide similar references for employment interviews and university applications.

You may request a written or verbal reference for licensing, employment, or continuing educational pursuits from the Field Experience Coordinator or your faculty advisor. In many cases, faculty references are not made available to you as an applicant. It is recommended that you ask faculty members if they can give you a positive reference and select accordingly.

Endorsements will be based on your completion of all coursework with a letter grade of B or higher, completion of your KPIs at 80% or higher, and a score of 70% or higher on your comprehensive exam, your dispositional review scores of 3 points or higher per item, and

²⁸ CACREP 2024, Section 1, Standard M.12.

²⁹ CACREP 2024, Section 1, Standard M.13.

completion of all program and university requirements. You must meet the program's minimum expectations for academic and dispositional performance to be eligible for a positive reference.

In order to be awarded a master's degree in Counselor Education and recommended for credentialing and employment, a student must complete all required coursework, fulfill all department and university requirements, pass the comprehensive examination, and obtain favorable evaluations on AMCHCC for Counselor Education from program faculty and clinical supervisors.

Informational Links

https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0_1

<https://www.cacrep.org/for-programs/>

<https://floridasmentalhealthprofessions.gov/licensing/licensed-mental-health-counselor/>

<https://www.nbcc.org/exams/ncmhce>

<https://counselingcompact.org>

Appendix A: Disclosure and Acknowledgment - Master of Science in Counseling with Specialization in Clinical Mental Health

The undersigned hereby acknowledges and confirms the following:

Licensure requirements for counseling professionals differ from one state to another and are governed by the respective state regulatory bodies. It is the sole responsibility of the undersigned to contact the applicable state licensing authority in the jurisdiction of intended practice to ascertain and understand eligibility criteria and requirements.

Effective from July 1, 2025, the State of Florida, through its Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling, mandates that licensure candidates must possess a master's degree from a program accredited by bodies such as the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Masters in Psychology and Counseling Accreditation Council (MPCAC), or an equivalent accrediting entity. The program in question must encompass at least 60 semester hours or 80 quarter hours.

The Master of Science in Counseling with specialization in Clinical Mental Health program offered by Albizu University is aligned with CACREP standards, but it is NOT currently accredited by CACREP.

Albizu University intends to pursue accreditation with CACREP, however, it provides no assurances, representations, or guarantees concerning the attainment of any particular accreditation status within a specific timeframe or at all.

Albizu University disclaims any responsibility for changes in state licensure requirements or any consequences resulting from a student's inability to obtain licensure.

Albizu University has diligently and transparently disclosed the information pertinent to its Master of Science in Counseling with specialization in Clinical Mental Health Program. By signing below, the undersigned irrevocably attests to having been informed, thoroughly reviewed, understood, and accepted each of the conditions detailed within this document. The undersigned further agrees to proceed with their enrollment in the Master of Science in Counseling with specialization in Clinical Mental Health Program with complete awareness and acceptance of the implications of these disclosures.

Date: _____

Student's Name: _____

Signature: _____

Appendix B: Assessment of Clinical Mental Health Counselor Competency (ACMHCC)³⁰

Item	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations/ Demonstrates Competencies (4)	Meets Expectations/ Demonstrates Competencies (3)	Near Expectations/ Developing Towards Competencies (2)	Below Expectations/ Unacceptable (1)	Harmful (0)
4.A.		Professional Ethics	Adheres to the ethical guidelines of the ACA, APA, and/or NBCC; including practices within competencies	Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments (e.g., 80% or more of the time)	Demonstrates consistent ethical behavior & judgments (e.g., 70% of the time)	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process (e.g., around 50% of the time)	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process	
4.B.		Professional Behavior	Behaves in a professional manner towards supervisors, peers, and clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and can effectively collaborate with others	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within the majority of professional interactions	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	
4.C.		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, and clients. Appropriate in-person and social media boundaries are evident	Consistently demonstrates and maintains strong appropriate boundaries with all supervisors, peers, & clients	Consistently demonstrates and maintains adequate appropriate boundaries with most supervisors, peers, & clients	Inconsistently demonstrates and maintains appropriate boundaries with supervisors, peers, & clients	Demonstrates limited boundaries with supervisors, peers, & clients	
4.D.		Knowledge & Adherence to Site & Course Policies	Demonstrates an understanding and appreciation for all counseling site and course policies and procedures	Demonstrates consistent adherence to all counseling site and course policies & procedures, including strong attendance and engagement	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement	
4.E.		Recordkeeping & Task Completion	Completes all weekly record keeping & tasks correctly and promptly (e.g., case notes, psychosocial reports,	Completes all required record keeping, documentation, and assigned tasks in a comprehensive & timely	Completes all required record keeping, documentation, and tasks in a competent & timely fashion	Completes all required record keeping, documentation, and tasks, but in an inconsistent , late, &/or questionable fashion	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion	

³⁰ Part 4: Professional Dispositions & Behaviors; Used with permission from Glenn W. Lambie, Ph.D.

			treatment plans, supervisory report)	fashion				
Item	Score	Primary Competence	Specific Competency Descriptors	Exceeds Expectations/ Demonstrates Competencies (4)	Meets Expectations/ Demonstrates Competencies (3)	Near Expectations/ Developing Towards Competencies (2)	Below Expectations/ Unacceptable (1)	Harmful (0)
4.F.		Multicultural Competence in Counseling Relationships	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) & awareness of & responsiveness to the intersectionality of culture in all relationship systems	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with all clients	Demonstrates adequate multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with the majority of clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients	
4.G.		Motivated to Learn & Grow/Initiates	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	Demonstrates strong and consistent emotional stability & appropriateness in all interpersonal interactions with client	Demonstrates consistent emotional stability & appropriateness in the majority of interpersonal interactions with clients	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients	
4.H.		Emotional Stability & Self Control	Demonstrates engagement in learning and development of their counseling competencies	Demonstrates consistent engagement in promoting professional and personal growth & development. Proactively seeks new opportunities to learn and grow	Demonstrates consistent engagement in promoting professional and personal growth & development	Demonstrates inconsistent engagement in promoting professional and personal growth & development	Demonstrates limited engagement in promoting professional and personal growth & development	
4.I.		Openness to Feedback	Responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback	Intentionally asks for supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes	Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes	Demonstrates a lack of openness to supervisory &/or instructor feedback & does not implement suggested changes	
4.J.		Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, and new situations	Demonstrates strong and consistent ability to adapt appropriately to new situations and clients' diverse changing needs (e.g., 80% or more of the time)	Demonstrates consistent ability to adapt appropriately to new situations and clients' diverse changing needs (around 70% of the time)	Demonstrates an inconsistent ability to adapt appropriately to new situations and clients' diverse changing needs (around 50% of the time)	Demonstrates a limited ability to adapt appropriately to new situations and clients' diverse changing needs.	

4.K.		Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself"	Demonstrates strong and consistent ability to be genuine & accepting of self & others (e.g., 80% or more of the time)	Demonstrates consistent ability to be genuine & accepting of self & others (e.g., around 70% of the time)	Demonstrates inconsistent ability to be genuine & accepting of self & others (around 50% of the time)	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent)	
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Appendix C: Mandatory Work Plan

DATE SUBMITTED:

STUDENT:

PERSONS INVOLVED IN COMPLETING THIS FORM:

NATURE OF CONCERN (Please provide a brief narrative concerns regarding this student, including grades, professional skill development, professional dispositions and characteristics, and overall fitness for the field of counseling. Please include the specific standard, ethical code, competency, disposition, etc. of concern):

STUDENT RESPONSE (What role did the student play in the creation of this plan?):

ACCOMODATION/REMEDIATION STRATEGIES (What steps will be taken by whom in order to meet the minimal standards required for the counseling field? Potential strategies include taking another course, repeating a course, increasing targeted supervision, leave of absence, personal counseling, reflection on the fit between student and the program, etc.):

POTENTIAL OUTCOMES (What are the potential outcomes following the completion of this plan? Examples include student's withdrawal, student's dismissal, successful retention, retention with plan revision/continuation, etc.):

EVALUATION PLAN (How and when will the outcomes of this plan be measured and evaluated?):

STATEMENT OF UNDERSTANDING:

I understand the expectations specified in this contract and I understand that positive response to the expectations outlined will result in successful completion of internship. I also understand that failure to adhere to the terms of this contract may result in removal from my internship. In addition, if removed from my internship site, I may not be allowed to complete the Counseling Program at Albizu University-Miami. Further, I understand that I will not be given the opportunity to complete my field experience if I exhibit unprofessional or irresponsible behaviors not typical of a successful first-year counselor employed in the field.

SIGNATURES:

By signing this document, you confirm that you have been informed of the expectations of the Counseling Program, including the academic appeals policy, as outlined in the student handbook and agree to the conditions of this development plan.

STUDENT SIGNATURE: _____ DATE: _____

FACULTY ADVISOR: _____ DATE: _____

PROGRAM DIRECTOR: _____ DATE: _____