



Online Master of Science in Counseling  
Student Handbook

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## Preface

Welcome to the Online 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. It is structured in accord with CACREP (2024) Section 1, Standard M, 1-13. Please read it carefully. This handbook is intended to supplement information provided in the university catalog and to provide instructions about procedures, regulations, and policies relevant to graduate studies at Albizu University. 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 are subject to continuous review and change. When such changes occur, you will be notified through official notifications made by 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). The Online M.S. Counseling program is currently in the process of applying for national accreditation with the Commission on Accreditation of Counseling and Related Educational Programs (CACREP).

## Introduction

### Program History

The inception of Albizu University's Online M.S. 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 (2 ½) to three (3) years to complete. Three (3) credit hours or more per semester is considered full-time attendance.

## Program Accreditation Status

The Online M.S. in Counseling program, Clinical Mental Health Counseling specialization, is currently aligned with the Council on Accreditation of Counseling and Related Educational Programs (CACREP) educational standards and the Florida Board of Clinical Social Work, Marriage & Family, and Mental Health Counseling educational requirements. While our program is not CACREP-accredited currently, we are actively seeking accreditation. We anticipate completing this process within 18 months of our first graduating class, scheduled for Summer 2026 term. If we receive accreditation, all students from our first graduating class will be considered as graduating from a CACREP-accredited program, eligible to apply for state licensure as a counselor in Florida.

## Program Licensure Disclosure

As per CFR 668.14(b)(32)(ii), Albizu University publicly discloses whether its programs meet educational requirements for state licensing in counseling. This compliance is monitored by the Albizu University Compliance Office to ensure that applicants are duly informed. The Online M.S. Counseling program is not accredited at this time.

Graduates from the Online M.S. in Counseling who meet all program and institutional requirements, including a minimum 3.0 GPA and completion of a final comprehensive exam, will be eligible to apply for state licensure. There are additional state requirements for licensure, and all final decisions on licensing are made by the Florida Board of Clinical Social Work, Marriage & Family, & Mental Health Counseling or your state licensing entity.

Online M.S. Counseling faculty members are available to provide you with resources and guidance to identify and fulfill licensure requirements for states and territories outside of Florida.

## Your FERPA Rights

Our program adheres to the federal Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student education records. Your academic information, financial aid information, and personal/contact information cannot be released to anyone else without your written consent. For more information on your FERPA rights, please review the information at the <https://studentprivacy.ed.gov/faq/what-ferpa>

## Diversity, Equity, Inclusion & Accessibility Statement

The Online M.S. in Counseling program is committed to the recruitment of distinct individuals to be trained as effective counselors. 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.

The Online M.S. in Counseling program encompasses varied applicants. We believe this includes 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 and accessible environment for our students and faculty.

## Faculty & Staff Contacts

The Online M.S. Counseling program has three full-time faculty members and one administrative assistant. Your program director is Dr. Ariel Hernandez. Contact information is provided below:

Dr. Ariel Hernandez, LMHC, QS, NCC  
Program Director  
305.593.1223 Ext. 3250  
[ahernandez7@albizu.edu](mailto:ahernandez7@albizu.edu)

Ms. Mariam Gonzalez  
Administrative Assistant  
305.593.1223 Ext. 3181 or 3292  
[mgonzalez6@albizu.edu](mailto:mgonzalez6@albizu.edu)

Dr. Ashley Cooper-Leonhart, LMHC, QS,  
NCC  
Practicum & Internship Coordinator  
[acooper@albizu.edu](mailto:acooper@albizu.edu)

Dr. Katrina R. Miller, LPC, NCC, CRC, BC-  
TMH  
Accreditation Program Manager  
[kmiller@albizu.edu](mailto:kmiller@albizu.edu)

## General Information

### Program Mission Statement

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

### Program Objectives

1. Articulate relevant counseling theories and apply research to professional practice.
2. Demonstrate clinical skills and techniques, such as assessment, consultation, cultural competency, and advocacy.
3. Apply therapeutic interventions that are flexible and responsive to the cultural, social, and personal contexts of individuals, couples, and families in public and private settings to ensure effective, client-centered care.

### General Degree Requirements

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. 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.

## Technology & Technology Competency Requirements

The Online M.S. in Counseling program at Albizu University-Miami provides 85% of your coursework in online asynchronous format and 15% 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 assignments using digital video, you will need access to a camera and speaker.

### Technology Requirements

Minimum requirements include access to a computer with:

- 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.

### Technology Provided to Students

Albizu University provides you with a 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>

You may request a Grammarly, Inc. account from our administrative assistant. This virtual writing tutor can help you to translate written work or assignment instructions from one language to another, identify and correct grammar mistakes, spelling errors, punctuation issues, and improve sentence structure. Grammarly and other AI-generated content is not permitted in coursework submissions.

## Technology Competencies

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.

## Technological Support

Albizu University-Miami provides general 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](mailto:helpdesk@albizu.edu)

For assistance from the Digital Learning Unit with technological concerns related to Blackboard, courses, studio recordings, or streaming services, please use this form:

<https://app.smartsheet.com/b/form/1afc5b6b3d964a67a5ca29d919d30ec7>

## Student Ethical & Professional Responsibilities

You are expected to exhibit professional conduct during all communications and interactions in the Albizu University community and during practicum and internship placements. Dismissal for cause is possible in the case of unethical, 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/](http://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 are expected to work independently on all assignments unless group collaboration is explicitly stated in the instructions. All submitted work must be your own original effort. The use of generative artificial intelligence tools (such as ChatGPT, Google Bard, etc.) to produce, rephrase, translate, or edit content for your assignments is strictly prohibited unless specifically permitted by the instructor. Submitting AI-generated content as your own constitutes a violation of the academic integrity policy. Proper citation of all sources, including paraphrased or quoted material, is required to maintain academic honesty.

As a counselor-in-training, you are required to maintain adherence to the American Counseling Association's (ACA) 2014 Code of Ethics throughout your matriculation. Violation of the ACA Code of Ethics may result in disciplinary action, up to and including dismissal from the Online M.S. Counseling program. Please familiarize yourself with the Code at this website link: [www.counseling.org/knowledge-center/ethics](http://www.counseling.org/knowledge-center/ethics)

## Individual Student Assessment Procedures

### Institutional Competencies & Learning Objectives

Albizu University institutional competencies for student learning assessment allow the institution to comply with the Middle States Commission on Higher Education (MSCHE) standards. This 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 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 the entry-level knowledge and skills needed to effectively 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. Specific assignments in each class comprise key performance indicators (KPI), defined as 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 and individual course grades will be assessed once per academic year. Any grade of less than 80% may result in a mandatory work plan (MWP) to provide you with additional guidance and support.

The following key performance indicators (KPIs) based on CACREP educational standards and your progress in these areas will be continually 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.
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 culturally-affirming counseling approaches and methods.
3. Describe typical physical, intellectual, social, and emotional development through the lifespan and the impact of atypical development on individuals and families.

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.
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.
6. Apply theories, models, and interventions as relevant to the practice of group work in a variety of settings.
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.
8. Determine the accuracy of information sources, articulate research designs and methods, evaluate and apply data to improve counseling service delivery and program effectiveness.
9. Demonstrate working knowledge of history and current priorities of clinical mental health practice, using recognized classifications systems.
10. Explain delivery of competent counseling services and continuity of care in public and community-based settings in adherence to legal and ethical considerations.

### Student Dispositional Assessment Procedures

The purpose of dispositional assessment is to ensure that you have acquired the professional attitudes, behaviors, and interpersonal skills necessary 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 mandatory work plan (MWP) and/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

- 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

Please refer to Appendix A for an explanation of these dispositional rating categories and points. Dispositional assessment will occur at the conclusion of each fall semester and during each semester that you are in field experience (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 2 (developing competency) on any item may result in a mandatory work plan (MWP) to support your progress in the program. Your faculty advisor or the field experience coordinator will notify you by email of your dispositional assessment results and overall progress.

### Mandatory Work Plan

If you are not meeting counseling program academic or dispositional expectations, a mandatory work plan (MWP). The MWP is an opportunity to work closely with faculty to identify learning needs and improve upon your performance in relation to program requirements. The MWP document outlines behavioral benchmarks and due dates for completion. It may be developed for you by program faculty or your faculty advisor, with your input. The due dates will include a minimum of one progress review with the program director, your faculty advisor, or the faculty member overseeing your MWP, at which times modifications may be made. It is important that you use your MWP review(s) to communicate any unusual circumstances or hardships to your faculty advisor. Successful completion of an MWP, whether related to academic performance or professional dispositions, is required for continued enrollment and progression in the program. Meeting all MWP requirement makes you eligible to return to regular student status. Faculty may initiate more than one MWP at different times throughout your tenure in the program as deemed necessary based on your continuing academic and dispositional progress.

### Counseling Curriculum

The Counseling faculty at Albizu University Miami have aligned the M.S. in Counseling curriculum to CACREP counselor preparation standards. This encompasses a 60-credit hour curriculum. To view CACREP foundational counseling curriculum standards in their entirety, please visit Section 3. Foundational Counseling Curriculum at the following website link: [www.cacrep.org/news/2024-cacrep-standards/](http://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)

#### Experiential Group Participation Requirement

The MS in Counseling Program requires all students to complete a direct experiential group participation experience consistent with CACREP 2024 Standard 3.F.10.

Students must participate as group members in a program-approved small group activity for a minimum of ten (10) clock hours completed within one academic term.

The purpose of this requirement is to support:

- counselor self-awareness,
- understanding of group process and therapeutic factors,
- development of interpersonal process awareness,
- multicultural responsiveness,
- and professional counselor identity development.

The experiential group:

- is separate from practicum and internship supervision,
- is separate from classroom role plays or instructional discussions,
- may occur in person or through secure videoconferencing technology,
- and must be facilitated by a program-approved licensed professional or qualified facilitator.

Students are responsible for:

- attending all required sessions,
- maintaining confidentiality and professional conduct,
- completing all required documentation,
- and adhering to program expectations associated with the experience.

Failure to complete the required experiential group participation hours may delay progression, graduation eligibility, or degree conferral until the requirement is successfully completed.

The Counseling Program maintains documentation verifying student completion of this requirement as part of CACREP accreditation and professional training records.

## Practicum & Internship

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 counseling 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.

The practicum and internship coordinator may provide suggestions for sites in your area and will work with you to develop sites when needed. Students are welcomed to submit potential clinical sites for approval to the field experience coordinator; however, no guarantees are made regarding site approval. Students 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 manual with instructions and regulations, a placement application form, and submit required documentation such as proof of counseling liability insurance. 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

A minimum grade of 80% (letter grade B) is required for successful completion of all courses in the Counseling program. If you do not meet this criterion, you will need to repeat the course in its entirety. You may not repeat any graduate course in the Counseling program more than one time. If you have not been able to earn 80% (letter grade B) in any course after your second try, you will be dismissed from the Counseling program (AU Faculty Handbook, 2016, Academic Excellence, p. 50).

You must earn 70% or higher on the counseling program final 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 the academic advisor has approved the courses required by the 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's degree requirements, the students may apply to receive the M.S. in Counseling. 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 your program director for the Master Comprehensive Exams Outline and other exam information.

## Course Descriptions

Course content requirements for the M.S. in Counseling degree are aligned with CACREP educational standards and encompass 30 credit hours of foundational counseling coursework, 21 credit hours of coursework in the specialization area of Clinical Mental Health Counseling, and 9 credit hours of supervised field experience.

### Foundational Coursework (30 credit hours)

#### 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 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.

#### COUN 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.

### Clinical Mental Health Counseling Coursework (21 credit hours)

#### CMHC 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.

#### 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 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.

#### Field Experience Coursework (9 credit hours)

#### 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

Please consult regularly with your faculty advisor to ensure you are meeting requirements.

Term	Courses
1	COUN 501 Counseling Theory & Practice* COUN 507 Substance Use & Behavioral Disorders COUN 510 Lifespan Development
2	COUN 513 Career Development and Assessment COUN 520 Group Counseling COUN 523 Cross Cultural Counseling
3	COUN 525 Research Methodology and Program Evaluation COUN 531 Ethical, Legal and Professional Issues in Counseling* CMHC 541 Theories of Personality
4	COUN 562 Family Counseling Theory and Practice COUN 563 Human Sexuality and Sexual Dysfunctions

	COUN 569 Psychological Diagnosis and Treatment in Counseling*
5	COUN 682 Community Counseling CMHC 500 Professional Identity and Pre-Practice in Counseling CMHC 567 Psychological Assessment and Appraisal in Mental Health Counseling
6	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)
7	COUN 501 Counseling Theory & Practice* COUN 507 Substance Use & Behavioral Disorders COUN 510 Lifespan Development
8	COUN 513 Career Development and Assessment COUN 520 Group Counseling COUN 523 Cross Cultural Counseling
9	CMHC 631 Internship I in Clinical Mental Health Counseling Site Placement (20 hours per week) PYCE 99 Comprehensive Exam
10	CMHC 631 Internship I in Clinical Mental Health Counseling Site Placement (20 hours per week) PYCE 99 Comprehensive Exam
11	CMHC 632 Internship II in Clinical Mental Health Counseling Site Placement (20 hours per week)

\*prerequisites to Practicum

## Requirements for Professional Identity Development

Per our accreditor, CACREP, students in the Online M.S. Counseling program must join a counseling organization and regularly participate in professional counseling activities to develop their professional identity.

### Counseling Organization Membership Requirement

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 American Counseling Association signals your commitment to the profession and includes member 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) and/or another counseling organization. You must submit proof of membership with ACA or another national or local counseling organization to your faculty advisor prior to the

last class day of your first semester. ACA student membership is discounted at \$105.00. You may join the association using 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.

#### National Counseling Organizations

<p>American Counseling Association (ACA)          PO Box 31110          Alexandria VA 22310-9110          800.347.6647  <a href="mailto:memberservices@counseling.org">memberservices@counseling.org</a>  <a href="http://www.counseling.org">www.counseling.org</a></p>	<p>Commission on Rehabilitation Counselor Certification (CRCC)          1501 Woodfield Rd Suite 105E          Schaumburg IL 60173          847.944.1325  <a href="https://nbcc.org/">https://nbcc.org/</a>  <a href="mailto:contactus@crccertification.com">contactus@crccertification.com</a></p>
<p>American School Counselor Association (ASCA)          277 S. Washington St Suite 390          Alexandria VA 22314          703.683.2722  <a href="mailto:asca@schoolcounselor.org">asca@schoolcounselor.org</a>  <a href="https://schoolcounselor.org/">https://schoolcounselor.org/</a></p>	<p>Florida Counseling Association (FCA)          2750 Taylor Ave Suite A-36          Orlando, Florida 32806  <a href="https://www.flacounseling.org/">https://www.flacounseling.org/</a>  <a href="mailto:fcaoffice@flacounseling.org">fcaoffice@flacounseling.org</a></p>
<p>American Mental Health Counselors Association (AMHCA)          107 S. West St Suite 779          Alexandria VA 22314          703.548.6002  <a href="http://www.amhca.org/home">www.amhca.org/home</a>  <a href="mailto:info@amhca.org">info@amhca.org</a></p>	<p>NAADAC: The Association for Addiction Professionals          44 Canal Center Plaza Suite 301          Alexandria, VA 22314          703.741.7686  <a href="mailto:naadac@naadac.org">naadac@naadac.org</a>  <a href="http://www.naadac.org">www.naadac.org</a></p>
<p>NACADA: The Global Community for Academic Advising          Kansas State University          1114 Mid Campus Dr N Bluemont Hall 013          Manhattan, KS 66506          785.532.5717  <a href="mailto:nacada@ksu.edu">nacada@ksu.edu</a>  <a href="https://nacada.ksu.edu/">https://nacada.ksu.edu/</a></p>	<p>National Board of Certified Counselors (NBCC)          3 Terrace Way          Greensboro NC          366.547.0607  <a href="mailto:nbcc@nbcc.org">nbcc@nbcc.org</a>  <a href="http://www.nbcc.org/">www.nbcc.org/</a></p>

#### Professional Engagement Requirement

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 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 (1) 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.

#### Links to Professional Engagement Resources

The following online professional counseling engagement training resources are complimentary or low cost. Please note that you may have to register or obtain membership to use some of these sites.

- Association for Advanced Training in the Behavioral Sciences: Free CEUs for Counselors <https://www.aatbs.com/continuing-education/licensure-type/free-ces/free-ceus-for-counselors>
- American Counseling Association: CE of the Month (members only) <https://www.counseling.org/events-education/continuing-education>
- Americans with Disabilities Act: Training Resources Courses <https://www.k-state.edu/hr/employee-relations/accessibility/training/>
- Counselor's Choice Award <https://www.counselorschoiceaward.com/ces>
- NAADAC: The Association for Addiction Professionals Free Webinar Series <https://www.naadac.org/webinars>
- National Board of Certified Counselors Foundation: Upcoming Webinars <https://www.nbccf.org/webinars/upcomingwebinars>
- National Deaf Center: Online Learning Opportunities <https://nationaldeafcenter.org/learn/online-learning/>
- Substance Abuse Resources & Disability Issues: Vocational Rehabilitation Guidance & Counseling Online <https://www.sardiprogram.com/vronline/#>
- Substance Abuse & Mental Health Service Administration Disaster Technical Assistance Center <https://www.samhsa.gov/technical-assistance/dtac/training>
- Telehealth Certification Institute <https://www.telementalhealthtraining.com/component/finder/search?q=free&Itemid=359>
- Therapists Who Rock! Free or Very Cheap Training <https://www.therapistswhorock.com/freeceus>
- Veterans Affairs: Post Traumatic Stress Disorder Continuing Education [https://www.ptsd.va.gov/professional/continuing\\_ed/index.asp](https://www.ptsd.va.gov/professional/continuing_ed/index.asp)

This list is not comprehensive; you may wish to submit other training to your faculty advisor for approval.

## Professional Counselor Licensing & Certification

If you plan to practice counseling in Florida, you will need to apply for a Licensed Mental Health Counselor (LMHC) credential from the Florida Board of Clinical Social Work, Marriage & Family, and Mental Health Counseling.

If you apply for the LMHC prior to June 30, 2025, you will need to have completed a 60-credit hour master's degree in counseling. Your transcript must verify that you have taken 3 semester hours in each of these 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
- 11) legal, ethical, and professional standards issues

Additionally, your program director or practicum and internship coordinator will need to provide you with a note on Albizu University letterhead verifying the course titles to show 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
- 2) substance abuse

If you meet these requirements, you may not need to submit 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 M.S. in Counseling up to 18 months prior to conferral of accreditation to the program.

In addition to academic requirements for the LMHC credential, you will have other state-mandated requirements to complete. For example, in Florida applicants are required to pass the National Clinical Mental Health Counseling Exam (NCMHCE). All licensing decisions are made by the Florida Board of Clinical Social Work, Marriage & Family, and Mental Health Counseling, or the licensing board in the state in which you are applying.

If you are applying for a counseling license in another state or territory, it is important that you carefully review the requirements of the licensing board. You are responsible for notifying your advisor if you intend to practice somewhere other than Florida. Your faculty advisor will assist you with evaluating and developing a plan to meet additional requirements of other states and territories.

You are encouraged to consider other credentials in addition to licensing, such as National Certified Counselor (NCE) or National Clinical Mental Health Counselor (NCMHC) as available through NBCC; Board-Certified Telemental Health provider (BC-TMH), available through CCE. There are numerous options for credentials to support your continuing growth as a professional counselor.

## Faculty Endorsement for Credentialing & Employment

As you near completion of 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 wish to request a job recommendation or other recommendation from the counseling faculty.

For state licensure and/or voluntary certifications in counseling, you may be asked for program verification that you have completed 700 field experience clock hours, 280 in provision of direct services to clients. Please contact the practicum and internship coordinator to obtain verification. During the licensure application process, you may be asked for an 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 practicum and internship coordinator or your faculty advisor. In many cases, faculty references are not made available to you as the applicant. It is recommended that you ask faculty members if they can give you a positive reference and select accordingly.

To be eligible for faculty endorsement, you must meet minimum expectations for academic and dispositional performance as follows:

1. Complete all degree coursework with a letter grade of B or higher.
2. Score 70% or higher on the comprehensive final exam.
3. Dispositional review scores of 2 points or higher per item (see Appendix A).
4. Complete all program and university requirements.

## Program & Institutional Policies

### Graduate Program Credit Transfers

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/> The maximum number of credit transfers that may be approved is 15.

### Academic Integrity Policy

You are required to adhere to the Albizu University policy on academic integrity (AU Faculty Handbook, 2016, 5.15 Academic Excellence, p. 51). 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, avoiding plagiarism and incorrect citations or sources. This includes avoiding the unauthorized use of Artificial Intelligence (AI). Violation of these requirements may result in being placed on a mandatory work plan, a failing grade for the assignment and/or course, and/or dismissal from the Counseling program and/or Albizu University. If you disagree with any final course grade you have earned and cannot come to resolution with your professor, you have the right to academic appeal. Instructions for how to initiate an appeal are provided for you in the academic appeal policy section of this handbook.

### Academic Probation Policy

Your academic advisor will review your academic progress each term. If your cumulative GPA is below 3.00, your advisor will contact you to discuss academic probation and to connect you with learning supports available to you through the university. The Online M.S. Counseling program adheres to Carlos Albizu University policy regarding academic probation.

Academic probation will occur automatically under any of the conditions established in the applicable catalog for the term in which they entered the program. A student's continued enrollment depends upon the maintenance of satisfactory performance during the period of probation and compliance with any special conditions imposed. Probation may also be imposed for disciplinary reasons (AU General Policy & Disciplinary Procedures Manual, 2012, X-A, p. 21). You'll need to check the catalog of the year you entered the program for current guidelines. The Albizu University catalog repository is located at this link: <https://www.albizu.edu/catalog-repository/>

Students must maintain a minimum cumulative and session grade point average (GPA) of 3.0 or higher. Failure to maintain a session or cumulative GPA of 3.0 will result in academic probation (AU 2024 Catalog, p. 291-292).

Academic probation will result when any of the following conditions are present:

1. The cumulative or session grade point average falls below 3.0. Grades accompanied by an "I" (Incomplete) will not be taken into consideration for the GPA at any session in which an "I" is granted.
2. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken into consideration for the GPA during any session in which an "I" is obtained.
3. Three incompletes ("I") are received in one session.
4. Student violation of institutional disciplinary policies and procedures and/or

ethical/professional guidelines.

5. Two (2) grades of “C” or lower are received in clinical coursework in a single session.
6. A grade of No Pass (“NP”) in clinical Practicum courses.

## Retention & Remediation Policy

Your academic and dispositional development will be assessed at four critical checkpoints during your tenure in the counseling program. Assessments include your program interview prior to admission, a minimum of once-yearly assessment using the ACMCHCC Section 4. Professional Dispositions & Behaviors, and a minimum of once per field experience course using the ACMHCC Sections 1-4. 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 mandatory work plan (MWP), with the overarching goal of supporting your successful completion of the M.S. in Counseling.

### Critical Checkpoints

- Checkpoint 1: Admissions Rating/Acceptance into Program
- Checkpoint 2: Annual Academic and Dispositional Review
- Checkpoint 3: Acceptance into Field Experience
- Checkpoint 4: Completion of Field Experience

## Dismissal Policy

When a student undergoing remediation for academic or dispositional performance is unable to meet the benchmarks and timeline as agreed-upon in the MWP, they will be dismissed from the program. No student may re-take a failed class (one in which a C or below has been earned) more than one time.

When a student does not meet performance and dispositional expectations as outlined in an MWP, the program director will send a letter of dismissal to the student, Chair of Counselor Education, Dean of the Teacher’s College, and the Graduate Dean. Students who feel they have been treated unfairly in terms of grading their performance retain the right to file an academic appeal regarding a specific class within one semester of their unsatisfactory grade or dismissal.

## Academic Dismissal Policy

If you have participated in one or more MWPs and have been unable to meet program dispositional and/or academic benchmarks by the due dates as agreed-upon and/or modified at progress review, you may be dismissed from the program. Dismissal for cause without an MWP is possible in the case of egregious or illegal behaviors, as outlined by Title IX and in the Academic Policies & Procedures Manual.

The following conditions will result in academic dismissal of students (AU 2023 Catalog, p. 292):

1. Failure to maintain a cumulative GPA of 3.0 for two consecutive sessions in which the student registers.

2. Failure to obtain a minimum grade of “B” when repeating a clinical course.
3. Failure to comply with MWP conditions.
4. Two grades of “C” or lower in Practicum.
5. Failure to pass the comprehensive examination after four attempts have been exhausted.

## Academic Appeal Policy

Academic grievances not covered under a minor or major violation shall be attempted to be resolved by the student requesting a meeting directly and with the concerned faculty member. If not resolved, the student may bring it to the attention of the program director or designee within ten (10) days of the last attempt to resolve the issue with the faculty member. The program director or designee will notify the concerned faculty member and set a meeting date with the faculty member and the student within ten (10) days of the complaint. A meeting will be held to try to resolve the complaint (1.M.2 - Policy Manual, 1.X, A-D, p. 26). For channels of appeal beyond the program director, please review p. 22-25 in the General Policies and Disciplinary Procedures Manual.

If the complaint was not resolved or no agreements could be reached, the student will notify the Program Director in writing within ten (10) days of the meeting that the academic or grade grievances were not resolved by preliminary attempts. The program director or designee shall then appoint, within fifteen (15) days of the date of receipt of the complaint, a different Faculty member with expertise in the subject area to review the student's work or issue and submit his/her decision within fifteen (15) days from date of appointment.

The program director or designee will notify the student of the resolution of the complaint within thirty (30) days of the date of the receipt of the decision of the faculty.

## Resources & Services

### Disability Support Services & Accommodations

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, located at this link:

[https://bb.albizu.edu/ultra/organizations/9255\\_1/cl/outline](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.

## 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/>

## Personal Counseling Services

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 Online Master of Science in Counseling program. You may view the service portal at this link: <https://www.virtualcounselor.com/>

## Financial Aid Services

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 Online 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.

## 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 help with Blackboard, 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 the Information & Technology Services Helpdesk at [helpdesk@albizu.edu](mailto:helpdesk@albizu.edu) or call 305-593-1223 extension 3177.

## Informational Links

- American Counseling Association Code of Ethics  
[https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0\\_1](https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0_1)
- American Counseling Association Counseling Compact <https://counselingcompact.org>
- Council on Accreditation of Counseling & Related Educational Programs  
<https://www.cacrep.org/for-programs/>
- Florida Board of Clinical Social Work, Marriage & Family, and Mental Health Counseling <https://floridasmantalhealthprofessions.gov/licensing/licensed-mental-health-counselor/>
- National Clinical Mental Health Counseling Exam  
<https://www.nbcc.org/exams/ncmhce>

## Appendix A. Assessment of Clinical Mental Health Counselor Competency (ACMHCC)

### Part 4: Professional Dispositions & Behaviors

Used with permission from Glenn W. Lambie, Ph.D.

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 <b>consistent &amp; advanced</b> (i.e., exploration & deliberation) ethical behavior & judgments (e.g., 80% or more of the time)	Demonstrates <b>consistent</b> ethical behavior & judgments (e.g., 70% of the time)	Demonstrates ethical behavior & judgments, but on a <b>concrete level</b> with a basic ethical decision-making process (e.g., around 50% of the time)	Demonstrates <b>limited</b> 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 <b>consistent &amp; advanced</b> respectfulness and thoughtfulness, & appropriate within all professional interactions	Demonstrates <b>consistent</b> respectfulness and thoughtfulness, & appropriate within the majority of professional interactions	Demonstrates <b>inconsistent</b> respectfulness and thoughtfulness, & appropriate within professional interactions	Demonstrates <b>limited</b> 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 <b>strong</b> appropriate boundaries with <b>all</b> supervisors, peers, & clients	<b>Consistently</b> demonstrates and maintains adequate appropriate boundaries with most supervisors, peers, & clients	<b>Inconsistently</b> demonstrates and maintains appropriate boundaries with supervisors, peers, & clients	Demonstrates <b>limited</b> 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 <b>all</b> counseling site and course policies & procedures, including strong attendance and engagement	Demonstrates adherence to <b>most</b> counseling site and course policies & procedures, including strong attendance and engagement	Demonstrates <b>inconsistent</b> adherence to counseling site and course policies & procedures, including attendance and engagement	Demonstrates <b>limited</b> 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, treatment plans, supervisory report)	Completes <b>all</b> required record keeping, documentation, and assigned tasks in a <b>comprehensive &amp; timely</b> fashion	Completes <b>all</b> required record keeping, documentation, and tasks in a competent & timely fashion	Completes all required record keeping, documentation, and tasks, but in an <b>inconsistent</b> , late, &/or questionable fashion	Completes required record keeping, documentation, and tasks <b>inconsistently</b> & in a poor 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 <b>consistent &amp; advanced</b> multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with all clients	Demonstrates <b>adequate</b> multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with the majority of clients.	Demonstrates <b>inconsistent</b> multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients	Demonstrates <b>limited</b> 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 <b>consistent</b> engagement in promoting professional and personal growth & development. Proactively seeks new opportunities to learn and grow	Demonstrates <b>consistent</b> engagement in promoting professional and personal growth & development	Demonstrates <b>inconsistent</b> engagement in promoting professional and personal growth & development	Demonstrates <b>limited</b> engagement in promoting professional and personal growth & development	
4.H.		Emotional Stability & Self Control	Demonstrates engagement in learning and development of their counseling competencies	Demonstrates <b>strong and consistent</b> emotional stability & appropriateness in all interpersonal interactions with client	Demonstrates <b>consistent</b> emotional stability & appropriateness in the majority of interpersonal interactions with clients	Demonstrates <b>inconsistent</b> emotional stability & appropriateness in interpersonal interactions with clients	Demonstrates <b>limited</b> emotional stability & appropriateness in interpersonal interactions with clients	
4.I.		Openness to Feedback	Responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback	<b>Intentionally</b> 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, <b>does not implement</b> suggested changes	Demonstrates a <b>lack of openness</b> 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 <b>strong and consistent</b> 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 <b>inconsistent</b> ability to adapt appropriately to new situations and clients' diverse changing needs (around 50% of the time)	Demonstrates a <b>limited</b> 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 <b>strong and consistent</b> 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 <b>inconsistent</b> ability to be genuine & accepting of self & others (around 50% of the time)	Demonstrates a <b>limited</b> ability to be genuine & accepting of self & others (incongruent)	

## Appendix B: MANDATORY WORK PLAN

DATE SUBMITTED:

STUDENT:

PERSONS INVOLVED IN COMPLETING THIS FORM:

NATURE OF CONCERN (Please provide a brief narrative concerning 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/REMEDICATION 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 Online 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 Online 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: \_\_\_\_\_