

2023-2024 GRADUATE STUDENT HANDBOOK

Master of Science in Education (MSEd)

In

Mental Health Counseling (MHC)

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INTRODUCTION

Welcome to the Mental Health Counseling (MHC) program at the University of Miami! We are delighted that you have decided to join us for your graduate degree in counseling. We hope that you will have a stimulating and productive experience with us, and we look forward to working closely with you during your professional development as a graduate student.

This Graduate Student Handbook provides you with a written orientation to the Master's program in MHC within the Educational and Psychological Studies (EPS) Department of the School of Education and Human Development (SEHD). This handbook provides information on academic, practicum, and professional development requirements for completion of the M.S.Ed. degree in MHC. It is important that you be familiar with expectations, policies and procedures linked to your graduate program. You should keep a copy of this handbook for your entering year. Please sign the form at the end of this Graduate Student Handbook indicating that you have read and understand its contents (Appendix I).

You should also be familiar with the following handbooks:

- The [SEHD Handbook of Policies and Procedures f Graduate Students](#) for your academic year which delineates more general requirements. Information on where to access it was included in your admission packet.
- The [UM Graduate Student Handbook](#) is made available each year on the UM Graduate School website.
- The University of Miami [Academic Bulletin](#) which presents University regulations.

If you have any questions about expectations or procedures within this Master's program, please contact the Program Director, or any other MHC member of the faculty for assistance. We want you to succeed in the program and wish to support and guide you throughout your training. **Appendix A** at the end of this handbook provides information on online access to handbooks and other information you will need throughout your studies here at University of Miami.

PROGRAM MISSION

Our mission is to provide excellent preparation for research-based, professional practice in counseling through the integration of theory, research, and skills. Consistent with the Mission Statements of the University of Miami and the School of Education and Human Development, our goals are to educate and nurture students, to produce knowledge, to support clinical services to our local communities, and to prepare the next generation of practitioners, leaders, researchers, and agents of change and well-being in the community. We strive to uphold the highest ethical principles and abide by the ethics codes of our

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relevant professional organizations. Links to the ethics codes of a range of relevant professional organizations can be found in **Appendix B**. As clinicians in training, you will be expected to conduct yourself in a professional and ethical fashion throughout your studies and practicum training.

The Master's in Counseling program is designed to provide you with the academic preparation and pre-Master's practicum experience necessary for high quality professional careers in counseling-related fields. Our program includes a range of interrelated objectives:

- to provide a broad research-based understanding of human functioning.
- to promote the development of skills and behaviors essential for ethical and effective clinical work in diverse settings with diverse populations
- - to facilitate professional development.

Our faculty members work from a variety of theoretical orientations, and you will be exposed to a range of perspectives in your academic and clinical work. We are committed to providing an excellent collaborative training experience. We welcome students from diverse backgrounds and respect human diversity.

OVERVIEW OF PROGRAM OF STUDY

The MHC program resides in the EPS Department. The program allows students to meet the academic requirements for registered intern status as Mental Health Counselors in the State of Florida. Links to FL licensure information can be found in **Appendix B**. Each state varies slightly with regard to the specific requirements for licensure. Students wishing to pursue a license in a state other than Florida should consult the requirements for that particular state. Students are referred directly to state licensing boards of others states in which they would like to pursue licensure. It is the responsibility of the student to ensure that our program meets the requirements for registered intern status and licensure for states other than FL, or seek additional training, certifications, or supervision, as required by their desired state. Finally, this degree program (MHC) can be used as a steppingstone to apply for a doctoral degree in psychology (most commonly counseling or clinical psychology).

The Program of Study refers to the MHC program and anticipated time frame to completion. To graduate within two years, you must successfully complete all courses when they are offered.

In the first semester, you must indicate your program of study by submitting the Course Sequence Plan (CSP). Submitting the CSP is also a requirement of the School of Education and Human Development. The CSP projects your courses over the length of your program. This signed form must be submitted to the Program Director by the end of the first semester of enrollment; otherwise, a stop will be placed on future registration. Weblinks to the Course Sequence and lengths of enrollment can be found on the School of Education and Human Development [www.https://eps.edu.miami.edu/masters/c-](https://eps.edu.miami.edu/masters/c-)

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[msed/index.html](#). If your Program of Study changes, you must submit a Course Substitution to the Program Director prior to the change taking place, as appropriate. These forms are available at [https:// www.edu.miami.edu/students/graduate/forms](https://www.edu.miami.edu/students/graduate/forms)

Below are specific elements of the program. Included are resources as well as requirements. A rough timeline for accomplishing the various requirements is presented in **Appendix H**.

I. ACADEMIC ADVISING AND REGISTRATION FOR COURSES

The Program Director will assist you in selecting the courses that are appropriate for your first semester. In addition to the Program Director, the SEHD Director of the Office of Graduate Studies, Ms. Tinisha Hollinshead, and team members of the SEHD Office of Graduate Studies will help facilitate the enrollment of courses, the completion of required student records and forms, and the clearance for graduation. Please be attentive to emails from the Office of Graduate Studies, as this office is responsible for ensuring that all documentation needed for timely graduation are appropriately uploaded to your student file. If any documents or signatures should be missing, your graduation clearance may be prevented or delayed.

Your Program Director will be available throughout your enrollment to explain the requirements of the program and answer questions. However, **you are responsible for ensuring that you are satisfying the requirements of the program in an appropriate and timely manner**. When it comes time to register for new classes (typically in the middle of the previous semester), you should review your Degree Progress report and your Course Sequence Plan to determine which courses you should take to make timely progress towards your degree. You will register and pay for classes via [CaneLink](#). Students are responsible for registering and remitting payment for their chosen courses. You must add all courses online prior to the end of the registration period. Check the UM [Academic Calendar](#) for registration deadlines each term. No courses will be added once online registration has closed. Please plan and register ahead to avoid any issues or delays with graduation.

If you must drop a course, the process must be completed before the last day to drop a course deadline. This information is also found in the UM [Academic Calendar](#).

With all registration matters, please consult the official UM [Academic Calendar](#) for important dates and deadlines. The calendar is posted on the official University of Miami Office of the University Registrar website.

Be aware that there are usually charges for courses dropped after classes have begun. Check the [Tuition Drop/Withdrawal Credit Schedule](#) website for deadlines. Retroactive adds or drops are not permitted.

If you and the Program Director decide to change your program of study, or to replace the courses in your program of study at any time during your program, you must submit an

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approved [Course Substitution](#) form to the Office of Graduate Studies. The form must be signed by the Program Director.

If you are not currently enrolled in any courses, but wish to remain an active student, you must register and pay for registration for a “continuing enrollment” credit (EPS825). You must be enrolled in a minimum of 1 credit for continuous enrollment. Continuous enrollment is a Graduate School requirement.

If, for whatever reason, you have not graduated from the program, are not enrolled in any classes, AND have not registered for this continuing education credits, you surrender your status as a student in the program. Should you wish to return to the program at a later date, you MUST formally apply for [readmission](#) into the program (. Readmission is not guaranteed and may or may not be granted at the faculty’s discretion.

II. CURRICULUM

Students in the MHC program must complete a total of 60 credits. The Master’s Counseling program has a core of thirteen courses (39 credits), 15 credits of practicum (EPS 682 and EPS 802), and two electives (6 credits).

Core Courses:

EPS 667	Professional, Legal and Ethical Issues in Counseling
EPS 668	Social and Cultural Diversity and Counseling
EPS 669	Psychopathology for Counselors
EPS 674	Lifestyle and Career Counseling
EPS 675	Therapeutic Group Procedures
EPS 676	Counseling Process and Practice
EPS 677	Assessment Strategies for Counselors I
EPS 678	Counseling Theories and Practice
EPS 679	Lifespan Human Development
EPS 680	Theory and Practice with Children and Adolescents
EPS 681	Counseling and Sexuality
EPS 684	Research and Program Evaluation in Counseling
EPS 685	Substance Abuse and Addictions: Theories and Counseling

Elective:

EPSXXEelective

EPSXXEelective

Enrollment: Students who take 9 to 12 credits each fall, and spring semester are considered full-time students. To complete the program in two years, 12 credits need to be completed each semester, along with summer coursework. The program may also be completed on a part-time basis over 3 years, in which case 6 credits need to be completed each semester, along with summer coursework. **However, please note that all students should complete all graduation requirements by Spring semester 2025, or there is**

no guarantee that the student will be able to successfully apply for their registered intern status in Florida. If you are planning to graduate in 3 years, please be sure that you consult with the Program Director every semester prior to registering for courses to ensure your timely graduation. Regular core courses are typically scheduled in the evenings from 5-7:40pm. Credit-bearing practicum work (EPS 682 and EPS 802) are scheduled throughout the week at the discretion of the student and the facility/site. It is highly recommended that when students are completing their practicum work, they keep their schedule as flexible as possible to allow for appropriate commitment to the practicum site. Further, the student should consider their schedule when applying to and interviewing with practicum sites to ensure a good fit.

Course sequences have been established for students who wish to complete their programs in two or three years. **All students must decide for themselves how long they will take to complete their program and follow the relevant course sequence.** As indicated above, it is important to note that the Graduate School requires that master's programs be completed in no more than six years. **Because licensure laws change over time, taking longer than the number of years advised by the Program Director may have adverse implications for licensure eligibility.** The program director and faculty have no control over and cannot predict these changes. Therefore, it would be best if you completed your degree as expeditiously as possible. **The program director and faculty are not responsible for students being ineligible for registered intern status or licensure due to changes in legislation and eligibility over time.**

III. PRACTICUM

The program faculty are committed to the practicum experience and have devoted significant time and resources to make it an outstanding learning experience.

Application process: Students need to be approved by the Program Director and the faculty to apply for practicum. Students complete a practicum application that will be provided two semesters prior to the intended practicum experience, during the spring semester of the year prior to the start of practicum. (This form is available in Blackboard under the Master's Programs in Counseling organization. It is in the documents tab in the Practicum Outplacement folder.) The requirements for approving an application to begin practicum include:

You are required to complete a one-year practicum at an approved, off-campus agency. These outside agencies have been vetted and approved by the Counseling/ Counseling Psychology faculty and are overseen by the practicum coordinator. Only sites that provide quality training and that align with the vision and mission of the UM SEHD and counseling program are approved. Oftentimes, these sites house supervisors who are alumni to our programs, and thus provide our students with training experiences that are consistent with our program vision, mission, and content.

The practicum coordinator (currently Dr. Debbiesiu Lee) is the individual who guides students in applying to practicum sites that are consistent with the students' interest.

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Individual, family, couples, and group therapy experiences are available at many, but not all practicum sites. A brochure titled "MHC Practicum Site Brochure" describes the practicum sites available each academic year. You will be provided this Brochure once you have successfully been approved to apply for a practicum. An orientation session will be held to update students about the practicum application process and the sites available to students that year. It is the student's responsibility to contact the practicum site if they wish to pursue a practicum opportunity at that location.

Practicum Hours: A total of 1,000 hours of practicum are required for graduation and to apply for registered intern status for the state of Florida. These 1,000 hours include 300 hours of direct clinical services. Students wishing to pursue licensure in other states should inform themselves of that state's requirements and acquire the necessary hours. All students are encouraged to obtain direct service hours beyond the minimum required to graduate. Students are responsible for retaining copies of documentation of their practicum experience as needed for applying for licensure. The purchase of a subscription to a program called [Time-To-Track](#) will be required of all students completing a practicum. Students will be required to track their hours using this program, and each semester must submit their detailed activity sheet to the practicum coordinator, as well as summary sheet, signed by themselves and their practicum supervisor.

Enrollment: To complete the practicum during one calendar year, you must be a full-time student and able to commit at least 20 hours per week for practicum activities. Hours of practicum have a broad range, and students are encouraged to consider these hours in their application and acceptance of a practicum site. There are times that practicum hours may be arranged during Saturdays and in the evenings. However, you should expect to be available during regular business hours for supervision and staff meetings, as well as for direct client contact hours during your practicum.

Students are unable to maintain full-time employment and be in a full-time practicum. When students are employed full-time, they must complete the program in three years. Students in the 2-year plan enroll in practicum during fall, spring, and summer of their second year. Some students may be able to begin practicum in the summer prior to the second year. However, this option must be approved by faculty and is available only at a limited number of sites.

During the spring semester (typically) preceding the practicum year, you will attend a prepracticum orientation meeting. There is also a mandatory orientation at the start of the fall semester for students beginning practicum there in the fall. You must acquire professional liability insurance prior to doing clinical work (practicum). **You will not be allowed to participate in practicum without both the orientation and liability insurance.** Information regarding how to obtain insurance will be explained when you attend the practicum orientation hosted by practicum coordinator at the beginning of the fall semester.

Practicum courses credits and grades: The course numbers that correspond to practicum are EPS 682 and EPS 802. A total of 15 practicum course credits are required. Please be attentive when registering for these practicum courses on Canelink because they

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are “variable course credits” and the default setting on CaneLink is 1 credit. Therefore, you need to manually select 3 credits from a drop-down window in Canelink (or fewer if you are on the 3-year plan). It is critical that you register for the correct number of practicum credits and avoid making an error that will become a problem when you are about to graduate and lack the required practicum credits.

EPS 682- practicum seminar; a total of 3 credits are required and are taken as 3 credits each fall, spring, and summer.

EPS 802- for practicum; a total of 2 credits are required and are taken in fall, spring, and summer at 2 credits each semester.

Students who are completing their practicum requirements over the course of two years will need to consult with the Program Director to best plan the number of credits to register for EPS 682 and EPS 802.

Grades for EPS 682 and 802 are assigned as “S” for Satisfactory or “U” for Unsatisfactory. These grades are based on your performance on practicum as evaluated by the supervisor at the practicum site each semester and on the completion of requirements for EPS 682 and 802.

The practicum evaluation addresses particular areas including administration (case management), counseling skills (including use of theory, interventions, cultural competency skills, engagement skills), use of supervision time, and professionalism. The academic evaluation addresses the completion of assignments and the attendance in scheduled classes. Therefore, it is possible that a student attends and completes practicum hours but does not receive a passing grade for practicum if they are found to be under-performing in either the practicum or academic evaluations.

If students do not submit their paperwork by the time grades are due in a semester, they will receive an “I” Incomplete even if their performance in practicum was satisfactory. This incomplete will be changed to an appropriate grade if the student successfully submits the required paperwork within a month of the end of the semester (see Academic Calendar for specific dates). Lower grades may ensue if the paperwork is delayed more than one month after the end of the semester. If one year passes beyond when paperwork was due, that grade may automatically revert to an F.

IV. COMPREHENSIVE EXAMINATION (COMPS)

A Comprehensive Examination is required for all MHC students. The Comprehensive Examination, referred to as COMPS, is available starting approximately seven months prior to the anticipated graduation date. For those graduating in the Summer, COMPS is available starting January of that year. The first attempt must be taken within six months of the anticipated graduation date. Application forms and deadlines will be provided to each cohort the semester prior to their eligibility to take COMPS. **You are responsible for registering and taking the COMPS examination prior to the deadline specified for**

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your cohort. Information sessions regarding the Comprehensive Exam will be held so that students can become oriented to the process and general expectations.

You may apply for the examination if you meet the following criteria:

- You are in the last spring semester of your coursework.
- You have a GPA of 3.0 or higher for all graduate courses.
- You have no Incompletes in your coursework.
- You have completed your Personal Growth Experience and submitted the appropriate paperwork.

The **Counselor Preparation Comprehensive Exam (CPCE)** is the Comprehensive Exam for the MCH program. This exam is required by hundreds of universities and colleges across the United States for students in graduate level counseling or education programs. It measures a student's competence across a range of foundational concepts and knowledge related to counseling as a profession.

The CPCE:

- Provides a master's program comprehensive exam that meets high psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength and weakness feedback.

The Exam

The CPCE aligns well with the MPCAC standards A-K. There are many resources available on the Master's Program Blackboard site in the documents tab.

Computer-Based Testing (CBT) Administration.

Although there are various options to take the test, students in our program are required to take the test via CBT administration. This means that students must visit a Pearson VUE facility to take the test. CBT administration can only be delivered to an approved Pearson VUE facility. This ensures a fair and standardized testing experience. Once students register for the CPCE, they will be given options as to dates, times, and locations to complete the test. Students will need to bring their photo ID to the location at the time of testing. Students will be given immediate feedback as to the results of their testing. They will be provided with a printout. Regardless of the results (passing or not), students will need to upload this printout onto the Box folder that will be provided by the Office of Graduate Studies, to contain student records.

CPCE Study Materials

- While there are no official or approved study guides for the Counselor Preparation Comprehensive Examination (CPCE), we do provide a list of textbook resources frequently used in counselor preparation programs.

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- The list of resources can be found at [CPCE Textbook Guide](#).

Passing Standard

To pass COMPS, a student must obtain a score of 70% or more on the CPCE exam.

The 70% score is calculated by taking the total number of test items correct, divided by the total number of test items counted towards your final score, multiplied by 100.

A student who fails COMPS is given an opportunity to retake it one more time. If you do not pass the second time, you can petition the faculty to test for a third and final attempt. The faculty reserves the right to decline your request. With your request to retake the test a third and final time, you must provide your understanding for why you did not pass the test on the previous two attempts and an approach that will improve your chances of being successful on a third attempt.

Your passing CPCE results must be accomplished, successfully submitted, and approved at least one month prior to your expected graduation date. Any submissions that exceed this deadline will delay your graduation semester.

V. Annual Student Review Process & Student Form

The annual student review process is typically conducted by the faculty during the Spring semester to assess the progress of students in their academic journey. The purpose of this evaluation process is to gauge various factors that contribute to the overall development and performance of the students. The review process takes into account the following aspects: (1) Academic Performance, (2) Practicum Evaluations (if applicable), (3) Comprehensive Examination results (if applicable), (4) professionalism and ethical behavior, and (5) additional activities in which the student is engaged, such as faculty-led research participation or service-oriented activities. A completed Annual Student Review Form (Appendix E) will be included in the student's electronic file.

The annual student review process serves as an important mechanism to assess the overall progress of students in their academic journey. By considering various factors, the faculty aims to provide constructive feedback and support to students. The process also ensures that students who require remediation are provided with sufficient time to improve as well as a clear plan and guidance to help them meet the expected standards.

Evaluation Criteria

Academic Performance: The faculty will review students' academic performance based on their course grades and overall academic engagement. The aim is to assess the student's ability to meet the required learning outcomes and demonstrate a satisfactory level of knowledge and understanding in their chosen field of study.

Practicum Evaluations (if applicable): For students enrolled in practicum courses, evaluations from supervisors and practicum course performance will be considered. The

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faculty will assess the student's performance, professional skills, and ability to apply theoretical knowledge in practical settings.

Comprehensive Examination results (if applicable): Comprehensive examinations are part of the program requirements; the faculty will review the results to evaluate the student's mastery of the core concepts and competencies relevant to their field of study.

Professional and Ethical Conduct: Students are familiar with and abide by the MHC ethical code. You are also expected to abide by the law and to adhere to the Academic Honor Code and Policies and Procedures of the University of Miami Graduate School. Professional behavior is expected, which includes attendance in classes, appropriate communication with faculty, integrating feedback effectively, and collaborating productively with others (peers, fellow students, faculty, and other professionals).

Additional Activities: The faculty will take into account any additional activities in which the student has actively participated. This may include faculty-led research projects, community service, leadership roles in student organizations, or other relevant engagements that contribute to the student's personal and professional growth.

Feedback and Remediation Process

If a student demonstrates areas of concern during the review process, they may be required to meet with the Program Director. The Program Director will provide immediate feedback to the student during this meeting. Subsequently, the concerns and desired changes will be documented in an email or memo sent to the student. In cases where the faculty deems it necessary, the Program Director will inform the student about any required remediation plan and process. A memo will be provided to the student, documenting the details of the remediation plan and process. The purpose of the remediation plan is to address the identified concerns and support the student in improving their performance and achieving the expected standards.

The student will be given a reasonable timeframe to complete the remediation plan. Throughout this period, regular check-ins and progress monitoring may be conducted by the faculty to ensure the student's development and adherence to the plan. Successful completion of the remediation plan will be considered when reevaluating the student's progress in subsequent reviews. See **Appendix E** for Annual Student Review Process Form

VI. ADDITIONAL REQUIREMENTS

A. Proficiency in English

We welcome bilingual, multilingual, and international students, and recognize the challenges for those who do not have English as their first language. The University of Miami provides opportunities to develop English language proficiency early in the program available through the University's Division of Continuing and International Education <https://continue.miami.edu>.

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Counseling is a profession requiring proficiency in oral and written language. For this reason, we strongly encourage students to develop these skills. Students who have challenges in oral or written expression, in particular for students for whom English is a second language, may need assistance and may have modifications to their programs. Modifications may include additional coursework requirements, delay of practicum, or any other assistance or changes that faculty deem necessary. The University provides writing help through the Writing Center.

- B. You will be expected to adhere to style requirements of the American Psychological Association's (APA's) current publication manual in your written work. Students are strongly encouraged to be familiar with, and make use of, the APA manual's recommendations regarding writing style. The Richter Library provides workshops to assist with this.
- C. In addition, students must be familiar with how the University of Miami's Honor Code informs their written work and be clear regarding what constitutes plagiarism (see **Appendix A**). During orientations to the Graduate School, the School of Education and Human Development, and the program, students are informed about particulars linked to plagiarism and related forms of cheating. A lack of awareness is not considered excusable. Decision-making regarding consequences for plagiarism and other forms of cheating rests with the faculty. The consequences may range from grade reductions or zeroes on assignments to course failure. Faculty members frequently make use of computer programs to detect plagiarism.

VII. PERFORMANCE EXPECTATIONS AND REMEDIATION POLICY

We as a faculty work hard to select the best students for training in the MHC program. Our offer of admission to you signifies that we have confidence in your ability to complete the requirements for a Master's degree in counseling. There are instances, however, when trainees are unable to complete the requirements of the program satisfactorily. As a general policy, the program faculty will notify any student who has not met training expectations, will specify the expected tasks that the student has not performed to criteria, and will outline a remedial plan. There are three general areas in which deficiency could require remedial attention and, if unsuccessfully addressed, may lead to dismissal from the program:

- Performance in coursework
- Ethical behavior and professional conduct
- Clinical competence

Performance in Courses

To pass a course, **students must receive a B- or above in content courses and S- and above in practicum courses**. Any courses in which students earn below these grades will require the course to be repeated.

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Consistent with the policies of the Graduate School, the **program requires that you maintain a minimum of a 3.0 cumulative grade point average**. Failure to maintain a 3.0 GPA jeopardizes continuation in the program. If your GPA drops below 3.0, you will receive a probation letter informing you that you have one semester to raise your GPA above 3.0. If the GPA remains below 3.0, the student may be dismissed from the program. Prior to dismissal, a consultation between the Vice Dean and the EPS Department Chairperson and the MHC Program Director will be held. In cases where the student has made significant progress towards achieving a 3.0 GPA, the student may be permitted to continue in the program if there are no concerns beyond academic performance. The student continues to be on probation status until the student achieves a 3.0 cumulative GPA or is dismissed from the program.

Additionally, it is expected that **incomplete work in a course be completed within 12 months after the grade of Incomplete was issued**. After 12 months, an Incomplete may be changed to an F. Further, a student may not sit for the Comprehensive Examination until all previous coursework is complete. Students who take more than one Incomplete in a given semester will be required to develop a plan for completing the work with the MHC Program Director. If concerns arise about the number of Incompletes, completion of previous coursework may be required before a student is allowed to continue in the program.

Ethical Behavior and Professional Conduct

As indicated earlier in this handbook, ethical behavior is deemed to be of the highest importance in counseling. You are expected to be familiar with and abide by the MHC ethical code. You are also expected to abide by the law and to adhere to the Academic Honor Code and Policies and Procedures of the University of Miami Graduate School. Links to the ethics codes of a range of professional organizations, as well as to resources regarding student responsibilities at University of Miami, can be found in **Appendices A and B**.

We hope to instill a deep understanding of—and ability to apply—the principles informing professional ethics. Clients must experience a safe environment, which includes privacy and respect. Examples of unethical behavior include discussing client related information with your family members and friends and failing to represent yourself accurately and openly as a trainee when providing professional services. At times, ethical dilemmas and challenges may arise, and it is expected that you will discuss these with your supervisor, practicum coordinator, or Program Director, as appropriate.

Ethical lapses require a corrective response from the program. At times this may simply involve feedback from a supervisor; at other times, the response may be more intensive. Problems in the realm of ethical behavior may include (but are not limited to) failure to inform clients of trainee status; misrepresenting facts to supervisors; divulging client confidences without permission including on any social media platform; engaging in harassing or harmful behavior; failure to respect client boundaries; behaving in a non-

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professional manner with clients including dressing inappropriately for client sessions; and cheating and plagiarism.

Some ethical issues overlap with issues of professional conduct and require varying levels of remediation. Ethics violations can also be violations of University policy and may result in disciplinary actions. Other ethics code violations may be grounds for dismissal from the program or are illegal and may require notifying authorities.

We recognize that graduate training is an exciting and challenging endeavor. The level of work and learning often facilitates substantial personal and professional growth but can simultaneously stretch cognitive and emotional capacities. Training can be a stress-inducing experience; adjusting to new demands at each level of training can create difficulties for some students. For the vast majority of students, the level of difficulty experienced is normal, and relatively mild. Trainees are generally able to respond effectively to feedback about their reactions to these psychological stresses or to feedback when their behavior negatively affects others. They are capable of correcting these difficulties in a reasonable length of time, and difficulties are manageable and do not become pervasive.

However, there are instances when the stress of graduate training becomes difficult to manage and may result in psychological symptoms, unprofessional behavior, or ethical lapses that compromise functioning as a counselor-in-training. When a trainee shows significant difficulties or has difficulty in modifying his or her behavior following ordinary feedback, the problem requires a more formal response. The following characteristics, adapted from Lamb et al., (1987) and Palmer (1998) will be used, singly or in combination, to distinguish between ordinary stresses and significant professional difficulties:

- The student does not acknowledge, understand, or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill or knowledge deficit that can be rectified by academic training.
- The quality of the psychological services delivered by the student is frequently negatively affected.
- The problematic behavior is not restricted to one area of professional functioning.
- A disproportionate amount of attention from training personnel is required to address the difficulties.
- The student does not change his or her behavior in response to feedback or remedial efforts.
- The student's behavior negatively affects the public image of the University, the program, or an agency providing a practicum placement.

Unacceptable conduct can result from any number of causes, including extreme personal stress, individual psychopathology, or substance abuse. In evaluating the suitability of students for continued study, the faculty attends to problematic behavior that has been observed and documented. Unprofessional conduct can arise in any of the domains of

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training including, but not limited to participation in classes; participation in supervision groups; relationships with faculty, non-faculty supervisors, peers, or clients; other professionals, assistantship work; or practicum activities. Unprofessional conduct includes, but is not limited to, dishonesty, cheating, plagiarism, sexual harassment, discrimination based on race, ethnicity, religion, sexual orientation, or disability, and inappropriate interpersonal behavior.

Unprofessional and/or unethical conduct may result in the immediate dismissal of the student from the program. It is up to you to fulfill your responsibilities in a timely and professional manner, to represent yourself and your work honestly, and to treat others with dignity and respect.

Clinical Competence

Clinical competence includes a range of skills and behaviors that emerge in early coursework and are expected to advance through practicum. In addition to behaving ethically and professionally, you must be able to apply your knowledge and to demonstrate good insight and judgment when interacting with clients. You must be able to facilitate the development of a positive and trusting relationship in which clients feel able to share their concerns safely. You must also be able to collaborate with clients in the development and implementation of treatment plans. Interactions with clients should be helpful in nature and not harmful.

Faculty members are aware that there is a developmental trajectory for the acquisition of the skills necessary for good clinical work, and evaluation occurs accordingly. Students begin practicing with each other in the classroom, adding to their skills over the first year. Students' abilities in a range of clinically relevant areas (for example, basic listening skills) are evaluated in addition to academic performance. Early on, students are provided with feedback on their clinical competence to guide them in their training. Students are expected to utilize this feedback in a timely and thoughtful manner. For most students, skill development and practice can be both exciting and stress-inducing. Performance anxiety and a feeling of awkwardness are normal and common in beginning practicum students, as is feeling challenged by certain types of clients. At times, however, students may find that the work is not a good fit for them and makes them inordinately uncomfortable. Students are encouraged to talk about their discomfort or difficulty with their supervisor or a faculty member. There are instances when faculty may ascertain that a student is not well suited for the field. If a student demonstrates limited capacity for growth in clinical competence after multiple observations and opportunities to receive and utilize corrective feedback, students may be dismissed from the program.

Remediation Process and Possible Actions

The Counseling faculty reviews students' progress regularly. These reviews consist of examining available information from a variety of sources and contexts relevant to the students' training, including, but not limited to, performance in courses (including role plays), practicum training, performance in a graduate assistantship if applicable,

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professional behavior in all program activities, and the ability to interact appropriately with others.

If some aspect of a student's functioning becomes problematic, in the opinion of the faculty, the student will be notified formally as soon as possible. A meeting will be arranged during which the student will be informed of the specific difficulty. The faculty will solicit the student's understanding of the identified difficulty as well. The student may write a formal response to the faculty's statement of the difficulty. A specific plan will be devised to address the identified lapse, including a time period during which the remedial steps must be taken and following which the outcome of the plan will be assessed.

There are three different plans that could be employed, depending on the seriousness of the concern or problem behavior. First, in the least serious instances, formal feedback will be given to the student and recommendations for improvement will be noted. Second, in cases of intermediate difficulties, a specific remedial plan will be devised that will include concrete steps that the student must follow within a given time period. Third, in the most extreme cases, the student can be dismissed from the program. Written statements will be included in the student's file to document the nature of the problem, the student's response, the remedial plan, and the outcome of the remediation.

There are many different actions that can be required to address deficiencies in grades, ethical behavior, or professional conduct, depending on the type, severity, and chronicity of the problem. The student's ability to recognize the difficulty and his or her willingness to follow through on remedial action will play a significant role in determining the most appropriate remedial response to the difficulty. Remedial actions could include the following, but they are not limited to these alternatives:

- Additional course work
- A decreased course load and/or switching from the 2-year plan to the 3-year plan
- Increased supervision
- A decreased client case load
- Temporary suspension of practicum work if the student is in practicum
- Delay of start of practicum if the student has not yet begun practicum
- An increased frequency of faculty review of student work
- A leave of absence
- Psychotherapy
- Academic probation
- Recommendation to graduate with the generic MSED degree in Educational in Psychological Studies without an emphasis in counseling
- Withdrawal/dismissal from the program

If psychotherapy is part of the remedial plan, then the rights and responsibilities of the student and the therapist will be specified at the outset and agreed to by the student, the therapist, and the program faculty.

If the student does not agree with the Counseling faculty's assessment of her/his behavior or the remedial plan, he or she can appeal the faculty's determinations. Such an appeal

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should be made in writing to the Chairperson of the EPS Department. Should the student wish to appeal further, he or she can seek a hearing with the Vice Dean of the School of Education in writing. Prior to making his decision, the Vice Dean confers with all parties and the Dean. Additional appeals would then move from the School of Education to the UM Graduate School, on up to the Provost's office.

VIII. Outstanding Master's Student Award in Counseling Program

The Outstanding Master's Student Award in Counseling is bestowed annually at the close of the spring semester on a graduating Master's student in the MHC program. Students are nominated by the EPS faculty based on the criteria listed below. A student does not need to meet all the criteria in order to be nominated for the award.

- A cumulative GPA earned within the EPS Master's program of 3.5 or higher
- Consistently outstanding performance in the classroom
- No courses are incomplete
- A high grade earned on the COMPS examination
- High ratings by practicum supervisors
- Demonstrated maturity and professionalism throughout their enrollment in the program
- Exemplified the values of the SEHD community of contributing to communities in need with a focus on social justice
- Community service
- Research involvement during their tenure in the program
- Participation at conference(s) during their tenure in the program
- Demonstration of leadership within EPS, the SEHD, or the local community

The award is presented during a formal ceremony typically held in May, attended by students receiving awards throughout the SEHD.

IX. STUDENT APPEALS PROCEDURES

The MHC program, the EPS Department, the SEHD, and the University of Miami are committed to ensuring that decisions and evaluations made about your academic and professional activities are made in a fair manner. For this reason, there are standard procedures for appeals and organized structures through which students may seek redress. Procedures are detailed in the Graduate School's Policies and Procedures and are also briefly described below.

Procedures may vary, depending on the issue at hand. There are three general categories of decision in which students may make appeals: grades; disciplinary (linked to a violation of University Policy, including the Honor Code), or remedial (addressed above in conjunction with ethical or professional conduct, or clinical competence). In addition, there are procedures for addressing issues of grievance linked to alleged improper or unfair treatment (in cases not necessarily involving grades or the Honor Code).

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If you want to appeal a course grade within the EPS Department, you will first talk with the faculty member. However, you should be aware that the SEHD deems course grades to be the sole responsibility of the instructor, and that grades can be successfully challenged only under specific circumstances (if a computation error was made, or if the instructor did not follow his or her grading policy). If the dispute remains unresolved, you may speak with the Program Director. Further appeals may be made by presenting your concerns in writing to the Chairperson of the EPS Department, and the Vice Dean of the SEHD, who serves as the final avenue of appeal at the SEHD level. If the complaint remains unresolved after following these steps, students may then proceed to the University Miami's Graduate School. For detailed information on how to file grievance to the Dean of the Graduate School, please refer to the Graduate Student Handbook, which can be accessed at <https://bulletin.miami.edu/general-university-information/graduate-policies-and-procedures/academic-policies/>. More details concerning grievance can be found in Appendix J.

In the event of a conflict of interest arising involving the Vice Dean of the SEHD, an ad hoc committee consisting of one representative from each department within the SEHD may be consulted for guidance and resolution. To ensure a fair and timely process, it is essential for students to submit a written appeal within thirty (30) days after a formal decision has been rendered by the Program Director or the Department Chairperson.

In the case of disciplinary action for violating the University's Graduate Student Honor Code, or other infractions linked to University Policy, appeals procedures are detailed in the Graduate School website under Policies and Procedures, and Student Rights and Responsibilities (see Appendix A for links). If there is a dispute about an infraction of a policy or Honor Code, the initial sequence is the same for disputing a grade. However, the student can forgo a conference with the faculty member who raised the issue (or any other person not believed to be impartial).

To appeal a decision reached by the counseling faculty for difficulties with ethical or professional conduct, you would use the same progression, beginning with the Program Director (see information under Remediation Process).

In any disciplinary procedure, a petitioner or respondent student may ask the University's Ombudsperson for advisory assistance. It is your right to use these procedures, structures, and resources if you think that you have not been evaluated fairly.

The Office of Equality Administration would be the resource in cases of allegations of discriminatory treatment linked to age, race, gender, sexual preference, handicap, national origin, or religion. Links to all these resources can be found in **Appendix F**.

X. LENGTH OF ENROLLMENT AND LEAVES OF ABSENCE

All work in Master's programs must be completed within six years of admission. Exceptions may be granted by the Dean of the Graduate School at the request of the Program Director.

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Although the Graduate School requires continuous enrollment until all requirements for the degree are met, it recognizes that unforeseen circumstances that make it necessary for a student to request a [leave of absence](#) (LOA) can arise. In such a situation, you would first consult with the Program Director to discuss reasons for the absence, alternatives, and consequences of any decision. A student may apply for a [leave of absence](#) by completing a LOA request form available on the UM Graduate School's website.

A leave may normally be granted for up to one academic year. A leave in excess of one year may be granted only in unusual circumstances, and this request and its approval must be documented in writing. Time may be added to the time required to complete the program when leaves are granted.

Requests for leave must be submitted to the Program Director, approved by the Chairperson of EPS, by the SEHD Vice Dean, and by the Dean of the Graduate School. The UM Graduate School will notify the student of the final decision. A student on official leave of absence earns no credit towards fulfilling program or University requirements.

Students who do not maintain continuous registration will be required to apply for readmission to the program. [Readmission](#) is not guaranteed. Students who take a break from their program without an approved leave will be required to enroll in continuous education credits to maintain enrollment (EPS825). This course is taken for one credit and the student is responsible for paying tuition. Taking this course is required when a student is absent without leave during fall or spring terms.

FINANCIAL ASSISTANCE

The University has an [Office of Financial Assistance](#) for help in securing financial aid. Their website and the Graduate School website often include information about work programs and external scholarships (see the links in Appendix F). At times there may be limited amounts of scholarship money available through the Department to students with excellent credentials. Occasionally there may be research projects or other assistantships available.

Many students support their education with part-time employment and student loans. Full time employment is challenging because of the time demands linked to the graduate curriculum, specifically practicum requirements may pose scheduling conflicts. Full-time employment hence is not allowed if you plan on finishing the program in 2 years. You should discuss the impacts of any employment with your academic advisor as you develop your course sequence plan.

RESOURCES

The training program that you are joining is ambitious. We want you to learn a great deal while you are with us. At times, the workload, or the personal experiences you have

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during your training can lead to distress. This is part of graduate study in all fields, but the personal nature of studying counseling can create additional stressors for students. Keep in mind that you are not alone in this process. You have many resources and support available to you. If you do experience difficulties that go beyond ordinary stresses, please talk them over with the Program Director, or any other faculty member with whom you feel comfortable. Students often find significant support with the other students in the program. In addition, there are many campus resources available to you, such as the Student Counseling Center, the University Ombudsperson Office, the Financial Aid Office, the Writing Center, the Academic Resource Center, and the Toppel Career Center.

You also have a student representative to the MHC program. The MHC program representative is elected by program students and attends the monthly Counseling Psychology meetings with the faculty. Your representative is there to assist you in addressing program concerns, and to help make your voice be heard. The University also has a Graduate Student Association and a Graduate Student Council. You have a Senator representing you at the Graduate Student Association, to whom you will be introduced to during orientation, and their name will be posted on the MHC Blackboard site.

Contact information for these resources is available in **Appendix F**. Access to this document and other information pertinent to your experience here is also available on the Blackboard website for the MHC program. That site will be expanded and updated as needed to facilitate a positive experience during your enrollment. Our goals are to help you succeed in the program and become an outstanding mental health professional.

APPENDIX A

WEBLINKS TO GRADUATE SCHOOL AND PROGRAM INFORMATION

The UM Graduate School <https://grad.miami.edu>

This site provides a wealth of information. There is a section specifically focused on new students and should be of assistance in helping you to get oriented and navigate the campus. The section on current students is also information packed.

UM Graduate Academic Bulletin <http://bulletin.miami.edu>

School of Education and Human Development (SEHD) edu.miami.edu

SEHD Master's Programs Handbook, Academic Calendar and Forms you will need in the program:

Graduate programs in Educational and Psychological Studies:

- MHC specifics: <https://bulletin.miami.edu/graduate-academic-programs/education-human-development/educational-psychological-studies/counseling-msed-marriage-family-therapy-concentration/>

MyUM (Blackboard and Course Info; email information) see <https://myum.miami.edu> for links

UNIVERSITY OF MIAMI GRADUATE SCHOOL POLICIES AND PROCEDURES

Graduate School Handbook, Honor Code and forms can be accessed at

<https://www.grad.miami.edu/index.html>

APPENDIX B

LINKS TO ETHICS CODES

American Association of Marriage and Family Therapists:
https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

American Counseling Association:
https://www.counseling.org/docs/defaultsource/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4

American Mental Health Counselors Association:
<http://connections.amhca.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=d4e10fcb-2f3c-c701-aa1d-5d0f53b8bc14>

American Psychological Association: <https://www.apa.org/ethics/code/>

LINKS TO LICENSURE AND PROFESSIONAL ORGANIZATION WEBSITES

Florida Department of Medical Quality Assurance/Licensing Board information
<http://www.floridahealth.gov/licensing-and-regulation/index.html>

American Association of Marriage and Family Therapists: <http://www.aamft.org/>

American Counseling Association: <http://www.counseling.org>

American Mental Health Counselors Association: www.AMHCA.org

American Psychological Association: www.apa.org

Florida Association of Marriage and Family Therapists: <http://www.famft.org>

Florida Counseling Association: <http://www.flacounseling.org>

Master's in Psychology and Counseling Accreditation Council (MPCAC):
<http://mpcacaccreditation.org/>

Registered Interns may request approval from the Florida Licensing Board to take a national exam before finishing the 2-year post-masters supervised internship if all graduate academic coursework and graduate practicum educational requirements are certified by the Board as complete.

**Mental Health Counseling - \$195 Direct to NBCC (Nat'l Bd for Cert Counselors)
336/547-0607**

Board approved candidates register for the National Clinical Mental Health Counselors Exam (NCMHCE). Testing is the first two full weeks of each month by individual appt.; a computer-based format at eight test sites in Florida (Jacksonville, Lakeland, Miami, Ocala, Casselberry, Sarasota, Tallahassee and West Palm Beach) or any available sites across the country. NBCC estimates a **4-6-week** lead time to process exam registrations and fees. Candidates are urged to take account of this processing time in planning their testing schedule. Applications for special accommodations should be submitted at least sixty (60) days in advance of desired testing month to guarantee approval. You may find Special Accommodations applications and instructions at the following website:

[Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling » Exam FAQs- Licensing, Renewals & Information \(floridasmentalhealthprofessions.gov\)](https://www.floridasmentalhealthprofessions.gov/exam-faqs-licensing-renewals-information)

Florida Dept. of Health

Div. of Medical Quality Assurance

Board of Clinical Social Work, Marriage & Family and Mental Health Counseling

4052 Bald Cypress Way, Bin #C08 Tallahassee, FL

32399-5389

<https://www.floridahealth.gov/licensing-and-regulation/index.html>

Latosha Wilson, Regulatory Specialist [MFT]

Latosha.Wilson@doh.state.fl.us

Chiquita Prince, Regulatory Specialist [MHC]

Chiquita.Prince@doh.state.fl.us

[888] 547-0607

[Apply for a License, Continuing Ed., Licensure Requirements, Exam Info and Dates, Renewal Info, Statues/Rules]

CPH and Associates [Professional Liability Insurance]

711 S. Dearborn, Suite 205

Chicago, IL 60605

info@cphins.com

[312] 987- 9823

APPENDIX C

COMPLETE COURSE SEQUENCES FOR MHC PROGRAM

Mental Health Counseling (60 credits)

EPS 667	Professional, Legal and Ethical Issues in Counseling
EPS 668	Social and Cultural Diversity and Counseling
EPS 669	Psychopathology for Counselors
EPS 674	Lifestyle and Career Counseling
EPS 675	Therapeutic Group Procedures
EPS 676	Counseling Process and Practice
EPS 677	Assessment Strategies for Counselors I
EPS 678	Counseling Theories and Practice
EPS 679	Lifespan Human Development
EPS 680	Theory and Practice with Children and Adolescents
EPS 681	Counseling and Sexuality
EPS 684	Research and Program Evaluation in Counseling
EPS 685	Substance Abuse and Addictions: Theories and Counseling
EPS 682	Practicum in Counseling I
EPS 802	Practicum Laboratory I
Elective	6 credits

APPENDIX D

LINKS TO COURSE SEQUENCE PLANS

Program of Study and course sequence plans are subject to change.

2-year Plan

Mental Health Counseling

<https://www.edu.miami.edu/students/graduate/course-sequence-plan/index.html>

Please meet with the Program Director to obtain his/her approval signature and submit a copy of the signed Course Sequence Plan no later than the end of your first semester of study.

APPENDIX E

ANNUAL STUDENT REVIEW PROCESS FORM

Student Name: _____

Student ID: _____

Academic Year: _____

Evaluation Criteria:

Academic Performance:

- Cumulative GPA: _____
- Attach Current Transcript

Practicum Evaluations (if applicable):

- Practicum Site: _____
- Supervisor/Evaluation Feedback: _____

Comprehensive Examination Results (if applicable):

- Examination Date: _____
- Examination Score/Result: _____

Additional Activities:

- Faculty-Led Research Participation: _____
- Service-Oriented Activities: _____
- Other Engagement: _____

Areas of Concern or Underperformance:

Identified areas of concern or underperformance:

Feedback and Remediation Plan:

Meeting with the Program Director: _____

Date of Meeting: _____

Feedback Provided:

Documentation of Concerns:

Email/Memo Date: _____

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Remediation Plan (if applicable):

Required Actions: _____

Timeline for Improvement: _____

APPENDIX F

ADDITIONAL RESOURCES

Academic Resource Center <https://camnercenter.miami.edu>

'Canes Central <https://canescentral.miami.edu/>

GSA (Graduate Student Association) <https://www.um-gsa.org>

Multicultural Student Affairs <https://msa.studentaffairs.miami.edu>

Office of Equality Administration <https://dei.miami.edu/units-and-organizations/index.html>

Office of Financial Assistance <https://grad-prof.miami.edu/index.html>

Center for Alcohol and Drug Education
<https://doso.studentaffairs.miami.edu/units/alcohol-and-other/index.html>

Richter Library <https://library.miami.edu>

School of Education and Human Development <https://www.edu.miami.edu/>

Student Account Services <https://osas.miami.edu>

Student Counseling Center <https://counseling.studentaffairs.miami.edu>

Toppel Career Center <https://hireacane.miami.edu>

University of Miami <https://welcome.miami.edu>

University Ombudsperson Office: <https://ombuds.studentaffairs.miami.edu>

Wellness Center <https://wellness.studentaffairs.miami.edu>

Writing Center <http://www.as.miami.edu/writingcenter/>

International Students: <https://iss.miami.edu>

Disability Services: <https://camnercenter.miami.edu/disability-services/index.html>

LGBT: <https://lgbtq.studentaffairs.miami.edu/resources/campusresources/index.html>

Off-Campus Housing: <https://offcampus.miami.edu>

APPENDIX G

FACULTY TEACHING IN THE MHC PROGRAM

The most recent vitae, biographical sketches, and pictures of the Counseling faculty can be found at <http://sites.education.miami.edu/counselingtherapy/#faculty>

Buki, Lydia. Director of Training for our Doctoral program in Counseling Psychology; Associate Professor, Department of Educational and Psychological Studies, Arizona State University, Ph.D. Counseling Psychology, 1995.

Fowers, Blaine. Professor, Department of Educational and Psychological Studies, University of Texas at Austin Counseling Psychology, 1987-Counseling Psychology.

Lee, Debbiesiu. Associate Professor, Department of Educational and Psychological Studies - Arizona State University, Ph.D., 2005 - Counseling Psychology.

Mena, Maite. Research Assistant Professor, Department of Educational and Psychological Studies – Nova Southeastern University, PsyD. Clinical Psychology, 2000.

Nicolas Guerda. Professor, Department of Educational and Psychological Studies - Boston University, Ph.D. Clinical Psychology, 1997.

Kohn-Wood, Laura. Professor, Department of Educational and Psychological Studies – University of Virginia, Ph.D. Clinical Psychology, 1996.

APPENDIX H

TIMELINE

During Your First Semester

- Go to all the orientations (Graduate School, School of Education, program orientation)
- Check the dates by which you must complete tasks for the term
- Read School of Education handbook; sign and submit form to Office of Graduate Studies
- Read program handbook; sign and submit form to or the Program Director
- Make sure you have completed a Course Sequence Plan (Program of Study)
 - A stop may be placed on your registration if you do not have this
- Meet with the Program Director
- Submit Course Substitution as appropriate. These forms are available at <https://www.edu.miami.edu/students/graduate/forms>

During Your Second Semester (First year)

- Attend the program-wide meetings in Fall and Spring (see next section)
 - For most students, this includes the practicum meeting. Apply for practicum as indicated in Section III of this Handbook, and fulfill linked requirements
- Submit Petition for Transfer of Credit (<https://www.edu.miami.edu/students/graduate/forms/index.html>) as applicable, and linked Course Substitution, as appropriate

Prior to practicum year (this is also your second semester for those on a 2-year graduation schedule)

- Attend the Program-wide meetings, including meeting on practicum (spring)
- Apply for practicum (Section III of this Handbook)
 - Complete course requirements for practicum (see application)
 - Apply by the deadline (TBA) for practicum

During your last year

- Continue to attend program meetings in Fall and Spring
- Make sure all required coursework is near completion in preparation for graduation
 - Review your program requirements with the Program Director so there are no surprises
 - Make sure all required forms are in your file
 - Take care of any incompletes
- Apply for Comprehensive Exams (<https://www.edu.miami.edu/students/graduate/forms>)

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During the Last Spring Semester of Your program (usually your practicum year)

- Apply for Comprehensive Exams (<https://www.edu.miami.edu/students/graduate/forms>) early in Spring term
 - Deadline TBA
- Take the comprehensive exam (Date TBA)
- Check the Academic Calendar for the last day to apply for graduation; you must apply for graduation by this deadline in spring for Spring, Summer 1, AND Summer 2 graduations
 - Sign up on myUM and indicate the term when you will actually graduate (usually the term you finish practicum)

Graduate!

Please keep in contact and let us know how your career unfolds!

Remember:

Keep copies of all your syllabi AND your practicum forms (supervisor evaluations, practicum hours). These may be needed for licensure AT ANY STAGE OF YOUR PROFESSIONAL CAREER. These documents will become part of your student file at UM, but DO NOT depend on obtaining these records from UM.

When you apply for an internship as a registered intern (post-master's requirement for licensure) you will need documentation of practicum completion from the program. The program provides these letters based on your summary of practicum hours.

APPENDIX I

University of Miami

Department of Educational and Psychological Studies

Master of Science in Education in Mental Health Counseling

Academic Year: 2023-2024

This is to acknowledge that I have received and read a copy of the *Student Handbook for the Master of Science in Education in Mental Health Counseling program* at the University of Miami.

I agree that it is my responsibility to adhere to the expectations, procedures, and guidelines in this Handbook, as well as to the policies and procedures described in the School of Education and Human Development *Handbook of Policies & Procedures for Master's and Specialist Students* and the University of Miami Bulletin. I will uphold the University of Miami Honor Code.

Please sign and return to the program director:

Graduate Student Name

Graduate Student Signature

Date

Appendix J
School of Education and Human Development
Graduate Appeals Processes

The School of Education and Human Development (SEHD) adheres to the graduate student processes outlined in the University of Miami Graduate Student Academic Bulletin, which is copied here in relevant part.¹

For more detailed and complete information, please refer to the University of Miami Graduate Student Academic Bulletin at <https://bulletin.miami.edu/general-university-information/graduate-policies-and-procedures/academic-policies/>.

I. Graduate Student Grade Appeal Process

Grounds for Appeal

The Academic community is unanimous in its position that the grade an instructor assigns to a student is the instructor's responsibility and privilege. Any effort to alter this would be a violation of academic freedom. It is the instructor's responsibility to establish criteria for assigning grades. Per the Graduate Student Grade Appeal Process, grounds for appeal of how a grade was assigned are:

1. Award of a grade based on the student's race, religion, color, sex, age, disability, sexual orientation, gender identity or expression, veteran status, national origin, or any other characteristic set forth in the University's Non-Discrimination Policy;
2. Award of a grade based on conduct that violates the University's anti-harassment or anti-retaliation policies; or
3. Failure to adhere to the grading criteria established for the course;
4. Violations of other policies/procedures for grading that are clearly defined in the *Faculty Manual*.

Timing of Appeal

The appeal process must be initiated before the completion of the following semester (i.e., Fall or Spring) of the assignment of the grade resulting in appeal and prior to the completion of all degree requirements or withdrawal from the University.

Order of the Appeal

Attempts to resolve issues regarding a grade must be addressed to the following entities or persons in this order:

¹ In the event of any inconsistency with the Academic Bulletin in effect, please note that the Academic Bulletin trumps this document.

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1. The faculty member of administrator responsible for the course, program, or activity.
2. The department/program chair/director and/or administrative superior(s) of the faculty member or administrator.
3. The Dean or designee of the school offering the course, program, or activity. If the school or administrative unit has a committee constituted to hear graduate student appeals, that committee must be consulted before proceeding to the next level, i.e., for advice from the Ombudsperson or appeal to the Graduate School.

Students must complete all internal SEHD grade resolution and/or appeals steps outlined before appealing the Graduate School. Once the internal school process has been completed and a final written determination issued to the student, the student has 20 academic days to contact the Academic Ombudsperson and/or directly to the Dean of the Graduate School regarding an appeal.

Other Notes and Special Considerations

If the appeal is based on or related to a charge made by the student of discrimination based on race, color, national origin, religion, sex, sexual orientation, age or handicap, a representative of the appropriate University office will be contacted and as appropriate, consulted in the appeal process.

If the appeal is based on or related to a disability:

- The ADA Coordinating Committee shall serve in an advisory capacity.
- The student is to include in the materials provided the appropriate forms from the Office of Disability Services documenting:
 - An evaluation of the disability
 - Recommendations related to the disability

II. Graduate School Grievance Guidelines

The University of Miami (UM)'s School of Education and Human Development (SEHD) follows a clear process for graduate student grievance appeals.

Types of Grievances Covered

It is important to note that the formal grievance process outlined here does not address cases involving grade appeals or matters covered by the Honor Code.

The procedures set forth here are applicable to any of the following types of grievances by graduate students who are enrolled in any graduate program at the SEHD:

1. grievances alleging improper dismissal or suspension from a graduate program;
2. grievances alleging the improper withholding or termination of financial support of any kind;

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3. grievances alleging any other improper treatment, either substantive or procedural, of a graduate student by a faculty member, department or program, or university agency or administrator except:
 - a. allegations of improper evaluation of the quality and/or quantity of academic work (see UM Student Rights & Responsibilities);
 - b. allegations of unfair recommendation for employment or further graduate study;
 - c. allegations of discriminatory treatment arising from the student complainant's age, race, gender, sexual preference, handicap, national origin, or religion. (Such allegations ordinarily are handled by Workplace Equity and Inclusion); or
 - d. grade appeals (see process above).

Format of Grievance

To initiate the grievance process, students submit a written complaint to the relevant parties in the order described above.

The request at each level must clearly and concisely:

1. describe the student's complaint and allegations,
2. identify the individuals, programs, departments, and/or school administrators against whom the grievance is being filed,
3. provide any evidence or relevant materials to be considered, and
4. state the relief sought.

To ensure a fair and timely process, it is essential for students to submit a written appeal at each level. In addition, students must submit unsatisfactory grievance resolution (1) within thirty (30) business days (M-F) after a formal decision in writing by the faculty member or administrator responsible for the course, program or activity to the department/program chair/director and/or administrative superior(s) of the faculty member or administrator; (2) thirty (30) business days (M-F) after a formal decision in writing by the department/program chair/director and/or administrative superior(s) of the faculty member or administrator to the Vice Dean of the SEHD.

Timing of Appeal

Please be aware that after the expiration of this time limit, no requests for grievance review or any other form of appeal will be granted.

If the complaint remains unresolved after following these steps, students may then proceed to the University Miami's Graduate School. For detailed information on how to file grievance to the Dean of the UM Graduate School, please refer to the Graduate Student Academic Bulletin, which can be accessed at <https://bulletin.miami.edu/general-university-information/graduate-policies-and-procedures/academic-policies/>.