Department of Academic Affairs	Master of Science Clinical Mental Health Counseling

Official Governing Policies and Procedures
Adopted October 2022
Revision January 2026

For questions or comments concerning this handbook, please contact the Department of Academic Affairs. The information contained in this handbook is program-specific and supplements the information contained in the institutional catalog. The administration reserves the right to amend, supplement, or rescind these policies at any time without prior notification.

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Preface

The Clinical Mental Health Counseling (CMHC) Student Handbook provides detailed guidance on the policies, procedures, and program-specific information relevant to students enrolled in the CMHC program within the Keiser University Graduate School. The information within this publication supplements published information in the Keiser University Graduate Catalog. Successful matriculation and graduation from this academic program of study require adherence to all policies, procedures, and regulations stipulated by the institution. If you have any questions regarding requirements or policies, do not hesitate to refer them to your academic advisor, CMHC Department Chair, or other appropriate administrative staff. This handbook presents the policies, procedures, and general information in effect at the time of publication. Students affected by any changes to this handbook will be formally notified in writing.

The Graduate School Catalog is available through the Keiser University website at Welcome to Keiser University | Universities in Florida. All questions or concerns related to degree requirements or program policy should be referred to the Dean of Academic Affairs from the Keiser University campus you are enrolled through.

To ensure a student's successful completion of the program, this handbook must be carefully read, understood, and adhered to by the student. Students should retain a copy of this handbook and the Graduate School Catalog. Please make sure the latest edition of this handbook is referenced, as policies are subject to change.

Institutional Accreditation

Keiser University is institutionally accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Commission on Colleges of the Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097
(404) 679-4500
(www.sacscoc.org)

Programmatic Accreditation

The Clinical Mental Health Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). If a student has questions about accreditation or CACREP accreditation processes, the student may contact CACREP.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
500 Montgomery Street, Suite 350
Alexandria, VA 22314
(703)535-5990
www.cacrep.org

Keiser University Mission Statement

Keiser University is an institutionally accredited private career university that provides educational programs at the undergraduate and graduate levels for a varied student body in traditional, nontraditional, and online delivery formats. The main campus is located in Fort Lauderdale, with campuses located throughout the State of Florida, and internationally. Through quality teaching, learning, and research, the university is committed to providing students with opportunities to develop the knowledge, understanding, and skills necessary for successful employment. Committed to a "students first" philosophy, Keiser University prepares graduates for careers in business, criminal justice, health care, technology, hospitality, education, and career-focused general studies.

Inherent in the Mission is service to the community. This service includes community partnerships, involvement with various constituencies and continuing education programs.

Strategic Direction and Goals

I. Promote Academic Excellence by Providing Institutional Resources, Assistance, and Oversight

- To be actively involved with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and such programmatic accreditation agencies as are desired and appropriate.
- To assess the effectiveness of and consequentially enhance the educational and academic service programs of the university.
- To provide academic support services designed to enhance student learning and prepare graduates for successful occupational choices.

II. Continue the Implementation of Appropriate Fiscal and Budgetary processes to support the mission.

- To ensure that the Board of Trustees continues to provide appropriate oversight of the financial and budgetary operations of the University.
- To analyze the ongoing financial operations of the university to ensure fiscal responsibility.
- To strategically manage finances in order to maintain a strong financial base of operations necessary for future expansion.

III. Develop and support initiatives designed to enhance student success and retention

- To provide comprehensive academic support to empower students' learning and success.
- To foster a vibrant campus culture that engages students and promotes a sense of community.
- To increase student retention by addressing financial, social, and academic challenges.
- To strengthen faculty and staff engagement to support student success initiatives.

IV. Prioritize the strategic management of university resources to increase operational efficiency in support of the mission.

- To enhance decision-making relevant to the allocation of university resources in order to achieve better outcomes for university operations.
- To attract and retain well-qualified faculty and staff.
- To review all degree programs to ensure currency, relevancy, and cost-effectiveness with respect to content, delivery, and outcomes.

V. Develop and maintain high-demand educational programs that expand the domestic and international reach of the university's services

- To pursue educational initiatives appropriate for a variety of domestic and global locations and cultural settings.
- To increase capacity of faculty to manage curriculum strategically

VII. Enhance the University's Relationships with Alumni, business partners, and the Professions It Serves

- To cultivate the Keiser University alumni development program.
- To create opportunities to partner with community organizations where mutual benefit can be realized through collaborative agreements and/or articulation agreements.
- To enhance the community outreach initiatives of the various extended Keiser University locations to support their community service, public relations, and institutional advancement campaigns.

VIII. Adapt to the emerging technological landscape by integrating artificial intelligence and other advances technological infrastructure

- To convene an Artificial Intelligence Advisory Committee to study AI capabilities and the risks and benefits posed to the institution.
- To capitalize on opportunities to integrate current technology into educational simulation experiences.
- To leverage advanced data analysis techniques to drive student success and retention efforts.

Equal Opportunity Statement

Keiser University's policy of equal opportunity, consistent with Federal policy, is that no person shall, on the grounds of race, creed, color, handicap, national origin, sex, age, political affiliation, sexual orientation, marital status, or belief, be excluded from any training, be denied the benefit of training, or be subjected to discrimination in any hiring practice or activity of the University. Keiser University complies with the provisions of Title VI and Title VII of the Civil Rights Act

of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Age Discrimination Act of 1967.

To ensure continued success in achieving equal opportunity and non-discrimination in all its programs and departments, Keiser University hereby reaffirms that it is the responsibility of all staff, administration, and supervisory personnel to work actively to ensure equal opportunities within their respective departments as well as to demonstrate a personal and professional commitment to equal opportunity for all persons. Management and supervisory personnel are responsible for providing leadership and support for equal opportunity programs.

*This handbook is for information only and does not constitute a contract. Keiser University reserves the right to make necessary changes in courses, programs, or financial charges without further notice.

Organization of Clinical Mental Health Department

Dr. Ashlee Robertson-Arduengo	Graduate School Dean
arobertson@keiseruniversity.edu	
Dr. Janessa Dominguez	Department Chair/Interim Clinical Coordinator
Jdominguez@keiseruniversity.edu	

*Core faculty bios can be found on the CMHC Keiser university webpage: www.keiseruniversity.edu

Program Mission Statement

The mission of the Clinical Mental Health Counseling Master's program is immersion of traditional and non-traditional students in an accessible, innovative, and flexible learning environment. Students prepare for a variety of counseling settings through a comprehensive online curriculum grounded in uncompromising practice of standards, promotion of cultural competence, development of social advocacy, and practice in applying counseling skills and dispositions to promote wellness. The core of the program is fueled on empowerment of students to build lasting relationships.

Program Description

The Master of Science in Clinical Mental Health Counseling provides students with comprehensive preparation for professional practice as a counselor through rigorous coursework and carefully supervised practical experiences in field settings. The program integrates mental health counseling theories and approaches, principles and practices of diagnosis, evidence-based treatments, and strategies for referral, prevention, and advocacy to meet the needs of diverse clients. Graduates will be prepared to assume various positions in the counseling field and be equipped to model the highest standards and ethics of the profession.

Program Goals

1. Perform the roles of a licensed counselor regarding ethical practice related to individual and group needs and based around social and cultural diversity.
2. Utilize theories of lifespan development, career development, and relationship development to counsel across a variety of modalities.
3. Practice active involvement in the field by developing a professional identity through counseling organizations and the development and evaluation of programs and processes to support overall wellness.
4. Prepare for qualifications for appropriate state licensure as professional counselors (i.e., LPC, LMHC).

Student Learning Objectives

The student learning objectives are used to prepare graduates through the curriculum who demonstrate evidence of being reflective practitioners and critical thinkers, and who seek to be culturally competent, respecting diverse worldviews, demonstrating self-evaluation and self-reflection strategies, and participating in the ongoing process of interpersonal skill development. Students will develop professional identities as counselors and engage as active members of their communities. Through the course curriculum students will:

1. Cultivate an understanding of the counseling profession while developing knowledge of history, structures, standards, credentialing, and professional and ethical roles and identity as Clinical Mental Health Counselors.
2. Demonstrate knowledge of diverse social and cultural foundations to be effective counselors.
3. Demonstrate knowledge of human growth and development across the lifespan to promote wellness.
4. Demonstrate knowledge of career development and related assessment and evaluation to effectively perform career counseling.
5. Demonstrate skills in performing counseling and consultation processes across a range of modalities.
6. Demonstrate skills in performing the counseling and consultation processes across individual and group work.
7. Demonstrate critical thinking in the choice and delivery of various diagnostic processes
8. Demonstrate critical thinking in the use of research methods, statistical analysis, needs assessment, and program evaluation.

Admission Requirements

Admission to the Clinical Mental Health Counseling program is competitive and based on faculty review of application materials. Strong candidates demonstrate academic achievement (GPA, personal statement, and letters of recommendation), interpersonal skills, openness to personal and professional growth. Preference is given to candidates with relevant knowledge and experience in mental health or counseling through coursework, research, or work. The following admission materials are required to determine the student's academic and dispositional readiness.

- Completed Graduate School Application and application fee

- Official transcripts showing bachelor's or master's degree from an accredited institution recognized by the USDOE; preference for degrees in psychology, behavioral science, social work, human development, or related program

* Failure to provide an official transcript by the end of the first semester will lead to dismissal from the program and the Graduate School.

- Resume or curriculum vitae.
- CMHC specific Personal Statement Letter indicating the applicant's reasons for undertaking graduate study in mental health counseling, personal attributes, and goals.

*The content for inclusion in the Personal Statement Letter can be found on the Keiser university admissions website and is in accordance with requirements of the 2024 CACREP standards.

- If CGPA is < 3.0, Keiser University's Graduate School requires the inclusion of a GPA-statement within the CMHC personal letter, with an explanation, the current environment that may better prepare the student for academic success, and any remedial efforts that has or will be performed or assumed by the student. Once all documents are received, the application will be reviewed holistically by the Vice Chancellor of the Graduate School using a rubric to determine recommendation to the CMHC committee for admissions consideration.

*Supplemental documentation may be included, but is not required, to support a prospective CMHC student application (ex. GMAT or GRE Test Scores)

- Submissions of three professional Letters of Recommendation. Letters should be from individuals who can address the applicant's academic and professional potential (e.g., not family or friends).
- All applicants must complete a background check for consideration into the CMHC program.

Please note that fieldwork sites, licensing boards, and credentialing bodies may have their own background check requirements. Admission to the program does not guarantee placement or licensure. If there are any flags on a background check, applicants are required to submit an additional background letter addressing the nature of the flags and actions taken to address the matter.

- Upon successful submission of a completed admission file, applicants may be invited to an interview with a CMHC committee comprised of department faculty. If invited, the interview is a required part of the admissions process and does not guarantee admission.

Keiser University reserves the right to determine in its sole discretion whether a candidate is suitable for admission to the program taking all application content into consideration.

An applicant who meets these requirements is not automatically assured admission. The unique nature of the field of counseling requires the mastery of cognitive skills and the demonstration of relevant and appropriate interpersonal/dispositional and technological skills. The faculty retains the right to deny admission to the program to any candidate whose level of interpersonal competence is considered incompatible with that required effective functioning as a counseling practitioner. Admission is based on a holistic review process and may be in comparison to other candidates for that cohort. Decisions are rendered based on review of historical academic performance, dispositional actions and awareness, and general fit between applicant interests and program. Program admissions requirements are subject to change; as such, the Graduate School catalog is regularly updated.

Background Check Policy

Due to the licensure requirement for future practitioners, a criminal background check is a requirement for the admissions process. The University reserves the right to deny an application to or continuance in the program for students whose background check reveals a criminal history. Keiser University and the CMHC department are not responsible for denials by external agencies, if accepted into a cohort.

Once the student is accepted into the program, they must report any change in their criminal background status to the Department Chair immediately. Failure to promptly notify the Department Chair of offenses occurring after admission shall be grounds for dismissal from the program.

Each fieldwork site may have different requirements for application and background check, including how they handle cases of students with prior criminal history. Additionally, each state licensing board handles cases of applicants with prior criminal history differently. For example, the state of Florida licensing board generally considers the nature and seriousness of the offense, time elapsed since the offense, and evidence of rehabilitation and current character when determining eligibility for licensure.

Applicants with a criminal record are typically required to submit:

- Final Dispositions/Arrest Records
- Proof of Completion of Probation or Parole, if applicable
- A Personal Self-Explanation detailing the circumstances of the offense, etc.
- A signed disclosure with understanding of future implications to licensure

Students are strongly encouraged to carefully review the fieldwork experience site requirements, as well as state licensure requirements for the state in which they would pursue licensure and, if

appropriate, reach out to fieldwork experience sites and/or Licensing Boards for guidance, when appropriate. While the CMHC program may offer admission for educational requirements, it is important to understand that decisions related to fieldwork experience and licensure are made by external bodies and remain outside of the program's control.

Transfer of Credits

Transfer of course credit from an external university transcript is not automatic. If a student is transferring courses from a CACREP-accredited counseling program, up to 12 credits may be accepted from a master's level degree, from a college or university recognized by the USDOE. Students are required to present the course syllabi and/or other evidence that relates to the content of the course(s). Approval of any transfer credits is at the discretion of academic leadership. The following courses cannot be transferred from another institution: MHC510, MHC525, MHC660, MHC661, and MHC662.

If a student is transferring courses from a non-CACREP-accredited counseling program, no courses associated with CACREP Key Performance Indicators (KPIs) required for licensure or competency examinations may be transferred.

Acceptance of transfer credits for a course is dependent upon the following provisions:

- The student received a grade of B or higher (3.0 on a 4.0 scale) in the course.
- Transfer credits must be relevant and consistent with the program's curriculum, which comprises the required program curriculum, and they must be judged to be equivalent to the Clinical Mental Health Counseling program coursework.
- The course is listed on an official transcript received by the admissions department and/or the registrar's office.
- The course was completed within the six years preceding admission to the program.

Non-Degree Seeking Students

Non-degree seeking students are not currently accepted into the program unless special approval by the Graduate School Dean and Associate Vice Chancellor of the Graduate School is obtained. The program prepares students for licensure and/or certification as professional counselors. As such, if special approval is granted, students must complete the full admissions process to be admitted to the program, and non-matriculated students cannot take MHC660 (Practicum) or MHC661 (Internship 1) or MHC662 (Internship 2) as a non-degree seeking student.

Program Curriculum

To receive a Master of Science in Clinical Mental Health Counseling, students must earn 60 graduate semester credit hours. A minimum of 48 of the program hours must be completed

through Keiser University. All courses in the program are 16 weeks in length and are held online through the Blackboard learning platform. Program requirements are as follows:

Core Counseling Courses (39.0 credit hours)

MHC501*	Foundations of Counseling	3.0 credit hours
MHC505	Counseling Across the Lifespan	3.0 credit hours
MHC510**	Counseling Skills and Technique (Residency)	3.0 credit hours
MHC515*	Counseling Theories and Practice	3.0 credit hours
MHC520	Ethical and Legal Issues in Counseling	3.0 credit hours
MHC525**	Group Theories and Practice (Residency)	3.0 credit hours
MHC530	Career Counseling	3.0 credit hours
MHC535	Counseling Advocacy with Diverse Populations	3.0 credit hours
MHC540	Crisis Counseling	3.0 credit hours
MHC545	Counseling Intervention and Treatment Planning	3.0 credit hours
MHC550	Assessment in Counseling	3.0 credit hours
MHC555	Psychopathology and Diagnosis	3.0 credit hours
RSM610	Research and Program Evaluation	3.0 credit hours

*MHC501 and MHC515 are taken during the first semester of the program.

**MHC510, MHC525, and MHC660 require a mandatory in-person weekend long residency on campus.

MHC555 should be scheduled/taken prior to MHC545.

MHC659 is a mandatory pre-requisite for approval into MHC660 Practicum in Counseling. Students must successfully complete this pre-practicum orientation course in the semester prior to MHC660 to obtain an approved fieldwork site Affiliation Agreement and required fieldwork documents.

Specialization Courses (12.0 credit hours)

MHC560	Counseling in Community Settings	3.0 credit hours
MHC565	Couples and Family Counseling	3.0 credit hours

MHC570	Foundations of Addiction and Addictive Behavior	3.0 credit hours
MHC575	Counseling and Sexuality	3.0 credit hours
Fieldwork Experience (9.0 credit hours)		
MHC659***	Mental Health Counseling Pre-Practicum (Prerequisite Orientation)	0 credit hours
MHC660**	Practicum in Counseling (Pre-requisite: MHC659)	3.0 credit hours
MHC661	Internship in Counseling I (taken final two semesters)	3.0 credit hours
MHC662	Internship in Counseling II (taken final two semesters)	3.0 credit hours

Fieldwork Requirements

MHC660, MHC661 and MHC662 are fieldwork courses and are scheduled consecutively in the final three semesters of the program. MHC659 is a required pre-requisite orientation for approval into MHC660 Practicum. There is more information located in this handbook, and in the fieldwork handbook on fieldwork requirements.

Residency Requirements

The Clinical Mental Health Counseling program requires three online courses (i.e., MHC510, MHC525, MHC660) to include a mandatory intensive on-campus/residency component for one single three-day weekend (Friday-Sunday) during the 16-week semester in which the student is taking each of these classes. Attendance for the intensive on-campus/residency portions of the courses is required and part of the course grade. Students who do not attend all residency sessions will not earn a passing grade in the associated course, and therefore will be required to retake the course. Students should seek consultation with the Department Chair in case of any emergency, prior to the scheduled residency. These courses are offered at specific times during the program. When following a typical student program plan, students will come to campus once per semester during the first year of the program and again while completing the practicum experience.

Residency offers an opportunity for the cohort to gather, build a learning community with one another, faculty, and staff, and provide enriching in-person networking and mentoring opportunities for students as they focus on skill development in individual and group counseling settings. Residency dates and locations will be posted early each semester in the Blackboard courses and announced via e-mail. Students are responsible for making their own travel, lodging, and evening meal arrangements, and should budget in those semesters accordingly.

Course Scheduling

Course offerings and schedules are subject to change. Students are encouraged to check the Student Portal regularly and to remain in close communication with their academic advisor. Any student wishing to adjust their schedule or withdraw from a course should consult with their advisor to ensure proper guidance and support throughout the process. Because courses are experiential, competency-based, and performance-driven, students may enroll in no more than three courses per semester. Some courses also have recommended sequences or prerequisites, which may limit the availability of certain scheduling adjustments. As a result, requests for schedule changes may not always be able to be accommodated. Course descriptions and instructional methods are located at the end of this handbook in Appendix B.

Academic Requirements - Retention and Dismissal

The following academic standards are required for all students in the program:

- Students must maintain a grade point average (GPA) of at least 3.0 throughout the duration of the program.
- Students must earn at least a "B" grade in the following courses (i.e., MHC510, MHC525, MHC545, MHC555, MHC660, MHC661, MHC662). Earning lower than a B will require the student to retake the course. See the Course Repeat Policy.
- Students are required to attend courses regularly. Attendance involves actively logging in and formally participating in the online course tasks and assignments. Students who do not post attendance through active participation will risk academic advising intervention, or administrative action. If no attendance is posted past 14 days, students will be dismissed from the program.

Students who need to withdraw from a class must discuss the situation with their academic advisor for assistance. Students should review the "Graduate Satisfactory Academic Progress" section of the Graduate School Catalog for further information on minimum academic requirements for graduate students and remediation procedures.

Course Repeat Policy

Students in graduate programs may earn no more than two grades of C. A course in which a final grade of "C" or less has been earned may be repeated for grade average purposes or to satisfy program requirements, if a third C grade is earned, a course must be repeated for a higher grade. There are courses in this program where a B grade or better is required, if a grade less than a B is earned, that course must be repeated. Only the higher grade is used in calculating the cumulative grade point average at Keiser University. The Dean of Academic Affairs or Registrar of the campus you are enrolled through, and in some cases the faculty advisor, will determine when a course is offered and arrange the schedule to accommodate the course retake. Each campus Dean

of Academic Affairs, along with the campus registrar department, is responsible for determining a student's eligibility to repeat a course and for notifying the financial aid department of a student who is repeating a course.

A course in which a satisfactory final grade (e.g., "A" or "B") has been earned may not be repeated for grade point average purposes. No courses may be repeated for grade average purposes after graduation, and no courses can be attempted more than three times unless a program has alternative attempt limits for any certain course(s), which will be noted in their program handbook. A student who fails the first course in the academic program will generally be required to retake the same course in the next term, assuming it is available. This practice recognizes that the student should repeat the course while the material is relatively familiar and the student is in the best position to remediate the failing grade.

Incomplete Grade Policy and Procedures

A grade of "I" (Incomplete) indicates that a student has not completed the requirements of a course as set forth by an instructor. Students have equal time to the course, from the date the "I" is awarded. The best policy is to make up the "Incomplete" grade as soon as possible. Incomplete grades are not used in the computation of a cumulative grade average. Graduate students must meet course requirements within the allotted time, and the instructor must submit a grade change to the registrar once completed. If the agreed work is not completed within the period, the course grade automatically becomes an "F" grade, could impact financial aid, and must be rescheduled. Students receiving an Incomplete in any subject must meet with their instructor to discuss satisfactory arrangements to fulfill course requirements. Course assignments for Incompletes for this program are dated to be completed within 8 weeks of the beginning of the next semester. Exceptions to this policy must be approved by the Graduate School Dean. Students receiving an Incomplete in a capstone or field work pre-requisite course must successfully complete the incomplete, prior to moving into the requisite courses, which could delay program progression.

Program Procedures: Students must request the incomplete from the faculty of record before the last day of the class. Students must have completed a minimum of 70% of the course work to qualify for any incomplete and cannot be on academic probation (AFAW or AFAP) without special approval from the Graduate School Dean. If an incomplete is granted, the student must agree to an action plan via signature that specifies what coursework must be completed within the time frame. Not all work missed may be able to qualify for submission with an incomplete. If the assignments are not completed within the allotted time, the "I" grade will be changed to an "F" or grade earned to date, whichever is higher. Incomplete grades cannot be requested for fieldwork practicum (MHC660), without postponement of the first fieldwork experience course.

Academic Warning

At the end of every semester, there is a review of student academic progress to affirm the minimum CGPA of 3.0 is met, along with course completion of a minimum of 66.7%. Graduate

students who fall below either standard will be placed on Academic Financial Aid Warning (AFAW) probation status with an action plan for remediation for up to one semester. The student will have this semester on academic warning to raise their CGPA and/or course completion to the minimum requirement or risk suspension from the graduate program. During the warning term, the student will meet with their Academic Advisor to develop a plan to remediate the academic area of concern. No student will be allowed to enroll in Practicum or Internship while on academic warning.

Academic Probation

At the end of the academic warning semester, the student will be re-evaluated. Students who have not met the minimum CGPA of 3.0 during the AFAW warning semester, can appeal for Academic Financial Aid Probation (AFAP). Students must submit a written appeal letter stating why they should be permitted to remain in the program and their intentions to achieve academic progress. Upon approval, a remediation action plan will be created and agreed to. If students do not write this appeal letter and complete the action plan prior to the start of the new semester, they will be academically dismissed from the university. Students on approved AFAP status can retain Title IV funding, if they are eligible. Appeals will be reviewed individually according to the following considerations:

- Mitigating circumstances (i.e., health, family, personal considerations, etc.).
- The performance trend is reflected in the CGPA over earlier graduate semesters.
- Other individual circumstances and considerations.

An approved appeal will permit a maximum of two consecutive semesters on Academic Financial Aid Probation with an action plan to remediate the grades or course completion to return to good standing. If the appeal is not approved, the student is suspended from the program and institution for at least one semester.

Academic Suspension - Readmission after Academic Suspension

Suspended students may be readmitted to the Clinical Mental Health Counseling program after a semester through a re-entry application and re-entry committee comprised of the Department Chair and Graduate School Dean. The readmission decision will be based on student compliance with conditions of suspension, evidence suggesting potential for improvement, and/or other individual factors. There is not a guarantee of a re-entry to the Clinical Mental Health Counseling program based on unresolved circumstances or courses that need to meet academic progress is not available until a future semester. Depending on the length of time out of the program, the student may have to re-submit admissions documents or processes, and/or meet with the department administration to approve re-entry.

Other Causes for Suspension

Graduate students in the Clinical Mental Health Counseling (CMHC) program are expected to demonstrate ethical, professional, and lawful conduct consistent with the Student Handbook, the Keiser University Catalog, all applicable federal, state, and local laws, and the American Counseling Association (ACA) Code of Ethics. Conduct demonstrating a callous disregard for learning, safety, or ethical practice may result in disciplinary action.

Program-level disciplinary actions, including written warnings, probation, suspension from the CMHC program, or dismissal, are determined by the Department Chair and/or Graduate School Dean, as appropriate. In cases of extreme behavior, the Vice Chancellor of the Graduate School may withdraw a student from the program.

Students subject to disciplinary action will receive written notice of the concern and be given an opportunity to respond before a final decision is made, except when immediate action is required to protect safety or the learning environment. Students retain the right to appeal decisions through the University's grievance process as outlined in the Keiser University Catalog.

Program disciplinary action is separate from University-level discipline, though the same conduct may warrant both. Violations such as academic dishonesty or breaches of the University's Standards of Conduct may result in University suspension or expulsion, independent of CMHC program action.

Failure to maintain professional behavior may result in a written warning or probation. Probation is effective immediately and is reviewed by the Program Director, Chair, or Dean at the conclusion of the designated period. Failure to meet probation terms or continued unsatisfactory behavior may result in dismissal from the CMHC program and, where applicable, dismissal from the University.

Students are encouraged to address concerns using the established chain of command: Instructor → Department Chair → Dean of the graduate school/Associate Vice Chancellor of Academic Affairs for Graduate Education → campus president. The University maintains an open-door policy, and students retain all rights to the formal grievance process.

Time Limit for Completing Program

Students must complete all requirements for the M.S. in Clinical Mental Health Counseling program within six (6) years of initial enrollment. This includes all coursework, fieldwork experiences, required residencies, and the comprehensive exam.

Approved leaves of absence may pause the time-to-degree limit, in accordance with University policy; all other enrollment gaps count toward the six-year timeframe.

Students who will not complete the program within the limit may request a time extension by submitting a completion action plan to the Department Chair at least one term before their

deadline. The appeal will be reviewed by the Department Chair, Graduate School Dean, and Associate Vice Chancellor of Academic Affairs, and a written decision will be issued. Extensions are generally limited to one year and may not extend total time-to-degree beyond seven (7) years.

Courses older than six years may require revalidation or repetition to ensure competency and licensure alignment.

Students whose extension request is denied, or who do not submit a request before the deadline, will be dismissed from the program. Students who receive an extension but do not follow the approved action plan are also subject to dismissal. Students are responsible for monitoring progress and maintaining communication with their advisor throughout their enrollment.

Additional Program Requirements

Student Orientation

All students enrolled into the Clinical Mental Health Counseling program are required to attend a graduate school orientation and the program-specific new student orientation held during the first week of starting the program, the program orientation is held in conjunction with the introductory courses (MHC501 Foundations of Counseling and MHC515 Theories in Counseling). These orientations provide useful information to students about student resources and support services, the Learning Management System, and program-specific expectations. In addition, prior to fieldwork, there is a mandatory, 0 credit pre-practicum orientation course that must be completed prior to participation in the fieldwork portion of the program. MHC659 is taken in the semester prior to starting MHC660 Practicum in Counseling, and will orient students into the fieldwork experience, and provide resources for all required documents to secure a fieldwork site. If students do not successfully complete MHC659, the start of the fieldwork experience and courses may be delayed or rescheduled, which can have implications on financial aid and program completion timelines, up to potential dismissal from the program.

Professional Dispositions

In addition to meeting academic requirements, students must exhibit personal qualities, dispositions, and behaviors that reflect the standards of the counseling profession. This includes maintaining awareness of personal values, attitudes, beliefs, and behaviors and understanding their influence on the counseling process, as well as in all spoken, written, and face-to-face interactions with peers, faculty, staff, administration, external partners, and clients. Students are expected to avoid imposing personal values on clients and demonstrate respect for diverse backgrounds. Professionalism requires adherence to ethical standards set forth by the American Counseling Association (ACA), the National Board of Certified Counselors (NBCC), and the American Mental Health Counselors Association (AMHCA), and students are responsible for knowing and acting in accordance with these standards. Professional conduct encompasses

appropriate interactions, respectful communication, proper self-presentation, and respect for people, property, and processes in all classroom and community settings. Active attendance and participation are essential, and students should proactively inform faculty of any circumstances that may affect class performance or completion.

Professional dispositions are observed and evaluated throughout the program by course faculty and faculty supervisors. Concerns regarding professional behavior, ethical practice, or fitness to practice may result in a formal review, required remediation plan, probation, suspension, or dismissal in accordance with program and University policies. All concerns and resulting actions will be documented to ensure consistency, fairness, and support for student development.

Curriculum Supporting Professional Dispositions

As counselors-in-training, students will be introduced to counseling skills development through practice, personal growth activities, and group-based experiences. Skills-based practice sessions are structured to offer guidance and support, recognizing that for many students, this is the first experience practicing counseling. Out of respect for all participants, regardless of confidence or experience level, these labs and skills-based tasks are conducted as realistically as possible to reflect actual fieldwork. As such, students are expected to meet the same professional standards that would apply in a real counseling session with a client. Clear expectations for these high-accountability labs and practice sessions will be communicated to students in advance. For skills-based assessments, if a student violates professional expectations either through behavior or by participating from an inappropriate location, the faculty member has the discretion to end the session. In such cases, the session may be counted as an unexcused absence.

In alignment with professional dispositions, students are expected to accept feedback and apply it toward continued professional growth. The program utilizes a dispositional assessment process in accordance with the 2024 CACREP standards for all students in the program. If professional dispositions are found to be compromised, students may be asked to take part in academic advising and action plans to develop collaborative goals toward professional growth. If significant issues persist, students may be at risk of program dismissal in accordance with the University policies as outlined in the Graduate School catalog.

As a program that includes fieldwork experiences in community sites, students are expected to display professionalism in their practicum and internship experiences. Students should maintain appropriate dress, demeanor, behavior, and dispositions to safely and ethically meet professional standards and those expected by the fieldwork site. If students have any concerns about the appropriateness of their own professional conduct or that of another, proactive consultation with their faculty advisor, clinical coordinator, Department Chair, or Graduate School Dean is required. *Students should review the Fieldwork Handbook for more detailed inclusion of expected dispositions at fieldwork sites.

Social Media

Social media has fundamentally changed the way we communicate. The Clinical Mental Health Counseling program recognizes and embraces the power and use of social media. Students must recognize that the use of social media reflects on them in the same manner as their physical behavior. When posting to any social media site or communicating with others, students should remember how this may reflect on them as students and future professionals. Students should remember that policies govern inappropriate conduct such as sexual (or other) harassment, bullying, discrimination, defamation, infringement of copyright and trademark rights, and unauthorized disclosure of student records. Much of the content and subject matter within the Keiser Live classroom and the Clinical Mental Health Counseling online program is sensitive. As such, the student should keep in mind that this information is to be kept confidential and private by all students, including through social media.

Personal Awareness and Personal Growth

During a student's program of study, specific exercises and experiential activities will be presented to students to demonstrate clinical techniques. These activities are instructional in nature and are not intended to serve as therapy or counseling for students. However, due to the nature of topics that will be encountered in the field, instruction may evoke emotions, memories, or personal insights that students may find uncomfortable.

In preparation for a career as a professional counselor, students are encouraged to consider individual or group counseling as a means of supporting personal development. Students are responsible for monitoring their own emotional well-being and seeking appropriate support when needed. Faculty and program staff do not provide personal counseling, nor should program activities be viewed as a substitute for mental health treatment. Participation in experiential learning activities is a required component of counselor training.

If students are interested in counseling services, Keiser University maintains relationships with community organizations and agencies that may be able to assist. Students may seek help from the Director of Student Services for additional resources and referrals. All students are encouraged to utilize these resources proactively should personal concerns arise.

Additional Resources

- Keiser University's Ombudsman for support and resources
- 2-1-1 is a national helpline connecting individuals to resources in the community
- 9-8-8 is national suicide and crisis helpline for individuals seeking support
- Veterans Crisis Line 1-800-273-8255 or text 838255
- *Student Services*: Students can contact Student Services for additional support
- Academic and personal support services are within: www.keiseruniversity.edu/catalog/

Technology Resources, Competencies, and Technical Standards

Technology Competencies

Students are expected to have basic computer skills, regular access to a personal computer/laptop (tablets and/or Chromebooks are often not appropriate for all technology needs for the program due to limited ability to download and save programs and software), an available internal or external video and audio capability, basic Microsoft Office software (Microsoft Word, PowerPoint, and Excel), and reliable high-speed internet access. All courses are facilitated through the Blackboard learning system. Students may access Blackboard by logging on to: Blackboard. The Chrome internet browser is considered the most compatible with Blackboard. For technical difficulties, students are encouraged to contact the Blackboard helpdesk.

All students are required to regularly access and utilize their Keiser student e-mail account. All official correspondence from the University (including e-mails and announcements from faculty through Blackboard) will be sent only to the student's Keiser e-mail address. Students are expected to respond promptly to faculty and administrators' communication.

Students must have the following competencies based on the Association for Counselor Education and Supervision (ACES) Technical Competencies.

- Communicate effectively and efficiently using a computer and the internet- including proper professional email etiquette.
- Use a variety of computer programs and software, such as the Learning Management System (LMS), word processors, and email to develop group presentations and reports.
- Learn to use electronic health platforms to administer, gather, and document information.
- Use a computer camera, microphone, video conferencing tools, and playback units.
- Perform counseling skills, practice, and assessment in a virtual setting.
- Maintain privacy and confidentiality, following Health Insurance Portability and Accountability Act (HIPAA) guidelines in virtual settings and online.
- Help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
- Be able to access and use counseling-related online databases and professional development opportunities.
- Be knowledgeable of the legal and ethical codes related to counseling services.
- Be knowledgeable of the strengths and weaknesses, and able to evaluate the quality of counseling services provided via the Internet.

Technical Standards

Keiser University's Clinical Mental Health department maintains that prospective and enrolled students should be capable of successfully performing the following technical standards/essential functions related to the program and occupation in a professional, safe, accurate, and expeditious

manner in all classroom, residential, and clinical experiences, reasonably independent with or without reasonable accommodations. The technical standards/essential functions have been established through consultation of various sources, which include the American Counseling Association and the 2024 CACREP Standards. Please read the following technical standards/essential functions carefully, assess your personal capabilities, and determine if you have any limitations that may restrict or interfere with your satisfactory performance of any of the technical standards/essential functions listed below. The performance of these standards is required for continuous enrollment in the program.

Observational Skills

- Visual and/or hearing and speaking skills are requisite to performance in lectures, residency, and clinic settings.
- Acquire information from lectures, presentations, and experiences in counseling through virtual and in-person means.
- Unbiased observance of characteristics and behaviors of others (e.g., clients, peers, faculty) accurately both from a distance and in proximity.
- Identify necessary details to receive and record clinical information, and read and interpret forms reports, results, and diagnostic tests.
- Understand information from paper and electronic mediums.
- Read typed, handwritten, and computer information.

Communication Skills (including verbal and written)

- Communicate effectively, professionally, and sensitively.
- Communicate essential information dependent upon stakeholders including faculty, peers, colleagues, clients, and members of a healthcare team.
- Apply and communicate principles of theory, micro skills, and counseling techniques to elicit information, observe clients, define problems, describe changes, establish interventions, and draw conclusions.
- Communicate effectively in English using verbal, non-verbal, and written formats with faculty, students, clients, and members of a healthcare team.
- Recognize, interpret, and respond appropriately to nonverbal communications from clients, faculty, and others.
- Demonstrate active listening skills and be able to respond appropriately with individuals from various lifestyles and cultures.
- Obtain medical and mental health histories of clients to communicate information to other healthcare providers.
- Complete computer, practical, and comprehensive examinations.
- Maintain up-to-date and accurate records and documentation (hours, evaluations, etc.).

Motor Function

- Learn and work in a variety of environments, including virtual and in-person locations.
- Learn and work in an environment that does not compromise safety.
- Have sufficient auditory, visual, and tactile ability to monitor patient's needs.

- Possess motor skills necessary to perform diagnostic tests, clinical interventions, and counseling skills and techniques.
- Perform gross and fine motor movements, including but not limited to moving freely and safely about an on-site environment and use of a keyboard and mouse.
- Engage in moderate work may require prolonged sitting or standing.
- Travel required distance to residency and clinical sites and perform required tasks.

Professional, Ethical, and Legal Abilities

- Adhere to state, national, organizational, and programmatic standards, protocols, policies, and procedures.
- Adhere to current code of ethics established by the American Counseling Association.
- Maintain privacy and confidentiality based on programmatic, organizational, and HIPAA guidelines.
- Adhere to established best practice standards of the profession.
- Perform safe, ethical, and legal practices.
- Perform skills within scope of competence and practice.
- Represent self accurately, following ethical and legal guidelines.

Intellectual, Conceptual and Integrative Abilities

- Measure, calculate, reason, analyze, and synthesize information.
- Implement and progress a treatment plan including utilizing appropriate organizational skills, time management, critical thinking, and problem-solving skills.
- Respond immediately to emergency situations that may otherwise jeopardize a client's safety if speedy care is not administered.
- Collect, interpret, organize, prioritize, and integrate information and make timely decisions regarding client care.
- Identify client problems and adjust interventions appropriately.
- Comprehend, retain, recall, and apply complex information learned in required prerequisite courses to the program’s professional coursework.

Behavioral and Social Attributes

- Manage heavy academic schedules and deadlines.
- Respond appropriately to stressful environments and to the stress of others.
- Accept personal responsibility for actions, reactions, and inactions.
- Interact effectively and sensitively with faculty, peers, clients, and health care teams.
- Develop and maintain appropriate therapeutic relationships with clients.
- Cope effectively with psychosocial issues involving illness, disability, and death.
- Display maturity, good judgment, and emotional stability when in academic and professional settings.
- Possess compassion, empathy, altruism, integrity, ethics, responsibility, emotional stability, tolerance, and the ability to adapt to change.
- Accept supervision, feedback, and respond appropriately to modify behaviors.
- Develop, maintain, and engage in self-care practices.

Assessment of Skills and Professional Dispositions

Student Evaluation

Student knowledge, skills, and dispositions are assessed throughout the curriculum using course-embedded, rubric-based evaluations aligned to expected learning outcomes and counseling skill practice. Evaluations may be summative (course grades) or formative (narrative feedback to support personal and professional growth). Assessment findings are used to monitor individual student progress over time, ensure attainment of competencies across didactic and internship experiences, and inform continuous improvement of courses and the curriculum. When concerns or areas for growth are identified, faculty, in collaboration with the Department Chair and/or Clinical Coordinator, may initiate documented advising and a time-bound action plan in accordance with program and University policy. (See Professional Dispositions and Remediation/Fitness-to-Practice policies.) Evaluation records are maintained in accordance with FERPA and institutional data-governance policies.

Student Evaluation of Faculty and Program Experiences

Keiser University allows students the opportunity to provide feedback to faculty at the end of each semester using end-of-course (EOC) survey evaluations. This survey is one of the means the CMHC program uses for assessment and continuous improvement. The EOC survey covers the following three areas: (1) Course Expectations, (2) Instructional Environment, and (3) Instructional Dynamics. Surveys are conducted once a semester, three times a year. Students are highly encouraged to complete the EOC for every class registered. In addition to evaluation of program courses, the university recommends students complete an annual satisfaction survey used to collect data on university student services, and students have the opportunity to provide feedback on the fieldwork orientation process, as well as on fieldwork supervisors and fieldwork experience. All survey results are shared with the Graduate School Dean, Department chair, and faculty and used to (1) verify program effectiveness, (2) identify the strength/weakness of the program, and (3) provide an opportunity for continuous improvement of the program.

Comprehensive Examination (CPCE)

All Clinical Mental Health Counseling students are required to successfully pass a comprehensive exam as part of their degree requirements, prior to graduating. The program uses the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is an objective test developed by the Center for Credentialing and Education (CCE), an affiliate of the National Board for Certified Counselors (NBCC), to assess counseling knowledge viewed as necessary by counselor preparation programs. The exam is a summative evaluation that may serve as an educational resource to measure professionally relevant knowledge during their program, and to support students in preparation for the state and national licensure exams for licensing.

Students can learn more about the CPCE by reviewing the Candidate Handbook CPCE (National Board for Certified Counselors, Inc. [NBCC], 2024): https://www.cce-global.org/assets/exams/handbooks/cpce.pdf

Examination Eligibility Criteria

Students must meet the following requirements prior to taking the CPCE:

- Students must have completed all core counseling courses including: MHC501, MHC505, MHC510, MHC515, MHC520, MHC525, MHC530, MHC535, MHC540, MHC550, and RSM610
- Students must have a minimum 3.0-grade point average (GPA).
- Students must have passed the following courses with a grade of B or higher: MHC510 Counseling Skills and Techniques; MHC525 Group Theories and Practice; MHC545 Counseling Intervention and Treatment Planning

If due to scheduling changes, a core counseling course was not completed prior to the first CPCE attempt, the student should work with their academic advisor to develop a specific study plan for that exam-related content prior to sitting for the exam attempt. Students are responsible for studying prior to exam attempts.

Exam Content and Format

The CPCE consists of 160 multiple-choice items within listed core curriculum areas that align with the eight CACREP common core areas. There are 20 items per content area, of which only 17 are scored. The remainder are used as pilot questions and are unknown to students. The eight areas (Center for Credentialing & Education [CCE], 2024) include:

1) Human Growth and Development – studies that provide an understanding of the nature and needs of individuals at all developmental levels
2) Social and Cultural Diversity – studies that understand issues and trends in a multicultural and diverse society.
3) Helping Relationships – studies that provide an understanding of counseling and consultation processes.
4) Group Work – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5) Career Development – studies that provide an understanding of career development and related life factors.
6) Assessment – studies that provide an understanding of individual and group approaches to assessment and evaluation.
7) Research and Program Evaluation – studies that provide an understanding of research methods, basic statistics, and ethical and legal considerations in research.
8) Professional Orientation and Ethical Practice – studies that understand all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing.

Students should refer to the CPCE Content Outline (CCE, 2024) for more information on the exam content. https://www.cce-global.org/Assets/CPCE/CPCEContentOutline.pdf

Administration, Fees, and Scheduling

The administration of exams is through an on-site Pearson Vue exam center utilizing their Computer-Based Testing (CBT). The examination cost for taking the CPCE is $150.00 and will be paid by the student at the time of registration. Students have 3 hours and 45 minutes to complete the exam.

Students have three attempts to successfully pass the CPCE. Students must wait 90 days between exam attempts as per CPCE.

*Exams must be scheduled at a Pearson VUE testing center. If you have questions about alternative testing modalities, please contact the department chair for guidance before scheduling.

Students must register to take the CPCE by week 4 of MHC660: Practicum in Counseling. Once they are approved to schedule, they must schedule to take the CPCE by the last day of the third month of their MHC660 semester to receive the results prior to the start of the following semester. Any student who does not pass on their first attempt is required to schedule to take the exam for the second time by the last day of the third month of their MHC661 semester to receive the results prior to the start of the following semester. The same procedure is followed if a third attempt is needed.

Students with disabilities that need accommodation should consult with the Dean of Academic Affairs from the campus they are enrolled, to obtain assistance in arranging individual examination requirements.

Criterion for Passing

Students receive a raw score upon completion of the CPCE. Students will need to obtain a raw score of 80 to pass the CPCE. The CMHC program will notify students of their scores on or about the 20th of the following month. For example: if the student takes the CPCE in May, scores will be provided on or about the 20th of June.

Each exam score consists of a score for each section and a total score. Passing or failing the exam is determined by the national average based on the total score.

Studying for the CPCE

Students are responsible for studying for the CPCE using material and content from their coursework and any other study material available through other means. It is important for

students to note that CCE does not provide an official study guide. Students can use the CPCE Textbook List provided by CCE: https://www.cce-global.org/Assets/CPCE_Textbook_List.pdf

Exam Remediation Procedures

Students who do not pass the first attempt at the CPCE will have an additional two opportunities to take and pass the CPCE, for a total of three attempts. Students are responsible for reapplying and repaying for the exam. All students must pass the comprehensive exam requirement. Students must follow progressive remediation plans for each exam retake. Successful completion and passing of the CPCE are part of the CMHC graduation requirements.

Students who fail the first attempt of the CPCE are required to do the following:

- Register to take the second attempt by week 4 of MHC661 and schedule the exam no later than the last day of the third month of the semester.
- Follow CPCE Remediation Plan 1
- Meet with Academic Advisor
- Review and follow written action plan

Students who fail the second attempt at the CPCE are required to do the following:

- Register to take the second attempt by week 4 of MHC662 and schedule the exam no later than the last day of the third month of the semester.
- Follow CPCE Remediation Plan 2
- Meet with Academic Advisor
- Review and follow written action plan

If the student cannot pass the examination after three attempts by the end of MHC662, the student will be dismissed from the program.

Academic Integrity Policy

The University can best function and accomplish its mission in an atmosphere of high ethical standards. As such, the University expects students to observe all accepted principles of academic honesty. Academic honesty in the advancement of knowledge requires that students respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding the validity of intellectual property. Students are expected to maintain complete honesty and integrity in all academic work attempted while enrolled at the University, including the independent creation of personal, individual work. Academic dishonesty is a serious violation of the trust upon which an academic community depends. There are different forms of academic dishonesty including, but not limited to, the following:

Acquiring or Providing Information Dishonestly

Using unauthorized notes or other study aids during an examination or an assignment, including the use of Artificial Intelligence (AI), unless sanctioned by the professor; using unauthorized technology during an examination or an assignment, including the use of AI, unless sanctioned by the professor; improper storage of prohibited notes, course materials and study aids during an exam such that they are accessible or possible to view; using AI tools to assist in the development of writing or problem solutions during an examination or an assignment; looking at other students' work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; altering graded work and submitting it for re-grading; allowing another person to do one's work and submitting it as one's own, including the use of AI; or undertaking any activity intended to obtain an unfair advantage over other students.

Plagiarism

Plagiarism is the deliberate or unintentional use of another's words or ideas without proper citation for which the student claims authorship. It is a policy of Keiser University that students assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by an instructor of a course. Plagiarism, because it is a form of theft and dishonesty that interferes with the goals of education, must carry severe penalties. Keiser University understands that in some cases students commit acts of plagiarism due to carelessness, ignorance, inexperience and unfamiliarity with academic environment and APA standards, or a general lack of understanding or knowledge of the concepts of academic integrity; offenses of this type are characterized as level one. Offenses characterized by being more serious in nature and affecting a larger portion of the work submitted are considered level two offenses. Level one and level two plagiarism offenses carry penalties appropriate to the level of offense.

Specific Uses of Artificial Intelligence (AI)

There are numerous types of Artificial Intelligence in use today, and it is expected that more will be forthcoming with regularity. For purposes of the University's position, AI is defined as the advancement in technologies that involves many sub-categories of learning or machine-based intelligence, and those that may yet emerge. The position of the university on AI is therefore evolving and subject to change. The university recognizes the range of possibilities for AI to be used positively to enhance learning, as well as opportunities for students to use AI negatively to produce actual work, assignments, projects, and examination responses, in ways not intended by the course instructions or by the professor. The university also recognizes that there are instances in which AI can be used as a teaching tool by professors, for pre-writing, editing, for knowledge, comprehension, and application-based learning, as well as for brainstorming, developing ideas, and many other possibilities. It is critical for the university to educate and train students in the ability to think critically to perform in their fields of study, requiring originality, competence,

creativity, and independence of thought. It is the university's position that all student work should be original, be developed by the student through his or her own critical thought, and that the integrity of academic work in the advancement of knowledge be maintained through such originality in all student work, including online work, in class work, laboratory work, assignments, discussions, projects, and exams. As such, submissions of any work written by, or developed using AI, and/or outside the boundaries of the assignment as described in the syllabus or other formal course instructions, without the professor's explicit knowledge and approval, will be considered a violation of the academic honesty policy. The student must disclose any and all uses of AI in their work, and it is the student's responsibility to provide proof of originality and clear use of appropriate sources, including when requested by the professor for further clarification after submission of work

Conspiracy

Agreeing with one or more persons to commit any act of academic dishonesty.

Fraudulent Behavior

Fraudulent behavior includes sharing one's confidential login information with another person, which can also be an instance of misrepresenting oneself. In addition, allowing another student to participate in class assignments under your name and submitting work under another student's name constitute violations of academic integrity.

Fabrication of Information

Falsifying or inventing any information, citation, or data; using improper methods of collecting or generating data and presenting them as legitimate; misrepresenting oneself or one's status in the University; perpetrating hoaxes unbecoming to students in good standing or potentially damaging to the University's reputation or that of the members of its academic community of students and scholars.

Multiple Submissions

Submitting the same work for credit in two different courses without the instructor's permission. Students may not submit the same work completed for one course in any other course, earning credit for the same work each time.

Facilitating Academic Dishonesty

Aiding another person in an act that violates the standards of academic honesty; allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of course, departmental, or University academic honesty policies; providing false information in connection with any academic honesty inquiry.

Abuse or Denying Others Access to Information or Resource Materials

Any act that maliciously hinders the use of or access to library or course materials; the removing of pages from books or journals or reserve materials; the removal of books from libraries without formally checking out the items; the intentional hiding of library materials; the refusal to return reserve readings to the library; or obstructing or interfering with another student's academic work. All of these acts are dishonest and harmful to the community.

Falsifying Records and Official Documents

Forging signatures or falsifying information on official academic documents such as drop/add forms, incomplete forms, petitions, letters of permission, or any other official University document.

Fieldwork Misconduct

Dishonesty in the clinical setting includes, but is not limited to: misrepresenting completion of fieldwork hours or assignments; falsification of patient records; fabrication of patient experiences; failure to report omission of, or error in, assessments, treatments or medications; and appropriation/stealing of facility, client, staff, visitor, and/or student property.

Disclosure of Confidential Information

A high, responsible standard of conduct and professionalism is expected from each student. Students are personally accountable for the way in which patient information and other confidential information in clinical facilities is utilized. Confidential information is never to be discussed with anyone other than those directly involved in the care of the patient or in the legitimate use of other confidential agency information. Those having access to patient, salary, or associate information should never browse such information out of "curiosity." It is to be used and accessed only for legitimate, clinical/learning purposes. A breach in confidentiality which involves discussing and/or releasing confidential patient or facility information, or obtaining unauthorized system access, will lead to disciplinary action from Keiser University. Each student must seriously evaluate his/her daily use of confidential patient or facility information to assure its proper use. When in doubt, students should seek clarification or direction from their immediate supervisor.

Sanctions for Violating the Academic Honesty Policy

After determining that the student has violated the Academic Honesty Policy, the instructor may impose one or more of the following sanctions (please note: separate sanctions apply to Plagiarism as described above).

The penalties are as follows:

Academic Integrity Violation:

• The student must revise and resubmit the assignment for a lower grade.

• The first occurrence results in an automatic “F” for that assignment.

• The second occurrence results in an automatic “F” for the course.

• The third occurrence may result in an automatic dismissal from the University.

Plagiarized assignments

• The first occurrence of a student turning in plagiarized assignment results in an automatic “F” for the course.

• The second occurrence of a student turning in plagiarized assignment may result in an automatic dismissal from the University.

All progressive disciplinary measures described above are cumulative throughout the program and not limited to occurrences within a specific course or term. Students who have been dismissed may reapply to Keiser University after remaining out of school for one full semester and advising from the Department Chair.

Keiser University believes strongly that each student against whom the University is forced to take action has a right to procedural due process where the student has notice and an opportunity to be heard. If the administration has to take disciplinary measures against a student or other action related to the student, the student may appeal the decision to the Grievance Committee. The procedures for the grievance are found in the Keiser University catalog.

Grievance

If the student feels their concerns are still unresolved, or if administration must take disciplinary measures against a student or other action related to the student, the student may appeal the decision to the Grievance Committee. The procedures for grievance are found in the Keiser University catalog.

Retention, Remediation, and Dismissal

As a result of any evaluation of student progress where a student is recommended for remediation due to academic, dispositional, and/or student code of contact issues, a meeting is scheduled with the student to include the selected program, faculty members, and/or the student's advisor. Concerns and recommendations will be explained to the students. Students will be allowed to discuss their thoughts, feelings, and reactions and remediate via an action plan. Action plans will include a description of the concerns, steps to correct the concerns, and time limits and/or outcomes. All parties involved will sign the remediation plan and a copy of the signed plan will be placed in the student's academic file. If the student does not sign the action plan, a copy will be emailed, but the plan will remain as active.

Methods of Instruction

The CMHC program is delivered using an online format with a face-to-face residency component, but courses also include weekly live classes ranging from 1 to 1.5 hours, some of which are mandatory. Additional academic support may include one-on-one tutoring, role-playing, asynchronous e-mail, phone call and/or text interactions, individualized academic advisement, and asynchronous interaction within the Learning Management System. Program faculty maintain regular office hours and are available throughout the week to support students.

The methods of instruction range in rigor, and may include but are not limited to:

- Independent Instruction; student-centered to build decision-making abilities and study skills.
- Indirect Instruction; associated with independent work completed with structured due dates through the LMS. These experiences can include concept mapping, problem-solving, written reports, and other reflective discussions.
- Interactive Instruction; requires students to interact with one another to acquire a new understanding of a concept.
- Direct Instruction; accompanied by demonstrations, formal and informal small-group discussions, and visual aids. Students practice skills often get feedback from faculty and peers through informal groups (such as breakout groups during class), and students are given opportunity to engage in information gathering, critical thinking, problem-solving, and decision-making.
- Experiential Instruction; direct practice and practical application to counseling concepts.

While all courses and faculty use a mix of instructional strategies based on faculty discretion and content, below is a breakdown of main methods of instruction for each course. Direct and experimental strategies often include mandatory live sessions.

Method of Instruction:	Independent	Indirect	Interactive	Direct	Experiential
Core Counseling Courses (39.0 credit hours)					
MHC501 Foundations of Counseling (3 credits)	B	A			
MHC505 Counseling Across the Lifespan (3 credits)	B	A			
* MHC510 Counseling Skills and Techniques (3 credits)				B	A
MHC515 Counseling Theories and Practice (3 credits)	B	A			
MHC520 Ethical and Legal Issues in Counseling (3 credits)	B	A			

* MHC525 Group Theories and Practice (3 credits)				B	A
MHC530 Career Counseling (3 credits)	B	A			
MHC535 Counseling and Advocacy with Diverse Populations (3 credits)	B	A			
MHC540 Crisis Counseling (3 credits)		B	A		
MHC545 Counseling Intervention and Treatment Planning (3 credits)			B	A	
MHC550 Assessment in Counseling (3 credits)	B	A			
MHC555 Psychopathology and Diagnosis (3 credits)			B	A	
RSM610 Research and Program Evaluation (3 credits)	B	A			
Specialization Courses (12.0 credits required)					
MHC560 Counseling in Community Settings (3 credits)	A	B			
MHC565 Couple and Family Counseling (3 credits)		B	A		
MHC570 Foundations of Addiction and Addictive Behavior (3 credits)		B	A		
MHC575 Counseling and Sexuality (3 credits)			B	A	
Fieldwork Experiences (9.0 credits required)					
MHC659 Mental Health Counseling Pre-Practicum (Prerequisite Orientation)	A				B
* MHC660 Practicum in Counseling (3 credits)				B	A
MHC661 Internship in Counseling (3 credits)				B	A
MHC662 Internship in Counseling (3 credits)				B	A

A=Primary; B=Secondary *Weekend on-campus residency

Textbooks and Resources

Students may order their books from the Keiser University Bookstore and have them delivered to their address on record. The ISBNs for a course textbook are available on the Keiser University Bookstore website https://www.bkstr.com/ and listed on individual course syllabus. Some courses use Access Codes for accessing supplemental publisher content. Access codes are available through the bookstore and often through direct contact with the publisher.

Additional resources, such as peer-reviewed literature, can be accessed through the Keiser University online library. Course descriptions are in (Appendix B) of this handbook.

Academic Support and Student Services

ADA Accommodations

Keiser University is committed to promoting access for students with disabilities through a supportive academic and social environment. Faculty, administration, and students work together in partnership to determine student needs and attempt to see that those needs are met. A student who self-identifies as a person with a disability requiring academic adjustments to any staff or faculty member at any time during the student's tenure at Keiser University will be referred to the campus president or Dean of Academic Affairs for the campus they are enrolled through, for assistance. Adherence to this procedure will ensure they obtain the appropriate information and if desired by the applicant/student, initiate the formal process for receipt of auxiliary aids and academic adjustments. Academic adjustments will be provided at no cost to qualified students with a documented disability.

Keiser University complies with Title III of the ADA requiring that no qualified person with disabilities will be excluded from participating in or being denied the benefits of the services or activities of Keiser University due to the nature of a disability. Applicants wishing to avail themselves of special adjustments/accommodations under the Americans with Disabilities Act are encouraged to disclose special needs at the time of enrollment but are not required to do so. In other words, an individual could start the process of requesting accommodation at any point in their course of study at Keiser University however, it is recommended that this process is started early as possible as accommodation cannot be implemented retroactively. Once informed, the university has an obligation to assess the merit of the applicant's request and to verify the authenticity of the stated disability.

Keiser University expects an individual with disabilities to take an active role in communicating their needs to receive the proper ADA information and this guide. In addition, such individuals should consult with the local campus president to discuss any unique prescriptive qualifications, i.e., the program's Technical Standards and/or other academic and essential requirements via the interactive process.

The Associate Vice Chancellor of Student Services serves as Keiser University's Disability Services Coordinator (DSC) and chairs the Accommodations Review Committee (ARC). Membership includes Dean of Academic Affairs for the campus they are enrolled through, Associate Deans, and may include other members of the University deemed appropriate by the DSC. Ex Officio members of the ARC include the Vice Chancellor of Academic Affairs. The ARC members will have access to all the documentation pertaining to the students' request for adjustments/accommodations. The ARC will meet within 15 business days of receipt of the student's signed and dated forms requesting accommodation(s) or adjustment(s). However, it is the student's responsibility to follow up with the campus ADA Coordinator regarding status.

The DSC engages in an interactive process with the students through the campus ADA Coordinator. The campus ADA Coordinator, with guidance from the DSC, in cooperation with the ARC, will help applicants/students regarding their accommodation application. If approved, the student will receive the accommodation(s) or adjustment(s) as soon as possible, but no later than 30 business days of the dated Academic Access Letter

Technology and Instructional Accessibility

The CMHC program is committed to providing accessibility to promote equal access to information through the Learning Management System, methods of instruction, and delivery of information. Blackboard is invested in the usability and accessibility of all our products and services and employs a proactive, multifaceted accessibility strategy. Accessibility features for different devices and operation systems can be found on the Blackboard informational page.

Academic Advisors

Once students are active in their first course, they are assigned a full-time faculty member from the Graduate School's MS CMHC program as their academic advisor. Advisors support students in understanding degree requirements, planning course sequences, reviewing academic progress, and navigating department and University policies, regulations, and procedures. Advisors also help connect students with appropriate University resources and may facilitate conversations with program leadership when needed.

Students share responsibility for their academic success and are expected to remain informed about program and institutional requirements, initiate contact with their advisor as questions arise, and maintain regular communication throughout their enrollment. Students are encouraged to meet with their advisor via email, phone, or TEAMS at least once per semester, and advisors may request additional meetings as needed based on academic performance or concerns.

Advisors monitor student progress and may refer students to academic support services or initiate documented advising conversations or action plans when concerns arise. Advising interactions should be documented in accordance with program and University practice. Advisor

assignments may change due to faculty workload, program needs, or student request; reassignment is coordinated by the Department Chair.

Student Services

Student Services plays a vital role in supporting students enrolled in the Clinical Mental Health Counseling program. The mission is to empower students with the career skills and professional connections necessary to succeed in the job search process and thrive in their roles as clinical mental health counselors through a wide range of professional development resources and community engagement opportunities including career planning and placement support, community and campus engagement, student government association participation, employer and community partnerships, and accreditation support. As part of a CACREP-accredited program, Student Services collects and reports employment and licensure data to maintain accreditation standards and improve student outcomes.

Students can learn more about Student Services through the Keiser University website by visiting: https://www.keiseruniversity.edu/student-services/

Professional Counseling Licensure and Certification Requirements

A counseling license allows counseling professionals with proper education, experience, and supervision to offer counseling services. The Clinical Mental Health Counseling program was developed to align with national licensure standards. All states require professional counselors to undergo a licensing process; however, the specific rules and regulations vary by state.

Students are strongly encouraged to contact their state's licensing board to determine the requirements needed in the state where they seek licensure before beginning any counseling program. The program prepares students for the educational components of licensing but does not guarantee licensure in any state. Information about licensure in professional counseling and links to each state's professional counselor licensure board can be obtained from the American Counseling Association.

In general, the following are required to obtain licensure as a professional counselor:

- A master's degree in counseling, including state-specific coursework and supervised fieldwork experience.
- Passing scores on one or more national and/or state-specific examinations
- Supervised post-master's clinical work.
- Completion of additional state-specific continuing education hours
- Demonstration of appropriate fitness to practice counseling.

There are two national examinations. Some states use the National Counselor Examination (NCE) for licensure and certification, while others require the National Clinical Mental Health Counseling Examination (NCMHC E). The National Board of Certified Counselors (NBCC)

offers both exams. Additional information about the exams, including a state board directory, is available on the NBCC website at www.nbcc.org.

National Counselor Exam (NCE)

The National Counselor Examination is a national exam that many states require for licensure. Information regarding sitting for the National Counselor Examination may be found at www.nbcc.org. Students may sit for the exam upon graduation at one of the many Test Centers where it is offered.

State Requirements for Practicum, Internship, and Licensure

Educational requirements for licensure vary from state to state. Therefore, it is the obligation of Graduate students who intend to seek licensure to review those state's requirements to ensure they complete all the necessary educational requirements.

The NBCC website has every state's license requirement listed:

http://www.nbcc.org/Search/StateBoardDirectory

Written Endorsement Policy

The Clinical Mental Health Counseling faculty supports and encourages graduates to become active professionals in the counseling field. At various times, students require an endorsement from the Clinical Mental Health Counseling program or faculty to gain employment or credentials. The faculty will endorse graduates only for positions, employment, or credentials related to the graduate's specialty area and for which the graduate has been prepared, and when students have aligned professional dispositions with the ACA code of ethics. Students should be aware of this policy and seek endorsement only for employment and credentials for which the relevant training has been successfully completed. Endorsement will only be given upon written request with all necessary details for communication (agency, address, inclusive requests) and may not be guaranteed.

Retention of Course Syllabi

Many state licensure boards require applicants to provide copies of the syllabi for courses they have completed. It is the student's responsibility to retain personal copies of all course syllabi and relevant academic work for future reference and professional documentation. Because course content is periodically updated to reflect new research, emerging knowledge, and current professional practices, neither the faculty nor the Clinical Mental Health Counseling program can guarantee that current course descriptions or syllabi accurately represent the content of courses offered in previous semesters.

Access to Student Work in the LMS

Student work is not retained past 120 days (about 4 months) in any historical courses. It is the student's responsibility to retain copies of any work submitted to the courses.

Professional Counseling Organizations

In addition to the responsibilities inherent in the curricular demands of the graduate program, students are encouraged to pursue professional development through attendance and participation at local, regional, state, and national professional conferences and workshops. Program faculty welcome collaborating with students in writing, presentation, and other professional development activities. Graduate students are expected to be active and involved in professional organizations pertaining to their specialized areas to support students' growth as emerging counseling professionals.

- Receiving professional publications, such as journals and newsletters which provide current trends, research, issues, and other types of information in counseling.
- Access and discounts to national and state conferences, which provide professional development and networking opportunities.
- Access to resources, programs, and seminars.
- Access to professional liability insurance.
- Direct involvement with activities and issues (e.g., legislation and professional credentialing, including certification, licensure, and program accreditation)

The following professional counseling organizations (Appendix A) offer valuable opportunities at any stage in professional development. Many national associations also have state-level counterparts. Membership is available to both students and professionals. Membership applications can be obtained directly from the organization.

Appendix A Counseling Organizations

National Counseling Associations	Counseling Associations in Specific Areas
American Counseling Association (https://www.counseling.org/)	Association for Assessment and Research in Counseling (https://aarc-counseling.org/)
American Mental Health Counselors Association (https://www.amhca.org/)	Association for Creativity in Counseling (https://www.creativityincounseling.org/)
American School Counselor Association (https://www.schoolcounselor.org/)	Association for Adult Development and Aging (https://www.aadadivision.org/)
National Career Development Association (https://www.ncda.org/)	American College Counseling Association (https://www.collegecounseling.org/)
American Association for Marriage and Family Therapists (https://www.aamft.org/)	Association for Counselors and Educators in Government
American Rehabilitation Counseling Association (https://arcaweb.org/)	Association for Counselor Education and Supervision
Counseling Education Resources	Association for Lesbian, Gay, Bisexual, & Transgender Issues in Counseling
Council for Accreditation of Counseling and Related Educational Programs (https://www.cacrep.org/)	Association for Humanistic Counseling
National Board for Certified Counselors (https://www.nbcc.org/)	Counselors for Social Justice
	Association for Multicultural Counseling and Development
	The Association for Humanistic Counseling
	Association for Spiritual, Ethical, and Religious Values in Counseling
	Association for Specialists in Group Work
	National Career Development Association (https://www.ncda.org/)
	National Employment Counseling Association (https://www.counseling.org/)

Appendix B Course Descriptions

Course Descriptions

MHC501 (3.0 credit hours) -Foundations of Counseling

This course provides students with an introduction to the counseling profession. The profession's history, philosophy, theoretical foundations, the scope of practice, credentialing, and other professional issues will be explored. The course provides an overview of the clinical mental health counseling program, the profession, and professional competencies. (Program co-requisite)

MHC505 (3.0 credit hours) - Counseling across the Lifespan

This course will present theories and research on the nature and needs of individuals at all levels of lifespan development. Consideration will be given to the socio-emotional, intellectual, physical, moral, and spiritual aspects of development. Students will review theoretical frameworks describing optimal human development and the developmental etiology of problematic behaviors that will serve to introduce students to behaviors and concepts relevant to clinical practice with both children and adults.

MHC510 (3.0 credit hours) - Counseling Skills and Techniques

This course will introduce students to basic counseling skills. Students will gain experience through role play, practice interviews, and videotaped presentations to learn and practice basic counseling skills. Ethical and culturally responsive practices are emphasized.

MHC515 (3.0 credit hours) - Counseling Theories and Practice

This course provides students with the theoretical background and therapeutic skills necessary for the practice of counseling. The course will focus on the major approaches to counseling and psychotherapy in current use, including historical foundations, empirical foundations, advantages, and limitations, to determine the most appropriate. Students will also begin to develop a personal theory of counseling.

MHC520 (3.0 credit hours) - Ethical and Legal Issues in Counseling

This course covers the standards for professional conduct in counseling, including ethical principles, legislation, and court decisions affecting professional behavior. Students will examine and apply standards of the counseling profession, including the American Counseling Association (ACA) Code of Ethics and counselor ethical decision-making processes. Case examples, current federal laws/statutes, ethical codes, and standards on assessment, diagnosis, and placement data are discussed in counseling various culturally diverse populations in multiple settings.

MHC525 (3.0 credit hours) - Group Theories and Practice

This course explores leadership styles, group dynamics, and group processes necessary to run successful groups. The major group counseling theories will be explored, and group skills will be practiced. Students will engage in various practical application assignments and discussions, focusing on counseling diverse types of groups, the efficacy of using group therapy as the treatment method with multicultural and diverse populations, and the stages of group development. The course requires students to gain experience as group participants and co-leader.

MHC530 (3.0 credit hours) - Career Counseling

This course surveys the major theories of career choice, planning, development, and standardized methods for assessing vocational interests and aptitudes. The social, psychological, and economic factors influencing career choice are examined. An emphasis will be placed on individual career counseling skills across diverse populations.

MHC535 (3.0 credit hours) - Counseling and Advocacy with Diverse Populations

This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as gender, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability in various counseling and educational settings. Finally, it reviews counseling issues and advocacy strategies for diverse clients.

MHC540 (3.0 credit hours) - Crisis Counseling

This course focuses on the personal and systemic impact of crises, disasters, and other trauma-causing events on diverse individuals across the lifespan. Students will explore theories and models applied to crises and emergency management systems and collaboration among schools, agencies, and governmental entities. Students will explore and discuss counselor competencies, vicarious trauma and countertransference, specific diagnoses, and advocacy. Through contemporary articles and case studies, students will consider and discuss cultural, legal, and ethical issues related to crises, trauma, and disaster events and response.

MHC545 (3.0 credit hours) - Counseling Intervention and Treatment Planning

This course prepares students for their roles as counselors in areas of prevention and intervention with specific populations in diverse settings. The course develops clinical interviewing, diagnostic assessment, case conceptualization, and treatment planning competencies. Diversity considerations and current models of evidence-based practice are emphasized. Students will explore therapeutic approaches related to a broad range of mental health issues, aspects of the therapeutic alliance, goal setting, and outcome evaluation. (Prerequisite: MHC515)

MHC550 (3.0 credit hours) - Assessment in Counseling

This course design is to provide an overview of the principles and application of mental health assessment in a multicultural society. Students will understand basic counseling assessment methods, including evaluating, selecting, and using appropriate techniques and standardized testing methods and conducting a thorough, culturally sensitive, and ethically responsible assessment.

MHC555 (3.0 credit hours) - Psychopathology and Diagnosis

This course covers the etiology and presentation of major mental health disorders classified in the Diagnostic and Statistical Manual of Mental Disorders. Multiple perspectives of clients' emotional and psychological distress, disturbances, and behaviors are considered while including acknowledgment of client strengths and resilience and the social and cultural context. Additionally, the course introduces students to skills in selecting and implementing appropriate treatment strategies and case presentations.

MHC560 (3.0 credit hours) - Counseling in Community Settings

This course will cover the history of community psychology, focusing on the various approaches and techniques used by community counselors across diverse populations. Distinctions between traditional clinical interventions and community interventions are highlighted. Students will also develop strategies to promote client understanding and access to various community-based resources.

MHC565 (3.0 credit hours) - Couple and Family Counseling

This course provides counseling students with the theoretical background and skills necessary for therapeutic intervention in families, couples, and systems. Information on contemporary approaches, ethical considerations, and professional issues will be provided. Counseling practices for different populations and types of families will be explored.

MHC570 (3.0 credit hours) - Foundations of Addiction and Addictive Behavior

This course provides students with major theories, concepts, issues, and data for diagnosing and treating addictive behaviors. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction and its impact across the lifespan. Assessment, diagnosis, and treatment of addictions with diversity and advocacy issues will also be explored. (Prerequisite: MHC 555)

MHC575 (3.0 credit hours) - Counseling and Sexuality

This course focuses on increasing students’ awareness, knowledge, and skills regarding the broad range of issues in the field of counseling when addressing human sexuality issues. Students will develop competence and comfort in addressing sexuality issues in counseling clients across the developmental spectrum. Students will develop the skills and tools necessary to strengthen

positive relational and sexual functioning in a therapeutic setting. Personal values clarification, sex education, cultural messages, gender role development, and relational patterns will be examined throughout the course. (Prerequisite: MHC 505)

RSM610 (3.0 credit hours)- Research and Program Evaluation

This course provides students with a foundation in the concepts and techniques of hypothesis testing, research design, and analysis used in counseling research and program design. Students will understand qualitative, quantitative, and mixed methods approaches to research and evaluation, as well as the strengths and limitations of each method. Students will explore the history and theory underlying program evaluation, approaches to evaluation, and techniques used to perform the evaluation and demonstrate program effectiveness.

MHC659 (0 credit hours)-MHCPP Mental Health Counseling Pre-Practicum

This mandatory, pass/fail course serves as a prerequisite for entry into the Clinical Mental Health Counseling fieldwork sequence, beginning with MHC660 Practicum in Counseling. Designed for students in the final year of the program, pre-practicum provides an intensive orientation to the fieldwork experience process and ensures readiness for fieldwork placement. The course functions as a centralized hub for communication, documentation, and resource access related to fieldwork. Students will engage in structured activities to support the identification, application, and approval of fieldwork sites, including guidance on site selection, supervisor qualifications, and affiliation agreements. Additionally, students will receive training and resources for professional expectations, ethical standards, comprehensive exam readiness, and fieldwork documentation procedures aligned with CACREP standards.

MHC660 (3.0 credit hours) - Practicum in Counseling

This supervised practicum experience has a minimum of 100 clock hours over one 16-week semester. The practicum must include 1) at least 40 clock hours of direct service with actual clients that contribute to the development of counseling skills; weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member or a site supervisor who is working in biweekly consultation with a program faculty member per the supervision contract; 2) an average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor; 3) the development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients; 4) evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of relevant professional experience, and relevant training in counseling supervision.

MHC661 (3.0 credit hours total) - Internship in Counseling

This course requires a minimum of 300 hours of internship experience. Each student's internship includes 1) at least 240 clock hours of direct service, including experience leading groups; 2) weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor; 3) an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; 4) the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); 5) the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of their interactions with clients; 6) evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. (Prerequisite: MHC 660)

MHC662 (3.0 credit hours total) - Internship in Counseling

This course requires a minimum of 300 hours of internship experience. Each student's internship includes 1) at least 240 clock hours of direct service, including experience leading groups; 2) weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor; 3) an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; 4) the opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings); 5) the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of their interactions with clients; 6) evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience, and relevant training in counseling supervision. (Prerequisite: MHC 661)

UNDERSTANDING AND ACKNOWLEDGEMENT

I_____ have received and read the Clinical Mental Health Counseling Program Student Handbook. I understand the policies and procedures as stated in the handbook. I agree to abide by the policies set forth therein.

I understand that it is my responsibility to meet the requirements stated in the handbook and to regularly check my Keiser e-mail account and attend courses to keep abreast of any announcements and news about the program and counseling profession.

I understand that the faculty will meet regularly to review student progress through the program and have the right and responsibility to monitor my academic progress, professional ethical behavior, and personal and interpersonal qualities necessary to succeed as a professional counselor. Based on that monitoring, faculty are responsible for judging my standing in the program. I understand that remediation may include the requirement of personal counseling which I will undertake at my own expense.

I understand that success in the sequence of skills-based/fieldwork courses requires skills that may be different from those required for success in didactic courses; thus, I understand that success in didactic courses does not guarantee success in skills-based/fieldwork courses. I also understand that the sequence of skills-based/fieldwork courses involves the demonstration of increasingly complex counseling skills and competencies and, consequently, success in earlier course(s) in the skills-based/fieldwork sequence does not guarantee success in later course(s) in the sequence.

I understand that it is solely my responsibility to keep course syllabi, practicum, and internship supervision documents, and time logs, for when I apply for licensure.

I understand that the program meets general educational requirements for licensure and thus prepares me for but does not guarantee licensure as a professional counselor in any state. It is my responsibility to verify the specific requirements for licensure in the state I intend to practice.

Signature: Date: