

Counselor Education (CED) Master's Degree Programs' Handbook

Clinical Mental Health Counseling Clinical Rehabilitation
Counseling School Counseling

Department of Special Education, Rehabilitation and Counseling
2084 Haley Center

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Recent Handbook revision: 2011; 2012; 2013; 2015; 2016; 2017; 2019; 2020; 2021

COUNSELOR EDUCATION PROGRAMS DEPARTMENT OVERVIEW

GENERAL DEPARTMENT INFORMATION

The Counselor Education (CED) Program at Auburn University is housed in the Department of Special Education, Rehabilitation, and Counseling (SERC). This program consists of a Doctoral program in Counselor Education and Master's programs in Clinical Mental Health Counseling (CMHC), Clinical Rehabilitation Counseling (CRC), and School Counseling (CPS). Currently all CED programs are CACREP (Council for Accreditation of Counseling and Related Educational Programs) accredited. The Master's degree program in school counseling is also approved by the Alabama State Board of Education.

MISSION STATEMENT

The CED program at Auburn University offers high quality graduate education programs for counselors and counselor educators. The program includes Master's level counseling degrees in Clinical Mental Health Counseling, School Counseling and Clinical Rehabilitation Counseling, and a doctoral degree in Counselor Education. *The primary mission of the program is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area.*

To accomplish this, the programs focus on student development of competencies to address biopsychosocial and environmental barriers to educational achievement and development. Students also engage in challenging educational experiences focused on enhancing their skills and knowledge with an emphasis on culturally informed and holistic practice. Further, the department seeks to foster an egalitarian culture in which individual creativity, ethical behavior, professional identity, and scholarship are reinforced and nurtured across all programs.

A central foundation of the Counselor Education mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program's understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting this goal requires students and faculty engage in the application of advocacy and social justice principles as counseling professionals within the program, University, communities and schools.

To achieve these goals the CED programs at Auburn University engages in systematic program and student evaluation including assessment of student learning indicators, student professional and personal development, clinical counseling competency, and program goals related to the integration of advocacy, social justice, cultural competence and ethical practice. This assessment process includes summative and formative assessment and as well as the engagement of program faculty, students, alumni, advisory committee members, site supervisors, and employers of AU alumni.

Program Mission Goal

Develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area.

Program Objectives

- Develop knowledge and skills necessary for competent professional practice
- Enhance professional identification and engagement in professional development
- Develop competent professionals with the skills, knowledge and awareness to work within a diverse society, including engagement in social justice and advocacy
- Maintain and support high quality programs in Counselor Education, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling and School Counseling.

FACULTY

The faculty of the Department of Special Education, Rehabilitation and Counseling represent the disciplines of special education, rehabilitation, counselor education, and counseling psychology. Information regarding faculty research interests and areas of expertise can be found at:

[Auburn University College of Education SERC Department](#)

DEGREES OFFERED

Counselor Education

Ph.D.

Clinical Rehabilitation Counseling

M.Ed.

Clinical Mental Health Counseling

M.Ed.

School Counseling

M.Ed.

COUNSELOR EDUCATION PROGRAM ADMISSIONS AND APPLICATIONS

**Counselor Education, Clinical Mental Health Counseling,
Clinical Rehabilitation Counseling, and School Counseling**

APPLICATION AND ADMISSIONS:

Students wishing to apply to the any of our programs (both On-Campus and Distance Education options) must complete program and Graduate School applications.

Program Application Materials and Information

[Counselor Education](#)

[Clinical Mental Health Counseling](#)

[Clinical Rehabilitation Counseling](#)

[School Counseling](#)

[Auburn University Graduate School Application Materials and Information](#)

Special Application Requirements:

International students, who are admitted into any of the Counselor Education Programs, must ***have a TOEFL score that meets or exceeds the required score identified by the Auburn University Graduate School. (Paper TOEFL 550, Computer TOEFL 213, iBT TOEFL 79)***

Minimum GPA requirement:

Clinical Mental Health Counseling: 2.75

Clinical Rehabilitation Counseling:

2.75

School Counseling: 2.75

Students applying to our programs may also be required to participate in an individual or group interview process. Admissions decisions are made by the Program Faculty and are based on the applicant's ***academic preparation, career goals, aptitude for graduate-level study, potential success in forming effective counseling relationships, and respect for cultural differences*** (CACREP 2016).

PROGRAM INFORMATION

PROGRAM AND COURSE INFORMATION:

Students in all Counselor Education programs must complete and pass a *comprehensive portfolio* and complete other academic and clinical practice requirements designed to evaluate students' skills and knowledge in areas related to program goals and student learning indicators. All program objectives and student learning indicators are in line with accreditation standards and academic standards (CACREP, 2016; SACs, and Alabama State Department of Education). *Please note that the Clinical Rehabilitation program will require students to take the CRC exam before graduation.*

This handbook contains program policies and information that are shared across all programs as well as the policies and procedures specific to areas of specialization: Counselor Education, Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling. The Auburn University Bulletin provides descriptions of all courses offered within these program areas:

[Auburn University Bulletin](#)

Auburn University Graduate School

Students can access all current Auburn University Graduate School policies and requirements at the Graduate School website: [Auburn University Graduate School](#)

STUDENT DIVERSITY RECRUITMENT POLICY

The policy of the Counselor Education programs is to recruit students from diverse backgrounds and those from traditionally under-represented groups in the counseling profession. This policy is implemented in multiple ways (e.g., participation in graduate school recruitment fairs at Historically Black College and Universities; participation in the President's Graduate Opportunity Program for African American students). The department has also made a commitment to integrate issues related to diversity, social justice and advocacy throughout the curriculum, within clinical practice experiences and through the engagement of students in professional development and outreach activities.

RESIDENCY TRAINING

All master's students in the Counselor Education programs, both On-Campus and Distance Education, are required to attend Residency Training. Residency Training is provided at the beginning of each Fall and Spring semester. Students are on-campus one week each semester which generally occurs the first or second week of the semester. This week gives students time to complete clinical and technical program requirements and training, in addition to interacting with their instructors and fellow students. Following that on-campus week, distance students receive the remainder of their classes via the Internet where they watch weekly lectures, have group meetings, and/or participate in various projects.

NEW STUDENT ORIENTATION

All programs within Counselor Education provide students with a formal orientation session during Fall Residency Training. The aim of the orientation is to provide an overview of policies and procedures, review ethical and professional obligations, discuss personal growth expectations and eligibility for licensure/certification. In addition, an opportunity is provided for new students to meet faculty and other students within and outside of their respective program areas. As part of the

orientation meeting a copy of the Counselor Education Programs' Student Handbook is disseminated. This handbook is also provided to all students interested in applying to the program through the program's website.

As part of the process of orienting students to the program they are provided a ***Counselor Education Program Informed Consent Document***. This document outlines program expectations and requirements, licensure/certification eligibility, endorsement policies, personal growth activities and expectations, department, College and University policies, and responsibilities of program faculty. These areas are covered in the orientation meeting, the Student Handbook, and as part of the program's orientation courses completed by students in their first semester.

PROGRAM ADVISEMENT

When students are admitted into their program area, they receive an acceptance letter from the Auburn University Graduate School. This letter identifies the student's Graduate Program Officer (GP) Representative. This representative is a contact with the Graduate School and can assist the student throughout their program on issues related to matriculation in the program, meeting Graduate School requirements, and graduation.

Each program also provides the student with information about their Academic Advisor. This Advisor is assigned at the time of admission. The Academic Advisor can assist students with questions about the program, degree requirements, and program requirements. The Academic Advisor may also provide information about professional development and service opportunities. It is recommended that all students schedule an initial meeting with their Advisor at the start of their program and then again during their matriculation in the program.

Students may change their advisor throughout their enrollment in the program and this change must be submitted on the student's plan of study form on Degree Works. Students will have to confirm agreement to change from the proposed new Academic Advisor.

[Degree Works](#).

DEPARTMENTAL TRANSFER AND ADVISEMENT POLICY

Transferring within CED Program Areas

Enrolled students who are interested in transferring within the Counselor Education Development master's program areas (e.g., moving from CMHC to CPS or CPS to CMHC) should meet with their advisor to discuss this process.

Within their first semester of academic study, students may apply by submitting the required materials. **NOTE:** Students only have the option to transfer programs during the first semester of academic study to begin taking specialty courses that next semester.

For CPS students interested in transferring to the CMHC or CRC program:

- Meet with primary advisor;
- Submit the Graduate School application [Auburn University Graduate School](#) (this fee will be waived if you call the graduate school at 334.844.4700);
- Submit CMH or REHB supplemental application for CED program faculty to review [SERC M.Ed. in Clinical Mental Health Counseling Application Supplement](#)

- Submit official or unofficial college transcripts – please send to jim0001@auburn.edu for CMHC; jzp0095@auburn.edu for CRC
- Await CED committee decision of approval to transfer.

For CMHC and CRC students interested in transferring to the CPS program:

- Meet with primary advisor;
- Submit the Graduate School application [Auburn University Graduate School](#) (this fee will be waived if you call the graduate school at 334.844.4700); ;
- Submit CPS supplemental application for CED program faculty to review [SERC M.Ed. in Clinical Mental Health Counseling Application Supplement](#)
- Pass the Alabama Fingerprint/Background <https://cogentid.3m.com/al/indexNew.htm> ; (bring a copy of the results to Haley 2084)
- Submit official or unofficial college transcripts – please send to mst0022@auburn.edu;
- Await CED committee decision of approval to transfer.

Transferring from other Program Areas at Auburn University

Students who are currently enrolled as a graduate student at Auburn University and wish to apply to a counseling Master’s degree must adhere to the admissions policies as advertised on the program webpage. If accepted, transferring students can only begin pursuing their Master’s degree in the fall of that following year when all new students begin their academic program.

Transferring Credits

Counselor Education Policy and Procedures for Transferring in a Course

This policy applies to:

- a) students who enter the Clinical Mental Health Counseling, School Counseling, or Clinical Rehabilitation Counseling programs having already completed a course they believe to be the equivalent of a required program course
- b) currently enrolled students who want to complete a course through another institution.

Requesting transfer course credit means that the course credits will count toward the total degree credit hours. The following guidelines apply:

- Must be a graduate level course
- Must have been completed within 4 years of when the student plans to graduate from Auburn University
- Must have been completed through a CACREP-accredited counseling program
- Grade received must be no less than a B
- Specialty area orientation course, skills course, individual or group counseling courses, or multicultural courses **will not be eligible** for transfer credit
- Clinical courses such as practicum and internship **will not be eligible** for transfer credit
- A maximum of 12 hours from a CACREP-accredited program could possibly be approved for transfer credit

Students who have completed coursework that meets the criteria above must follow the procedures below to request transfer course credit.

1. Prior to or during the student’s first semester in the program (or prior to registering for a class at another institution while enrolled in the master’s degree program at Auburn University), the

student submits a written request (see sample below) to their advisor requesting to transfer in a course. The request should:

- a. List the name and course number of the course to be considered for transfer credit as well as the semester/year and institution where the course was or will be completed
 - b. Indicate the name and number of the required program course at Auburn University that the student believes is the course equivalent
2. Student signs and dates the written request
 3. Student attaches a syllabus from the transfer course(s), and if completed, an unofficial copy of a transcript showing completion of the course with the grade of B or higher
 4. Student's advisor reviews the syllabus, seeking input from an instructor who currently teaches the equivalent course when needed in order to determine whether the courses are equivalent and the transfer course meets relevant CACREP requirements
 5. Student's advisor signs the request, indicating approval or rejection of the request at the department level.
 6. Student's advisor then submits the request to the Graduate School for review.
 7. Student's advisor makes copies of the final, signed request, giving one to the student and retaining a copy of the original
 8. If the request is approved (by the advisor and Graduate School) the student must have an official graduate transcript, clearly identifying this course as completed, *sent directly to the Graduate School*.

Please note:

- The faculty reserve the right to request additional information (e.g., assignment descriptions, etc.) to help them make a determination regarding transfer credit
- Transfer credit will only be approved for courses the counseling program faculty believe to be equivalent to Auburn courses in content and credit hours and in relation to the faculty's ability to assess acquisition of knowledge and/or skills related to CACREP standards.
- Currently enrolled students who wish to pursue transfer coursework are strongly encouraged to seek approval prior to enrolling in any course outside of Auburn University (with the understanding that even if pre-approved, a final grade of B or higher must be achieved in the potential transfer course).

Sample Letter of Request to Transfer in a Course

Dear (advisor's name),

I am requesting to transfer in a course to meet the COUN 7200 Introduction to Measurement and Assessment requirement because I completed an equivalent graduate level course, CPSY 607 Appraisal Methods in Counseling, during the summer of 2016 at Ball State University, which has a CACREP accredited program in Clinical Mental Health Counseling. I have attached the syllabus from that course.

Student signature and date: _____

Advisor signature and date: _____

HARASSMENT AND DISCRIMINATION

The Department of Special Education, Rehabilitation and Counseling adheres to the Auburn University Harassment and Discrimination Policy. Any form of discrimination or harassment related to a person's race, color, sex, religion, national origin, age, or physical or mental disability is a violation of this

policy. This policy protects all university students, staff and employees. A copy of the policy and steps for filing a complaint may be found in the Auburn University Policies webpage at: <https://sites.auburn.edu/admin/universypolicies/default.aspx>. Students filing a complaint may directly contact the Office of the Vice President for Student Affairs for more information. Faculty, staff and other employees may contact the Office of Human Resources.

ACADEMIC HONESTY

Auburn University views academic honesty as critical to academic integrity and an important part of the educational process. All Auburn University students are required to follow the Auburn University Academic Honesty Code:

Here is the link to resources for students related to Academic Honesty:
<https://www.auburn.edu/academic/provost/academicHonesty.html>.

STUDENT CONDUCT

The Office of Student Conduct (OSC) at Auburn University is responsible for addressing nonacademic violations of University policy through the Code of Student Discipline and the Student Organization Code of Conduct. The OSC provides a fair, impartial and educational student conduct process for students and student organizations, as well as the involved parties, charged and associated with violations. Here is the link to the AU Student Conduct webpage:
http://www.auburn.edu/student_info/student_affairs/studentconduct/index.php

SOCIAL MEDIA AND PUBLIC REPRESENTATION

Students in this program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Clinical Mental Health Counseling, School Counseling, and Clinical Rehabilitation Counseling programs; and the profession of counseling. As such, students are expected to maintain professional standards of behavior in public settings; students must also consider that all personal discourse on social media and other online platforms are inherently public behavior and thus also fall under the purview of this policy. These public domains are to be considered an extension of professional and academic domains. Social media and other public forums are not places to discuss how you feel about a client or your work with clients or students. Students who engage in behavior that violates a client's confidentiality or creates the appearance of lack of privacy and disregard for the client by discussing client-related issues in public (including social media) will be considered to have violated this policy.

In addition, students who engage in public behaviors (including on social media) that create a hostile or uncollegial environment for peers will be considered to have violated this policy. This environment can result from, but is not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, threatening, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile or uncollegial environment. Students found to have created such an environment will be subject to policies related to remediation and dismissal. This policy reflects the desire to protect the rights and wellbeing of others, as well as the professional standing of the program, college, university, and profession of counseling.

In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with ACA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as 'friends' on Facebook or Instagram) with current or former clients.

GRADE GRIEVANCES

In all instances, the Department of Special Education, Rehabilitation and Counseling adheres to the Auburn University Student Academic Grievance Policy. This policy provides a means for students to resolve academic grievances resulting from actions from faculty and administration. This policy, types of grievances, grievance committee description and procedures, and policy revisions may be found at the Auburn University Policies webpage at:

<https://sites.auburn.edu/admin/universitypolicies/default.aspx>

COUNSELOR EDUCATION STUDENT LEARNING ASSESSMENT

The **CED Comprehensive Assessment Plan** addresses program evaluation and student learning assessment. This assessment plan outlines the goals and objectives of the assessment, methods of assessment, analysis and use of the assessment data for program and curriculum modification and revision. The assessment plan is focused on the goals and objectives of the Counselor Education program, as reflected in our **Mission Statement**, as well as specific program evaluation and student learning indicators. An [Index of Assessments](#) is provided in this handbook.

The **CED Annual Assessment Report** documents data related to program evaluation and a summary of student learning assessment and is provided on the Counselor Education program website. In addition, the Counselor Education program provides a [CED Program Outcomes Report](#) that includes program graduates, pass rates on credentialing exams, completion and matriculation rates, and job placement rates.

Student Learning Indicators

Student learning assessment is focused on assessing student's development of knowledge and skills reflective of the eight CACREP foundation areas and their identified specialty area. Assessment is focused on **Key Student Learning Indicators**. Assessment of student learning indicators includes assessment that is summative and formative, across time and across program requirements.

Student learning indicators include program specific requirements and external assessments (e.g., a comprehensive portfolio, CRC). Course specific learning indicators are reflective of the requirement that **all** courses in the Counselor Education Master's Programs have assignments that directly evaluate learning indicators reflective of the CACREP 2016 foundation and specialty standards.

The assessment of student learning indicators also contributes to the identification of concerns or deficits that may be addressed as part of the **CED Annual Review of Students** and as a component of the **Counselor Education Remediation and Retention Policy**.

Master's Program Key Performance Indicators

Foundation – Master's Key Performance Indicators

1. Applies ethical and legal standards relevant to professional counseling
2. Demonstrates knowledge and application of multicultural and social justice counseling competencies (MCSJCCs).
3. Demonstrates knowledge of theories and counseling practices related to human growth and development.
4. Demonstrates knowledge related to life roles, career planning and career counseling.
5. Demonstrates knowledge and skills needed for facilitating counseling relationships.

6. Demonstrates skills needed to conduct group counseling.
7. Applies knowledge of testing and diagnosis to assessment practice.
8. Demonstrates knowledge of program evaluation and use of research within counseling.
9. Demonstrate academic and professional behavior, diversity and respect for others, and reflective practice and behavior.

Specialty Area – Key Performance Indicators

Clinical Rehabilitation Counseling

- Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Rehabilitation Counseling.

Clinical Mental Health Counseling

- Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Mental Health Counseling.

School Counseling

- Demonstrates skills and knowledge necessary to engage in competent counseling practice in School Counseling.

These learning outcomes integrate the 8 Foundation areas established in the CACREP (2016) standards [PROFESSIONAL COUNSELING IDENTITY](#) and found in the [appendices](#) of this handbook :

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
2. SOCIAL AND CULTURAL DIVERSITY
3. HUMAN GROWTH AND DEVELOPMENT
4. CAREER DEVELOPMENT
5. COUNSELING AND HELPING RELATIONSHIPS
6. GROUP COUNSELING AND GROUP WORK
7. ASSESSMENT AND TESTING
8. RESEARCH AND PROGRAM EVALUATION

ANNUAL REVIEW OF STUDENT PROGRESS

Students are consistently evaluated across all academic, clinical practice, professional development and program requirements. This evaluation occurs during courses, clinical practice and engagement in professional development activities. In addition, the Counselor Education Program conducts an **Annual Review of Student Progress**. This review is conducted annually on all students.

The areas evaluated are reflective of CACREP (2016) student learning indicators. As part of this process students are required to complete and submit a [Student Annual Report](#). This report is requested by the Program Area Coordinators prior to the Annual Review and is submitted to the student's

Academic Advisor. After the evaluation is completed, the student is provided a copy of their [Assessment Rubric for the Counselor Education Programs' Annual Review](#). Students are required to verify receipt of the review.

Students should be aware that the identification of concerns related to academic, clinical practice, and dispositions may occur at any time in the program. These concerns may be identified at any point in an academic term and during the Annual Review. These concerns can be addressed through the CED Remediation and Retention Policy process.

The **Annual Review of Student Progress** includes evaluation of:

Academic Indicators and Student Matriculation:

This includes student's GPA, stage in program, and matriculation through program coursework and requirements.

Dispositions:

Dispositions are defined as core values, attitudes, behaviors, and beliefs needed to become an effective and competent professional (Damon, 2007, as cited in Spurgeon, Gibbons, & Cochran, 2012, p. 97). Assessed in the Annual Review are students' professional and academic dispositions related to preparation and practice in counseling. The three areas of dispositions assessed in the Annual Review are:

- Academic and Professional Behavior
- Reflective Practice and Behavior
- Diversity and Respect for Others

Professional Skills and Knowledge Competency Areas:

Based on the CACREP (2016) foundation areas and linked to the identified key student learning indicators, students are evaluated on their performance and outcomes across these areas:

- Professional Orientation and Ethics Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Helping Relationships
- Group Work
- Assessment
- Research and Program Evaluation

REMEDICATION AND RETENTION POLICY

The Counselor Education Programs' Remediation and Retention Policy integrates the Auburn University Graduate School policy pertaining to annual evaluation of student progress and due process when concerns or issues are identified. This process is also in line with the American Counseling Association's *Code of Ethics* (ACA, 2014; Standard F.6.b. *Gatekeeping and Remediation*) and CACREP (2016) standards.

Retention and Remediation

If a student's progress in the program is deemed unsatisfactory or a significant concern is identified, the student will be notified of the concerns in writing. The student will be asked to contact their

Academic Advisor to discuss these concerns. Concerns may be identified during enrollment in the program and as a component of the Annual Review of Student Progress.

Examples of issues which may lead to remediation or dismissal from the program:

Engaging in unethical or illegal behavior in clinical practice, breaking the Auburn University Code of Student Conduct or Student Academic Honesty Code (e.g., plagiarism), being suspended due to academic GPA, not completing degree requirements in the specified time provided by the Graduate School, engaging in unethical or illegal practices in conducting research, engaging in peer or faculty harassment, breaking professional confidentiality agreements, being fired from a clinical practice training site, falsifying clinical documentation, or demonstrating behavior that is disrespectful to diversity.

In instances of remediation or dismissal, the student's Academic Committee prepares a statement of concerns outlining the problem(s). The statement of concerns must have the unanimous support of all members of a student's Committee. These concerns are then addressed in a meeting with the student. This process is developmental and can lead to outcomes including transferring or leaving the program, remediation, or dismissal when necessary. If remediation is recommended by the committee, the potential steps for addressing concerns are outlined and discussed with the student.

Remediation Process

When remediation is recommended by the student's Academic Committee, the following steps are involved in developing, implementing, and assessing the outcomes of the remediation:

The **remediation plan** must include, but is not limited to, the following:

1. Specific measures to be taken by the student;
2. Timeline for completing the plan;
3. The means for determining whether the measures taken have resulted in desired outcomes;
4. The consequences to the student if there is a failure to remedy the problem within the specified timeline, which includes potential of being dismissed from Counselor Education Program;
5. The student's rights in the remediation process.

As required by the Auburn University Graduate School the Remediation Process involves:

- A. Documentation of the grievances, the plan for remediation, and a summary of the Academic Committee meeting will be given to the student, Department Head, and when appropriate the Academic Dean and the Dean of the Graduate School.
- B. If the student's Academic Committee determines that the remediation efforts have been successful at the end of the designated timeline, each of the individuals listed above will be notified by letter.
- C. If the student's committee determines that the conditions for remediation have not been met in the time designated, the student will be given time to prepare and present his/her case to the full Counselor Education faculty and Committee members. The faculty and Committee will make a recommendation based on input from the student. If the recommendation is made to dismiss the student from the Counselor Education program, the committee will prepare a statement reiterating the grievances and forward it to the same individuals listed in "A" above.
- D. The Dean of the Graduate School will give the student an opportunity to respond and will then make a decision regarding the committee's recommendation. If the final decision is to dismiss the

student from the program, the student's Committee will be responsible for facilitating this transition for the student.

Students have the right to due process and to grieve outcomes or decisions related to remediation or dismissal. Students can address concerns about their evaluation, the remediation process and plan, or recommendations related to dismissal. The first step is to address their concerns in meetings with their Major Professor and Academic Committee. If these concerns cannot be addressed, the students have the right to address their concerns with the Department Head of SERC. If this does not address the concerns, students have the right to address their concerns with the Dean of the College of Education. If this does not address the concerns, students have the right to address their concerns with the Dean of the Graduate School at Auburn University.

STUDENT EVALUATIONS OF THE PROGRAM

Student evaluations of the program are conducted through teaching evaluations and formal program evaluations. Every two years, currently enrolled students are asked to complete an online survey soliciting feedback about the program. The survey is intended to assist faculty in their program evaluation efforts.

In addition to current students, program alumni are contacted on a two-year cycle to solicit their feedback about the program, faculty, department, and clinical experiences. Additionally, students have an opportunity to evaluate individual courses and instructors throughout their enrollment. Supervisors of our students and employers of our alumni are also contacted on a two-year cycle to gather feedback on the preparation, skills, and professional competencies of our graduates.

CERTIFICATION AND PROFESSIONAL IDENTITY ENDORSEMENT POLICY

Student requests for endorsements are to be directed to appropriate individual faculty. Decisions about the appropriateness of an endorsement for professional credentialing and/or employment will be based on the student's area of specialization, training and/or course work completed. These requests will be addressed on an individual basis relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Under no circumstances will students be endorsed for employment outside their area(s) of demonstrated competence.

CREDENTIALING AS A LICENSED PROFESSIONAL COUNSELOR (LPC)

Each state has a board that licenses professional counselors and follows statutes (laws) and regulations that clearly identify the educational, experience, exam, and other requirements necessary to be licensed in that state. Students are encouraged to **request an application packet** from the state where they intend to work and in which they would like to be licensed at least 3 months prior to their graduation from Auburn University. Students who familiarize themselves with the requirements for licensure will be in a better position to seek employment and negotiate job conditions that are favorable for obtaining their licenses.

ALABAMA LICENSE

Students who earn a master's degree from one of Auburn University's CACREP accredited programs automatically meet the **educational requirements** for licensure in the State of Alabama. Additionally, applicants are required to have **3,000 hours of post-degree counseling experience supervised by a *Certified Counseling Supervisor (LPC-S)***.

The **Alabama Board of Examiners in Counseling (ABEC)** requires **prior approval** of the plan for meeting this supervised experience requirement. Once the supervision plan has been approved, the applicant must pay for and receive an associate license from ABEC before any supervised experience can be counted toward the supervised experience requirement. All necessary application forms, including those for submitting a plan for meeting the supervision requirement, are included in the initial application packet. A list of certified supervisors is available upon request from the ABEC. ABEC website: ([Alabama Board of Examiners in Counseling](#))

Finally, a **satisfactory score on the National Counselor Exam (NCE)** developed by the National Board of Certified Counselors (NBCC) is also required. Applicants may take the exam at their preferred testing site, including Auburn University testing center.

NATIONALLY CERTIFIED COUNSELOR

Students who are within 3 months of graduation from a CACREP accredited program at Auburn University may apply for and take the NCE on campus. If the candidate scores satisfactorily, and submits a final transcript and supervisor recommendation form, they qualify as a Nationally Certified Counselor (**NCC**). More information about the benefits of this certification can be found on the NBCC web site: [National Board for Certified Counselors/](#).

SCHOOL COUNSELOR CERTIFICATION

To practice school counseling, individuals need to meet the requirements for certification as a school counselor in the state that they will be working. The requirements vary from state to state, and students or prospective students are advised to seek information regarding the specifics from the state department of education in which they plan to work.

Students who graduate from the CACREP accredited school counseling program at Auburn University, meeting all graduation requirements *including* passing the School Counseling Praxis Exam, and who pass the *National Counseling Examination for Licensure and Certification are eligible for a Class A Professional Educator Certificate.

**NCE is not a requirement for those who already hold a professional educator certificate and two years of teaching experience.*

CERTIFIED REHABILITATION COUNSELOR

Concurrent with the supervised clinical experience, students complete the Certified Rehabilitation Counselor (CRC) Examination administered by the Commission on Rehabilitation Counselor Certification (CRCC), 1699 East Woodfield Road, Suite 300, Schaumburg, IL 60173 or telephone (847) 944-1325. Completion of the CRC Examination partially fulfills Auburn University's comprehensive examination requirement in Clinical Rehabilitation Counseling.

The CRC Examination is given three times yearly. Application materials may be obtained from the above-noted website. Students may sit for the examination once they have completed 75% of required coursework.

PROFESSIONAL ORGANIZATIONS

Students are encouraged to join and become involved in state and national professional associations such as the **American Counseling Association (ACA)**, the **Alabama Counseling Association (ALCA)**, and the divisions closely aligned with their specialty area, such as the **American School Counselor Association (ASCA)**, American Rehabilitation Counseling Association (**ARCA**), National

Council on Rehabilitation Counseling ([NCRE](#)) or the American Mental Health Counselor Association ([AMHCA](#)). Information can be obtained about these organizations online at [ACA Divisions](#).

Students are also encouraged to become involved in Iota Delta Sigma (IDS), the Auburn University chapter of Chi Sigma Iota. [Chi Sigma Iota](#) is the International Counseling Honorary Society. Student membership in IDS is based on GPA, program matriculation and engagement.

Further professional involvement may occur through mentoring and professional development activities with faculty members. These activities may include professional presentations, organizational involvement, and professional mentoring. The availability of these activities is discussed at the student orientation, brown bag lunch seminars, and announcements within the department.

STUDENT SUPPORT AND TECHNOLOGY ASSISTANCE

FINANCIAL ASSISTANCE

See the website: [SERC Scholarship Information](#) for information about financial assistance and employment opportunities at Auburn University.

All students are provided general information about financial assistance in their admissions information packet. That information is also provided for you below.

GRADUATE ASSISTANTSHIPS

A limited number of part-time graduate assistantships are available each year in the Special Education, Rehabilitation and Counseling. Preference is usually given to students enrolled in the doctoral program. Applications are available on the web at:

<https://fp.auburn.edu/education/ccp/applications/doctoralassistantship.html>

UNIVERSITY EMPLOYMENT

Part-time employment at Auburn University is available to both undergraduate and graduate students. Application may be made by contacting the Office of Student Employment, 300 Mary Martin Hall, Auburn University, AL 36849 [(334) 844-1304], <http://wp.auburn.edu/studentaffairs/forstudents/student-employment/>

EAST ALABAMA MENTAL HEALTH CENTER

Some part-time and full-time positions are occasionally available at East Alabama Mental Health Center. Information may be obtained, and application may be made by contacting the personnel office, East AL Mental Health Center, 2506 Hamilton Road, Opelika, AL 36801 [(334) 742-2872. http://eastalabamamhc.org/join_our_team.html

COUNSELING PRACTICE AND SUPERVISION LABS

All students in the Counselor Education program are provided access to counseling lab space. This space has the facilities and technology that allows for the development of counseling and supervision skills.

Included in the Counseling Labs are recording technology (linked to the University system to provide secured storage and access to recordings), observation technology and observation facilities, and well as supervision technology. The large group and classroom space also contain smart classroom technology.

The Counseling Labs are in Haley 1220, 1219, 1211, & 1211.

The purpose of the counseling lab is to provide appropriate facilities for the supervision and development of counseling and assessment skills. To accomplish this purpose, it is essential that the following guidelines be followed when using this facility. Failure to follow any of the following policies may result in disciplinary procedures.

I. Counseling Lab Facilities

- Group Counseling/Classrooms: These rooms contain the videotaping, smart classroom and observation equipment. While group or individual sessions can be taped in this room it is most appropriate for large groups. This room is also used for viewing videotaped materials. In addition, practicum group supervision is held in this room. This room can only be reserved with Faculty permission.
- Observation/Editing Room: This room contains observation equipment supervisors use to monitor the individual counseling rooms. *This room can only be used by faculty or doctoral student supervisors with permission.*
- Individual Rooms: These two rooms allow for the supervision or digital recording of individual sessions.

II. Scheduling and Use of the Lab

- A scheduling book for all lab space is in the Department of Special Education, Rehabilitation and Counseling office (Haley 2084).
- Please remember to schedule only for the actual space you will be using.
- Access to the lab is managed through student and faculty ID card.
- Students unfamiliar with the use of the counseling lab and its equipment should be supervised or instructed by a faculty member in the use of the lab equipment.
- The supervision/observation rooms are not available for reservation.
- Students using the lab for counseling or supervision need to ensure client/supervisee confidentiality. This includes how demonstration clinical practice tapes are used and stored.

III. Lab Maintenance

- Use of lab facilities by students is limited to only class purposes or requirements.
- Lab facilities are to be maintained and kept clean.
- Students using the lab should be considerate of others including; not interrupting class or individual activities, monitoring noise level when using facilities, and not viewing others' sessions without supervision or permission.

- Lab facilities must be kept locked when not in use. It is not permissible to leave the lab open at any time when someone is not using the lab. Failure to follow this policy may result in loss of unsupervised use of the lab.

THE RALPH BROWN DRAUGHON LIBRARY

The Ralph Brown Draughon Library (RBD) is named in honor of Ralph Brown Draughon, president of Auburn University from 1947 to 1965, and a moving force behind the construction of the original portion of the Library. With the completion of a 207,000 square foot addition in 1991, the Library has a seating capacity of 2,500 designed to serve the study, teaching, and research needs of Auburn students, faculty, and staff.

Reference desks staffed by subject-specialist librarians and archivists are located in each of the departments of the RBD Library, along with reference materials which correspond to the subject focus of the book and periodical materials found in that department. The Education Library Specialist is:

Todd Shipman: todd.shipman@auburn.edu

The library also provides online subject and journal searches [Auburn University Libraries](#) as well as library specialist training sessions for students and classes. A library training session is normally conducted during student's orientation courses. These training sessions can provide skills on conducting searches and research using the library services, programs and technology. Students can also request time with the Library Specialist in their program area of study (Education).

Students can use **Document Delivery Services** [Auburn University Libraries Document Delivery Services](#) to have library materials delivered on campus. Inter-library Loan services can provide access to materials owned by other libraries and AubieExpress allows for articles and book chapters to be delivered to you electronically.

The **Media and Digital Resource Laboratory** (MDRL) at the RBD Library helps Auburn University students and faculty create and use multimedia materials in their class assignments, projects and scholarly research. The laboratory provides access to the latest multimedia hardware and software, together with the on-site technical expertise needed to use these resources. The staff and students in the MDRL are committed to serving the multimedia technology needs of Auburn University students and faculty in all academic disciplines.

Services for users with disabilities are available on an as-needed basis. Contact the Humanities Reference and General Information Desk at 844-4244 for more information.

AUBURN UNIVERSITY OIT (Office of Information Technology) <http://www.auburn.edu/oit>

The Auburn University OIT provides important technology resources, training, and information for students. This includes the [Student Survival Guide](#).

Email/User ID

As soon as you register for classes, an AU OIT computing global user ID is created for you. If you have an off-campus account as well and wish your on-campus e-mail forwarded to your off-campus account, please contact the Office of Information Technology (OIT). *It is important that you check your university-assigned e-mail address regularly. Departmental*

communication, course information from your professors, and other important information will be disseminated through this account.

AU Access

AU Access is Auburn University's portal system, an information gateway that provides a single sign-on entry point to a suite of internal communication and information management tools.

AU Access provides secure access to all services connected to the portal: Banner, tiger i, TigerMail, calendars, campus news, and announcements. The portal is customizable so you can conveniently place right at your fingertips all the web resources you use on a regular basis.

Additional features and channels are added all the time.

Hardware and Software

AU OIT also provides resources and information for students about computer labs, computer software available to students and faculty, discounts on software and software and technology support. There is also a Student PC Shop to help students with diagnosing and addressing computer/laptop problems and Student Printing Services.

Students can also contact the AU OIT Helpdesk: helpdesk@auburn.edu

CAMPUS STUDENT SERVICES

- Medical assistance is available at the [Auburn University Medical Clinic](#), 400 Lem Morrison Drive | Auburn Alabama, 36830 | 334.844.4416
- Personal/psychological services are available at the **Student Counseling Center**, located on the second floor of the Auburn University Medical Clinic. 400 Lem Morrison Dr. | Suite 2086 | Auburn, Alabama 36849 | Phone: 334.844.5123
- **Career counseling, testing, occupational information, and employment placement services** are located at 303 Martin Hall. 334-844-4744
- **Campus housing and residence life** information may be obtained in Burton Hall. (334) 844-4580
- Microcomputer lab equipment, learning resources, and media resources and equipment are available in the College of Education [Learning Resources Center](#).
- **Campus Recreation**: Student fees provide students with access to a wide range of recreational services, programs and facilities: [AU Campus Recreation](#)
- **The Auburn University Office of Accessibility**: The Auburn University Office of Accessibility provides support and assistance for faculty, students and staff related to issues of accessibility and accommodations. Resources and access to assistive technology at: [AU Office of Accessibility](#)

Counselor Education

Master's Programs:

Clinical Mental Health Counseling

Clinical Rehabilitation Counseling

School Counseling

COUNSELOR EDUCATION MASTERS PROGRAM SPECIFIC INFORMATION

The Counselor Education program includes Masters' Programs in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling and School Counseling, both On-Campus and Distance Education options. Our Masters' programs prepare individuals for counseling positions in mental health, rehabilitation and school settings. Graduates of our programs develop the tools to address developmental, emotional, psychological, social and environmental barriers to educational achievement and personal development. It is the mission of the program to offer a graduate curriculum which reflects the national preparation standards for the profession as articulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016).

Infused throughout the program is an emphasis on preparing counselors to be able to work effectively with persons from diverse backgrounds. This includes an awareness of theories and practices associated with advocacy and social justice. The program also emphasizes the use of technology to promote and enhance counseling skills and knowledge. Moreover, integrated throughout the program is the promotion of ethical behavior, awareness and knowledge. The program also promotes the development of professional identity through mentoring and engagement in professional service and leadership.

Students in the Counselor Education Masters' programs development these foundational areas while also enhancing their professional knowledge and skills in one of the three specialization areas: Clinical Mental Health Counseling, Rehabilitation Counseling, or School Counseling. To meet this goal, students engage in professional orientation, foundational courses, and clinical practice courses (practicum, internship) that focus on one of these areas of specialization. [AU COE SERC](#)

MASTERS PROGRAMS

CACREP accredited Master's degrees in counseling are offered in Clinical Mental Health Counseling (CMHC), Clinical Rehabilitation Counseling (REHB), and School Counseling (CPS). The Master's degree programs in CMHC, CPS, and REHB are accredited by CACREP. The School Counseling program is approved by the [Alabama State Department of Education](#) (for students who have Class B certificate) and by the [National Council on Accreditation of Teacher Education](#) (NCATE).

EVALUATION SYSTEM

In addition to the policies outlined already in this handbook related to the [CED Comprehensive Assessment Plan](#), the Master's programs in Counselor Education have some specific program-level assessments:

Elements of the Master's Programs Comprehensive Evaluation System are as follows:

1. Documentation in the application file of meeting all program prerequisites.
2. Satisfactory performance in courses, clinical practice experiences and all degree requirements.
3. Performance evaluations of practicum by Site and University Supervisors.
4. Performance evaluations of internship by Site and University Supervisors.
5. Meeting Program requirements related to the **CED Annual Review of Student Progress** which includes demonstrating competency or developing competency in areas assessed and through the demonstration of appropriate professional and personal dispositions.

6. **School counselors** must also pass the Professional School Counselor Praxis Exam and, the National Counseling Examination for Licensure and Certification.
7. Successful completion and passing the Comprehensive Portfolio. For the Clinical Rehabilitation Counseling program the CRC (Certified Rehabilitation Counseling) exam is also used to meet that requirement.

COUNSELOR EDUCATION MASTER COMPREHENSIVE PORTFOLIO

The Master Comprehensive Portfolio contains documentation and evidence of key student learning indicators, which integrate the eight foundation areas following the CACREP (2016) standards. The process of assembling the Portfolio is intended to be a major self-directed learning and professional development activity of the Counselor Education program. It is through this process that the student will organize, integrate, and consolidate all he or she has learned in the program. The student is expected to demonstrate his or her knowledge base, competencies, and skills have reached a level of attainment commensurate not only with the expectations of faculty, but also with his or her own expectations as they relate to professional development.

Portfolio: A selective, reflective, and collaborative collection of evidence used to document an individual's development and accomplishments. The development of the portfolio includes materials collected from required and elective courses (e.g., course assignments) and clinical experiences, and **students' cumulative reflections for their clinical experiences.**

The Comprehensive Portfolio will be submitted using an electronic assessment program used within Counselor Education.

CLINICAL PRACTICE: COUNSELING PRACTICUM AND INTERNSHIP

All Masters students enrolled in programs in Counselor Education have to complete clinical practice coursework. This includes Practicum (COUN 7910) and Internship (COUN 7920). These are supervised experiences that require both individual (and triadic) and group supervision.

Students can find specific information about clinical practice experiences (Practicum and Internship) in the **Master's Professional Practice Handbook** which is available on the Counselor Education Master's programs websites. Students will also be introduced to requirements and specifics related to application for these experiences as part of their program area orientation and informational sessions. Students will be required to purchase insurance through the university and based on their specialty area.

CLINICAL MENTAL HEALTH COUNSELING (CMHC)

MISSION

In addition to meeting the common core foundation areas (CACREP 2016) required of all students in the Master's programs in Counselor Education, students in Clinical Mental Health Counseling will also take courses and participate in clinical practice experiences that focus on their training and professional identity as a Clinical Mental Health Counselor. These experiences provide the foundation for assessing **student learning outcomes** within the Clinical Mental Health Counseling specialty area:

CACREP 2016 STANDARDS

Clinical Mental Health Counseling Specialty Area

The program is comprised of 60 credit hours and a minimum of 2 years (full-time) approved graduate study. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the curriculum.

The Specialty Curriculum is based on the CACREP 2016 standards. Key student learning outcomes are evaluated based on demonstrating skills and knowledge across these specialty foundation areas and within the specialty area:

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and cooccurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling

- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

Students in the CLINICAL MENTAL HEALTH COUNSELING PROGRAM meet these specialization foundation, contextual dimensions, and practice, standards through courses and clinical practice:

CMHC SPECIALTY AREA (18 credits)

COUN 7510 Advanced Clinical Mental Health Counseling Interventions (3 cr.)

COUN 7410 Orientation to Clinical Mental Health Counseling (3 cr.)

COUN 7360 Advance Counseling Practice (3 cr.)

COUN 7500 Crisis Intervention (3 cr.)

COUN 7240 Counseling Children and Adolescents (3 cr.)

COUN 7370 Foundations of Substance Abuse Counseling (3 cr.)

CMHC PROFESSIONAL PRACTICE (12 credits)

COUN 7910-100 Clinical Mental Health Counseling Practicum (3 cr.)

COUN 7920-200 Clinical Mental Health Counseling Internship (9 cr.)

Preferred Course Sequence

Clinical Mental Health Counseling Students: 60 Credit Hours

FIRST YEAR		
Fall	Spring	Summer
<p>COUN 7320: Counseling Theory (3 credit hours)</p> <p>COUN 7410: Orientation to Clinical Mental Health Counseling (3 credit hours)</p> <p>COUN 7400: Orientation to the Profession of Counseling (3 credit hours)</p> <p>ERMA 7200: Basic Methods in Education Research (3 credit hours) Please enroll a section that begins with “C.” The other sections are not reserved for counseling students.</p> <p>Total: 12 credit hours</p>	<p>COUN 7330: Counseling Diverse Populations (3 credit hours)</p> <p>COUN 7500: Crisis Intervention in Counseling (3 credit hours)</p> <p>COUN 7350: Introduction to Counseling Practice (3 credit hours)</p> <p>COUN 7250: Advanced Assessment and Diagnosis (3 credit hours)</p> <p>Total: 12 credit hours</p>	<p>COUN 7200: Introduction to Measurement and Assessment (3 credit hours)</p> <p>COUN 7340: Group Counseling (3 credit hours)</p> <p>COUN 7310: Counseling Applications of Lifespan Development (3 credit hours)</p> <p>COUN 7510: Advanced Clinical Mental Health Interventions (3 credit hours)</p> <p>Total: 12 credit hours</p>

***Note:** Internship is a 9-credit hour course. This course requires 40 hrs. per week of counseling experience (600 hrs.) during the 15-week semester. Students can choose to divide the experience over two semesters with approval from program faculty.

*** Residency Training** is a requirement of the program. One week of each Fall and Spring semester all master’s students are on-campus for clinical and technical training, in addition to attending classes.

SECOND YEAR		
Fall	Spring	Summer
<p>COUN 7230: Career Development and Vocational Appraisal (3 credit hours)</p> <p>COUN 7240: Counseling Children and Adolescents (3 credit hours)</p> <p>COUN 7910: Clinical Mental Health Counseling Practicum (3 credit hours)</p> <p>COUN 7370: Foundations of Substance Abuse Counseling (3 credit hours)</p> <p>Total: 12 credit hours</p>	<p>COUN 7920 Internship (9 credit hours or modified depending on graduation plan)</p> <p>COUN 7360: Advanced Counseling Practice (3 credit hours)</p> <p>Total: 12 credit hours</p>	<p>Alternate Option: COUN 7920 Internship (4 to 1 credit hours) Total Program Hours: 60</p>

**CLINICAL MENTAL HEALTH
COUNSELING MASTER'S STUDENTS
GUIDELINES AND CHECKLIST**

<http://bulletin.auburn.edu/thegraduateschool/themastersdegreeprogram/>

1. **Meet with your Faculty Advisor:** It is recommended that students contact their advisors every semester to check in on their progress, collaboration opportunities, and professional goals.
2. **Materials for Practicum and Internship:** Materials for graduate practicum (COUN 7910) and internship (COUN 7920) must be completed and submitted to the *CMHC Practicum and Internship Coordinator* during the Spring semester before starting a Fall practicum. On campus students will learn about the sites and meet site supervisors in their COUN 7410: Orientation to Clinical Mental Health Counseling course.

Online students must confirm placement at a site by **June 1st** completing their first year to the Practicum & Internship Coordinator.

Students must maintain a minimum 3.0 of GPA, which is required by AU graduate school.

3. **Complete the Comprehensive Portfolio:** Instructions about completing this graduation requirement will be discussed during Year 1 of the program and will be submitted by February 1st of a student's Internship semester. Auburn University's Counselor Education faculty will review these portfolios to determine the requirements have been satisfactorily met.
4. Complete all required documentation for the *master's Field Experience Folder*. This folder contains all required materials used to demonstrate your competency in your required clinical counseling practice courses (practicum/internship). This includes your evaluations across these course experiences. Information about this requirement is included in the *CMHC Professional Experiences Handbook* located on the program website and disseminated to students when they are in their practicum/internship experiences (*CMH Practicum and Internship Coordinator*).
5. **Apply for Graduation Check.** Students must notify the Graduate School of their intent to graduate **the semester prior to the semester in which they will graduate**. This can be done as part of the graduation registration process <http://www.grad.auburn.edu/>

SCHOOL COUNSELING (CPS)

In addition to meeting the common core foundation areas (CACREP 2016) required of all students in the Master's programs in Counselor Education, students in School Counseling will also take courses and participate in clinical practice experiences that focus on their training and professional identity as a School Counselor. These experiences provide the foundation for assessing **student learning outcomes** within the School Counseling specialty area:

CACREP 2016 STANDARDS

SCHOOL COUNSELING SPECIALTY AREA

The program is comprised of 60 credit hours and a minimum of 2 years (full-time) approved graduate study. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the curriculum.

The Specialty Curriculum is based on the CACREP 2016 standards. Key student learning outcomes are evaluated based on demonstrating skills and knowledge across these specialty foundation areas and within the specialty area:

1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling

- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessment
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

PROGRAM OF STUDY: SCHOOL COUNSELING

Students in the SCHOOL COUNSELING PROGRAM meet these specialization foundation, contextual dimensions, and practice, standards through courses and clinical practice:

I. SPECIALTY COURSES FOR SCHOOL COUNSELING (15)

- COUN 7420 Orientation to School Counseling (3 cr.)
- COUN 7500 Crisis Intervention (3 cr.)
- COUN 7240 Counseling Children and Adolescents (3 cr.)
- COUN 7450 Foundations of School Counseling (3 cr.)
- COUN 7460 Leadership and Advocacy for School Counselors (3 cr.)

II. PROFESSIONAL PRACTICE (12)

- COUN 7910-100 Practicum in School Counseling (3 cr.)
- COUN 7920-200 Internship in School Counseling (9 cr.)

III. OTHERS (3)

- RSED 6000 Advanced Study of Exceptionality (3 cr.)

EXAM REQUIREMENTS FOR CLASS A SCHOOL COUNSELING CERTIFICATION:

All students must submit passing scores on the School Counseling Praxis Test prior to graduation. Additionally, students who do not hold a professional educator certificate and two full years of documented full-time satisfactory educational experience must submit a passing score on the National Counseling Examination (NCE) before being recommended for certification.

Preferred Course Sequence School Counseling:

60 credit hrs.

<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
<p>COUN 7320: Counseling Theory (3 credit hours)</p> <p>COUN 7420: Orientation to School Counseling (3 cr. hrs.)</p> <p>COUN 7400: Orientation to the Profession of Counseling (3 credit hours)</p> <p>ERMA 7200: Basic Methods in Education Research (3 credit hours) Please enroll in sections reserved for counseling students. ERMA 7200-C01 and 7200-C02 (on-campus) offered on Mondays at 12pm or 4pm; ERMA 7200-DC1 (online distance)</p>	<p>COUN 7330: Counseling Diverse Populations (3 credit hours)</p> <p>COUN 7350: Introduction to Counseling Practice (3 credit hours)</p> <p>COUN 7250: Advanced Assessment and Diagnosis (3 credit hours)</p> <p>COUN 7500: Crisis Intervention in Counseling (3 credit hours)</p> <p>*RSED 6000: Advanced Survey of Exceptionality* (3 cr. hrs.)</p> <p>Total Program Hours: 60</p>	<p>COUN 7200: Introduction to Measurement and Assessment (3 credit hours)</p> <p>COUN 7340: Group Counseling (3 credit hours)</p> <p>COUN 7310: Counseling Applications of Lifespan Development (3 credit hours)</p> <p>*RSED 6000: Advanced Survey of Exceptionality* (3 cr. hrs.)</p>
<p><u>Fall</u></p> <p>COUN 7450: Foundation of School Counseling (3 cr. hrs.)</p> <p>COUN 7910: School Counseling Practicum (3 credit hours)</p> <p>COUN 7230: Career Development and Vocational Appraisal (3 credit hours)</p> <p>COUN 7240: Counseling Children and Adolescents (3 credit hours)</p>	<p><u>Spring</u></p> <p>COUN 7920: School Counseling Internship (9 cr. hrs.)*</p> <p>COUN 7460: Leadership and Advocacy for School Counselors (3 cr. hrs.)</p> <p>*RSED 6000: Advanced Survey of Exceptionality* (3 cr. hrs)</p>	

Note:

* May be taken in any other term the course is offered.

**Internship is a 9 credit hour course. This course requires 40 hrs. per week of counseling experience (600 hrs.) during the 15 week semester.

Residency Training is a requirement of the program. One week of each Fall and Spring semester all master's students are on-campus for clinical and technical training, in addition to attending classes.

SCHOOL COUNSELING MASTER'S STUDENTS GUIDELINES AND CHECKLIST

_____ **1. Meet with your Faculty Advisor.** It is recommended that students contact their advisors every semester to check in on their progress, collaboration Opportunities, and professional goals.

_____ **2. Maintain a** minimum of 3.25 and no grade below C in all required courses to be qualified for school counselor certification.

_____ **3. Apply for Practicum.** Students take Practicum (COUN 7910) after completing all prerequisites. Students apply during the Spring semester for Fall placement with the program coordinator. Students typically take Practicum the first term of their second year. The Office of Professional Educational Services (3464 Haley Center) will process the applications.

_____ **4. Apply for Internship.** Students take Internship (COUN 7920) after completing all prerequisites. Students apply during the Fall semester for Spring placement with the program coordinator. Students typically take Internship the second term of their second year. The Office of Professional Educational Services (3464 Haley Center) will process the applications.

_____ **5. Complete the *Comprehensive Portfolio*.** Instructions about completing this graduation requirement will be discussed during Year 1 of the program and will be submitted by February 1st of a student's Internship semester. Auburn University's Counselor Education faculty will review these portfolios to determine the requirements have been satisfactorily met.

_____ **6. Complete all required documentation for the *Masters Field Experience Binder*.** This binder contains all required materials used to demonstrate your competency in your required clinical counseling practice courses (practicum/internship). This includes your evaluations across these course experiences. Information about this requirement is included in the *School Counseling Professional Experiences Handbook* located on the program website and disseminated to students during Practicum COUN 7910.

_____ **7. Submit passing scores on the School Counseling Praxis Test.** It is recommended to take the School Counseling Praxis Assessment a semester prior to their internship enrollment. [Alabama Praxis](#)

_____ **8. Submit the passing score on the National Counselor Examination for Licensure and Certification (NCE).** Students are advised to schedule the NCE in the final Fall semester of their enrollment. A passing score on the NCE is required for the Class A Professional Educator Certificate, but not for degree completion. The NCE is administered on campus in the Fall and Spring. This requirement does not apply to individuals with a professional educator certificate and two full years of documented full-time satisfactory educational experience. [NBCC Exams](#)

_____ **9. Apply for Graduation Check.** Students must notify the Graduate School of their intent to graduate **the semester prior to the semester in which they will graduate.** This can be done as part of the graduation registration process [Auburn University Graduate School](#)

CLINICAL REHABILITATION COUNSELING PROGRAM (CRC)

In addition to meeting the common core foundation areas (CACREP 2016) required of all students in the Master's programs in Counselor Education, students in Clinical Rehabilitation Counseling will also take courses and participate in clinical practice experiences that focus on their training and professional identity as a Rehabilitation Counselor. These experiences provide the foundation for assessing **student learning outcomes** within the Clinical Rehabilitation Counseling specialty area. This program has a distance and on-campus cohort, both cohorts complete the same educational and clinical practice requirements.

CACREP 2016 STANDARDS

CLINICAL REHABILITATION COUNSELING SPECIALTY AREA

The program is comprised of 60 credit hours and a minimum of 2 years (full-time) approved graduate study. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the curriculum.

The Specialty Curriculum is based on the CACREP 2016 standards. Students are evaluated based on demonstrating skills and knowledge across these specialty foundation areas:

1. FOUNDATIONS

- e. history and development of rehabilitation counseling
- f. theories and models related to rehabilitation counseling
- g. social science theory that addresses psychosocial aspects of disability
- h. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- i. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- j. etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling
- k. screening and assessment instruments that are reliable and valid for individuals with disabilities

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of rehabilitation counselors
- b. relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams
- c. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs.

- d. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
- e. operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities
- f. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders*

(*DSM*) and the International Classification of Diseases (ICD)

- g. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- h. impact of crisis and trauma on individuals with disabilities
- i. impact of biological and neurological mechanisms on disability
- j. effects of co-occurring disabilities on the client and family
- k. effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development
- l. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- m. effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)
- n. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
- o. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
- p. environmental, attitudinal, and individual barriers for people with disabilities
- q. assistive technology to reduce or eliminate barriers and functional limitations
- r. legislation and government policy relevant to rehabilitation counseling
- s. cultural factors relevant to rehabilitation counseling
- t. professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems
- u. record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling
- v. professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling

w. legal and ethical considerations specific to clinical rehabilitation counseling

3. PRACTICE

- a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
- b. career- and work-related assessments, including job analysis, work site modification, transferable skills analysis, job readiness, and work hardening
- c. strategies to advocate for persons with disabilities
- d. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams
- e. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations

Students in the CLINICAL REHABILITATION COUNSELING PROGRAM meet these specialization foundation, contextual dimensions, and practice, standards through courses and clinical practice:

CRC SPECIALTY AREA (18 credits)

COUN 7010 - Medical, Vocational, & Psychosocial Aspects of Disability	3 credits
COUN 7110 - Occupational, Career and Placement Services	3 credits
COUN 7130 - Vocational Evaluation	3 credits
COUN 7520 - Introduction to Rehabilitation and Case Management in Rehabilitation Counseling	3 credits
COUN 7930 - Advanced Theories	3 credits
COUN 7950 - Emerging Adulthood & Transition in Rehabilitation	3 credits

CRC PROFESSIONAL PRACTICE (12 credits)

COUN 7910 - Clinical Rehabilitation Counseling Practicum	3 credits
COUN 7920 - Clinical Rehabilitation Counseling Internship	9 credits

Online Exams

It is a program requirement that all online exams (closed book exams) should be taken through a quality remote proctoring software, which is supported by AU. Detailed instruction will be provided by course instructors. For those with an accessibility issue, an alternative option as an accommodation will be provided, which will be identified by the course instructor and discussed with the student.

**Preferred Course Sequence
Clinical Rehabilitation Counseling Students: 60 credit hrs.**

<u>Fall</u> (12)	<u>Spring</u> (15)	<u>Summer</u> (9)
COUN 7320 Counseling Theory COUN 7400 Orientation to the Profession of Counseling COUN 7010 Medical, Vocational & Psychosocial Aspects of Disability COUN 7520 Introduction to Rehabilitation and Case Management in Rehabilitation Counseling **Residency	COUN 7350 Introduction to Counseling Practice COUN 7330 Counseling Diverse Populations COUN 7340 Group Counseling COUN 7130 Vocational Evaluation COUN 7950 Emerging Adulthood & Transition in Rehabilitation **Residency	COUN 7110 Occupational, Career and Placement Services COUN 7930 Advanced Theories COUN 7250 Advanced Assessment & Diagnosis in Counseling (DSM V)
<u>Fall</u> (9)	<u>Spring</u> (9)	<u>Summer</u> (6)
COUN 7910 Clinical Rehabilitation Counseling Practicum COUN 7370 Foundations of Substance Use Counseling ERMA 7200 Basic Methods in Educational Research **Residency	*COUN 7920 Clinical Rehabilitation Counseling Internship (6 hours) COUN 7500 Crisis Intervention in Counseling **Residency	*COUN 7920 Clinical Rehabilitation Counseling Internship (3 hours) COUN 7310 Counseling Applications of Lifespan Development

***Note: Supervised Clinical Practice** constitutes the CACREP (2016) Internship requirements. It is a 9-credit hour course. Internship requires a total of 600 hours of service, 240 direct hours and 360 indirect hours.

****Residency** is a requirement in the Fall and Spring semesters for all Master’s students in Clinical Rehabilitation Counseling. Students should be on campus for clinical and technical training the first week of the Fall semester in Year one and should attend virtual residency for the remaining semesters.

CLINICAL REHABILITATION COUNSELING MASTER'S STUDENTS GUIDELINES AND CHECKLIST

- _____1 **Meet with Faculty Advisor prior to enrollment for first semester.** It is strongly recommended that students contact their advisors every semester before registration.

- _____2 **Maintain a minimum 3.0 of GPA**, which is required by AU graduate school.

- _____3 **Applications for Practicum and Internship.**
Applications for graduate practicum (COUN 7910) and internship (COUN 7920) must be completed and submitted to the *REHB Clinical Coordinator* during the summer semester before starting a fall practicum, and in the fall before starting a spring internship. Announcements about application deadlines will be provided and will coincide with registration dates. Applications will be distributed electronically to students by the Clinical Coordinator.

- _____4 **Complete the Comprehensive Portfolio in Tevera.**
Starting with the August 2020 Cohort, the Clinical Rehabilitation Counseling program uses the comprehensive portfolio to meet the graduation requirement for students enrolled in the Clinical Rehabilitation Counseling program. Instructions about completing this graduation requirement will be discussed during Year 1 of the program and will be submitted by **Friday before Spring Break** of a student's Internship semester. Auburn University's Counselor Education faculty will review these portfolios to determine the requirements have been satisfactorily met.

- _____5 **Complete the Certified Rehabilitation Counselor Examination.** Students currently enrolled in the program need to sit for the examination once they have completed 75% of required coursework. Information about taking the exam is provided electronically by the Program Coordinator during the fall semester of their second year. Usually, registration takes place in the fall, with the exam taking place in the spring or summer semester. The exam is however, offered three times a year.

- _____6 Complete all required documentation for the *Masters Field Experiences*. This documentation contains all required materials used to demonstrate your competency in your required clinical counseling practice courses (practicum/internship). This includes your evaluations across these course experiences. Information about this requirement is included in the *CRC Professional Experiences Handbook* which will be disseminated to students when they are applying for practicum/internship experiences.

- _____7 **Application for Graduation.** *Students must notify the Graduate School of their intent to graduate the semester prior to the semester in which they will graduate.* This can be done as part of the registration process: [Auburn University Graduate School](#)

Appendices

Counselor Education Programs (CMHC, CPS, CRC, CED) INFORMED CONSENT AGREEMENT

The Counselor Education programs are committed to an emphasis on the integration of legal and ethical, technological, and diversity knowledge, awareness, and skills into all aspects of the program. Furthermore, our commitment to diversity extends to all aspects of the academic, professional, and clinical environments.

The Counselor Education programs are also committed to the students' engagement in the process of student evaluations. This includes providing students with full information about the evaluation process, their roles, and the role of the faculty. As part of this process, we ask that students accepted into the Counselor Education programs review all program materials including those posted on departmental website, Counselor Education Master's and Doctoral Degree handbooks, and this document.

1. I understand that I will be expected to demonstrate academic, clinical, and professional dispositions for prospective counselors and counselor educators-in-training. Failure to attain and demonstrate these competencies may result in faculty initiating a remediation process (please refer to the evaluation procedures in this handbook) or dismissal from the program.
2. As a prospective counselor or counselor educator-in-training, I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling profession ([American Counseling Association](#), 2014) and appropriate specialty areas. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers, faculty, site supervisors, and clients/students. This includes following the policies and procedures of student conduct and behavior at Auburn University.

[AU Academic Honesty Policy](#).

[AU Student Conduct](#)

3. I understand that students are expected to maintain professional standards of behavior in public settings and must also consider that all personal discourse on social media and other online platforms are inherently public behavior and fall under standards of professional behavior. Students who engage in behavior that violates a client's confidentiality or creates the appearance of lack of privacy and disregard for the client by discussing client-related issues in public (including social media) will be considered to violate this policy. See the social media and public representation statement in your program's handbook for further details.
4. I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Self-disclosures are common in experiential learning, but the content of such disclosures will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment or potential harm to clients, myself, or others; I understand the faculty will use this as part of the review of my overall academic and clinical growth.

5. I understand I will be formally reviewed at minimum once per year during the Student Annual Evaluation. This is one component of the Comprehensive Evaluation System that will be ongoing during my matriculation in the program. Students may also be reviewed as needed during other times outside of the Annual Evaluation. I understand that the Counselor Education Master's and Doctoral Degree handbooks provide specific information about this review process and the role of faculty and students.
6. I understand that there are specific requirements for graduation (specific exams) that require an application fee and registration form (e.g., comprehensive portfolio completed in Tevera, the Alabama Prospective Teacher Testing Program (APTTP), School Counseling Praxis, the Certified Rehabilitation Counselor (CRC) Exam). I understand I will have an opportunity to take the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) while enrolled. This exam is required for graduates to be eligible for licensure as a professional counselor (e.g., LPC or LMHC) and for School Counseling Graduates to be eligible for state certification. In addition, students in the Clinical Rehabilitation Counseling program will be required to take the Certified Rehabilitation Counselor (CRC) Exam prior to graduation.
7. I understand that work products developed in this program may be viewed by external agencies (e.g., [CACREP](#), [NCATE](#), [SACS](#), Alabama State Department of Education) to assess program quality.
8. I understand that practicum and internship require the application of knowledge, skills, and professional dispositions that are developed in academic courses. During these clinical practice experiences, students are expected to consistently practice ethical behavior and demonstrate respect for individual differences.
9. I understand that I will not be licensed as a counselor upon completion of this program. It will be my responsibility to be fully informed of the licensure requirements in the state for which I intend to practice. In addition, Counselor Education faculty will not endorse students for practice outside their areas of training nor sign off on licensure documentation of clinical hours that they themselves did not supervise.
10. I understand that I will not be certified as a school counselor unless I meet all requirements specified from the state that I seek to practice.
11. I understand the Student Handbook, with which I was admitted, may be revised to reflect program, accreditation, and/or licensing revisions. I understand that it is my responsibility to maintain a copy of the handbook under which I was admitted and to be familiar with the policies and procedures outlined in the handbook at the time of my admission. I understand that I will be notified of any changes to the Student Handbook and related policies and program requirements, and that I will have an opportunity to engage in feedback on these proposed changes.
12. I understand that Auburn University email is the official communication method for students. The Department of Special Education, Rehabilitation and Counseling will email students with information about departmental issues, announcements, and to maintain student contact. It is the student's responsibility to check their Auburn email regularly and respond to departmental requests.
13. I understand that the CED Programs cannot make accommodations for individual student work schedules. I understand that it is my responsibility to adjust my work and/or other (including assistantship) schedule to attend courses as offered. I understand that most practicum and internship sites offer clinical opportunities during the week, (Monday - Friday, 8:00 – 5:00) and it is my responsibility to make the necessary schedule adjustments to be in attendance.
14. Students should be aware that under FERPA policies they have a right to access their educational records. Students should also be aware that educational records pertain to evaluation and academic records. The

SERC department follows Auburn University guidelines for how long these records, outside of transcripts, are maintained. Students are expected to keep all practicum and internship related information for future use.

My signature on this document indicates that I have received and reviewed this document. I am also verifying that I have received a copy of the Student Handbook.

Signature of Student

Date

Printed Name

This informed consent agreement is adapted from the *Acknowledgement of Policies and Procedures for Students Enrolled in the University of Northern Colorado Professional Counseling Programs*.

Revision 2022

PROFESSIONAL COUNSELING IDENTITY (CACREP, 2016)

Foundation SLOs for all Master's Programs in Counselor Education

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 - a. professional counseling organizations, including membership benefits, activities, services to members, and current issues
 - b. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
 - c. current labor market information relevant to opportunities for practice within the counseling profession
 - d. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
 - e. technology's impact on the counseling profession
 - f. strategies for personal and professional self-evaluation and implications for practice
 - g. self-care strategies appropriate to the counselor role
 - h. the role of counseling supervision in the profession
2. SOCIAL AND CULTURAL DIVERSITY
 - a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
 - b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
 - c. multicultural counseling competencies
 - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
 - e. the effects of power and privilege for counselors and clients
 - f. help-seeking behaviors of diverse clients
 - g. the impact of spiritual beliefs on clients' and counselors' worldviews
 - h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
3. HUMAN GROWTH AND DEVELOPMENT
 - a. theories of individual and family development across the lifespan
 - b. theories of learning

- c. theories of normal and abnormal personality development
 - d. theories and etiology of addictions and addictive behaviors
 - e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
 - f. systemic and environmental factors that affect human development, functioning, and behavior
 - g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
 - h. a general framework for understanding differing abilities and strategies for differentiated interventions
 - i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
4. CAREER DEVELOPMENT
- a. theories and models of career development, counseling, and decision making
 - b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
 - c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
 - d. approaches for assessing the conditions of the work environment on clients' life experiences
 - e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
 - f. strategies for career development program planning, organization, implementation, administration, and evaluation
 - g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
 - h. strategies for facilitating client skill development for career, educational, and life- work planning and management
 - i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
 - j. ethical and culturally relevant strategies for addressing career development
5. COUNSELING AND HELPING RELATIONSHIPS
- a. theories and models of counseling
 - b. a systems approach to conceptualizing clients
 - c. theories, models, and strategies for understanding and practicing consultation

- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
 - e. the impact of technology on the counseling process
 - f. counselor characteristics and behaviors that influence the counseling process
 - g. essential interviewing, counseling, and case conceptualization skills
 - h. developmentally relevant counseling treatment or intervention plans
 - i. development of measurable outcomes for clients
 - j. evidence-based counseling strategies and techniques for prevention and intervention
 - k. strategies to promote client understanding of and access to a variety of community-based resources
 - l. suicide prevention models and strategies
 - m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
 - n. processes for aiding students in developing a personal model of counseling
6. GROUP COUNSELING AND GROUP WORK
- a. theoretical foundations of group counseling and group work
 - b. dynamics associated with group process and development
 - c. therapeutic factors and how they contribute to group effectiveness
 - d. characteristics and functions of effective group leaders
 - e. approaches to group formation, including recruiting, screening, and selecting members
 - f. types of groups and other considerations that affect conducting groups in varied settings
 - g. ethical and culturally relevant strategies for designing and facilitating groups
 - h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
7. ASSESSMENT AND TESTING
- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
 - b. methods of effectively preparing for and conducting initial assessment meetings
 - c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
 - d. procedures for identifying trauma and abuse and for reporting abuse

- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

CED Master's Annual Review

CED Masters Student Annual Report

This evaluation should encompass the most recent academic year (Summer, Fall and the current Spring semester) for which you have been enrolled. This form provides students an opportunity to share with their Advisor and Departmental Faculty their progress, accomplishments and work in the areas assessed and reviewed in the annual student evaluation. This completed form is to be Submitted for Review as part of your Annual Program Evaluation. **General Information**

Name:

Academic Year and Term Submitted: Advisor:

- Dr. Carney
- Dr. Tuttle
- Dr. Tyler
- Dr. Delgado
- Dr. Curtis
- Dr. Meyer
- Dr. Derzis
- Dr. Thomas
- Dr. Park
- Dr. Hill

Academic Program Area (School, CMHC, REHB):

- School Counseling
- Clinical Mental Health Counseling
- Clinical Rehabilitation Counseling

Semester and Year first enrolled:

Academic Areas: Knowledge and Clinical Skills In
this section, please provide the following information:

Current GPA:

Hours Completed:

- 3-12 hours
- 13-24 hours
- 25-50 hours
- Over 50 hours

Academic recognitions or honors (ex: induction into Chi Sigma Iota):

Have you completed and passed the Introduction to Counseling Skills course?

- Yes
- No

Have you completed and passed the COUN 7910 Counseling Practicum?

- Yes
- No

Have you completed the comprehensive portfolio?

- Yes
- No

If yes, did you pass the comprehensive portfolio?

- Yes
- No

For Clinical Rehabilitation Counseling students, have you passed the CRC exam?

- Yes
- No

Professional Development and Dispositions

This section provides students an opportunity to identify ways in which they may have engaged in activities that promote professional development, research, advocacy and leadership.

Please identify any Professional Development activities you may have participated in this academic year: (ex: conferences or training sessions you have attended, workshops, professional meetings)

Please identify any Professional Advocacy activities you may have participated in during this academic year: (ex: volunteering in community or school programs, participating in IDS activities, advocating for your students/clients/consumers)

Please identify any Professional Research or Scholarship activities that you may have participated in during this academic year: (ex: research teams, presenting at conferences/workshops, publications/submissions to professional journals, professional newsletter submissions)

Please identify any Professional Leadership activities you may have participated during this academic year: (ex: officer in IDS, committee member or officer in a professional organization, volunteering with a professional organization)

Please identify all Professional Counseling Organizations you currently belong to:

Assessment Rubric for the Counselor Education Masters' Program Annual Report-Auburn University

Student
Name:

Program:

- CMHC
- School Counseling
- REHB

Program year:

- 1
- 2
- 3
- 4

	Unsatisfactory	Developing	Target
Maintains 3.0 GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains appropriate matriculation through the program - meeting program and academic requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes appropriate sequencing of coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Academic Indicators

Dispositions

Dispositions reflect students' professional and academic dispositions related to preparation and practice in counseling. They are evaluated on a yearly basis.

Dispositions: Academic and Professional Behavior

	Unsatisfactory	Developing	Target	Exceeds Target
Appropriate Professional Dress	○○	○○	○○	○○
Attends to and completes academic and professional responsibilities in a timely manner	○○	○○	○○	○○
Appropriately uses technology (cell phones, computers)	○○	○○	○○	○○
Appropriate behavior in class	○○	○○	○○	○○
Academic and professional honesty	○○	○○	○○	○○
Demonstrates ethical behavior and practice	○○	○○	○○	○○

Protects confidentiality	○○	○○	○○	○○
Follows school and agency policies	○○	○○	○○	○○

Dispositions: Diversity and Respect for Others

	Unsatisfactory	Developing	Target	Exceeds Target
Demonstrates cultural awareness and sensitivity	○○	○○	○○	○○
Honors student and client differences	○○	○○	○○	○○
Is able to collaborate and work with peers	○○	○○	○○	○○
Establishes and maintains positive rapport with peers	○○	○○	○○	○○
Communication with peers is appropriate	○○	○○	○○	○○
Establishes and maintains positive rapport with faculty and other professionals	○○	○○	○○	○○

Communication with faculty and other professionals is appropriate	OO	OO	OO	OO
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Dispositions: Reflective Practice and Behavior

	Unsatisfactory	Developing	Target	Exceeds Target
Is receptive to feedback	OO	OO	OO	OO
Is able to reflect on performance	OO	OO	OO	OO
Demonstrates self-awareness	OO	OO	OO	OO
Able to integrate and apply feedback	OO	OO	OO	OO
Demonstrates ability to engage in professional development	OO	OO	OO	OO
Demonstrates ability to engage in academic development	OO	OO	OO	OO
Awareness of the impact of their behavior on others	OO	OO	OO	OO

Professional Competencies

These skills and knowledge competencies are based on CACREP 2016 standards. Competencies are developmental with the *goal of students demonstrating target evaluation in all competencies at the end of their program.*

Professional Skills and Knowledge Competency Areas

	Unsatisfactory	Developing	Target	Exceeds Target	Not Applicable
Demonstrates ability to engage in professional development	○○	○○	○○	○○	○○
Demonstrates ethical and legal behavior in the counseling process	○○	○○	○○	○○	○○
Knowledge of ethical and legal professional standards	○○	○○	○○	○○	○○
Demonstrates engagement in professional social justice and advocacy	○○	○○	○○	○○	○○

Knowledge of multicultural characteristics within diverse groups and multicultural counseling competencies	○○	○○	○○	○○	○○
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Demonstrates skills and competencies necessary to work with students, clients, and consumers within a diverse society.	○○	○○	○○	○○	○○
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Evaluation Scale:

Unsatisfactory: Student has not demonstrated any indicators of this evaluation area or has demonstrated knowledge, skills or dispositions that identify significant areas of concern related to professional development, required competencies, or ethical behavior.

Developing: Student has demonstrated some indicators of this evaluation area but has not demonstrated all aspects of the skills, knowledge or dispositions required of the evaluation area. *An inability to reach TARGET in any skill, knowledge or disposition area may result in remediation.*

Target: Student has demonstrated the required skills, knowledge or dispositions in this evaluation area.

Exceeds Expectations: Student exceeded target competencies in the required skills, knowledge or dispositions in this evaluation area.

Not Applicable: Student has not had the appropriate course work or opportunity to demonstrate the required skills, knowledge or dispositions in this evaluation area.

Comments:

Academic Advisor Signature:

Date:

Student Signature:

Date:

Participation in the Annual Review is a required component of the program and indicates matriculation through program requirements. Signing and returning the evaluation denoted engagement in this process. Students have the option to respond to their evaluation and are asked to refer to the Student Handbook and the Auburn University Graduate School Due Process policy relevant to this process.

The Assessment Index

Data from these assessment measures and processes as summarized annually in the ***CED Comprehensive Assessment Plan Report***. This is distributed to stakeholders through the program website.

Student Program Survey:

The *Graduate Student Program Survey* provides students with an opportunity to evaluate satisfaction with their programs, program administration, faculty, evaluation and overall program characteristics.

CED Annual Review of Students/CED Annual Review Rubric:

All students are evaluated annually. Students are required to submit the ***Student Annual Review Report*** to their advisors as part of this evaluation. This report addresses program matriculation, academic progress and student's engagement in advocacy, research, professional development and other program specific areas.

The areas reviewed are outlined for students in their Program Handbook. These areas are linked to CACREP foundation standards and specialty standards. At the Master's level this includes: Professional Orientation, Counseling, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. At the Doctoral level they include: Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy.

Students are evaluated using the ***Annual Review Rubric***. Students are provided results of this evaluation within two weeks of the evaluation meeting.

Dispositions:

Assessment of students' personal and professional dispositions are assessed during the Annual Review Process. Dispositions across these areas are assessed: Academic and Professional Behavior, Diversity and Respect for Others, and Reflective Practice and Behavior NCE –

National Counselor Exam:

This exam is taken by CMHC and School students during their final semester in the program. Administration occurs in the Spring semester through the AU Testing Center. Students' scores are reviewed as part of the assessment of program evaluation outcomes.

CRC - Certified Rehabilitation Counselor Exam:

This exam is taken by REHB students once they have completed 75% of required coursework. Usually, registration takes place in the fall, with the exam taking place in the spring semester. Students' scores are reviewed as part of the assessment of program evaluation outcomes.

Praxis Professional School Counselor Exam:

This exam is required of all students in the School Counseling program. This exam also meets program requirements for matriculation in the program as well as certification requirements for the Alabama State Department.

College of Education - Inventory of Candidate Proficiencies:

This survey is focused on assessing students' competencies and professional dispositions. It is completed at the completion of students' degree program. This includes the College of Education Dissertation Evaluation Rubric.

Auburn University Graduates Survey:

Auburn University conducts a survey of all students during the semester in which they are graduating. This survey focuses on student's evaluation of multiple aspects of their academic experience.

CED Advisory Committee:

Every two years the Counselor Education programs conduct a meeting of the *CED Advisory Committee*. The Advisory Committee consists of current student representatives, program alumni, current Site Supervisors, and community level stakeholders. The Advisory Committee provides feedback on the CED programs, training, quality of student preparation, and on identified professional development issues.

Alumni Survey:

Every two years all CED programs conduct a survey of alumni. This survey focuses on the assessment by alumni of their training, educational and counseling preparation, and overall assessment of the program. This also includes their recommendations for the program.

Supervisor/Employer Survey:

Every two years all CED programs conduct a survey of Site Supervisors and Employers of Alumni. This survey focuses on the evaluation of the program's graduates and the program preparation of counselors and counselor educators to engage in professional practice. This survey focuses on the assessment by alumni of their training, educational and counseling preparation, and overall assessment of the program. This also includes their recommendations for the program.

All Assessments corresponding to Practicum and Internship are described in the program-level *Professional Experiences Handbooks*.