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Recent Handbook revision: 2011; 2012; 2013
COUNSELOR EDUCATION PROGRAMS
DEPARTMENT OVERVIEW

GENERAL DEPARTMENT INFORMATION

The counselor education programs within the Department of Special Education, Rehabilitation and Counseling (SERC) were established in the College of Education at Auburn University in the 1960’s. Since that time, the department has grown to include a diverse faculty associated with programs at the doctoral, education specialist and master’s degree levels.

An important aspect of all Counselor Education (CED) programs is the linkage between theory and practice. Students are involved in training experiences that represent the diverse contexts in which counselors and educators are employed.

The primary orientation toward research in the programs is to engage in projects that will have immediate benefit to individuals and families and to the institutions and organizations that provide services to them. Projects are also designed to develop state-of-the-art training programs for counselors who serve clients living in an expanding world of cultural and demographic diversity. Research in the CED programs is pragmatic and frequently involves cooperative efforts with researchers and service providers from a variety of disciplines.

CED PROGRAMS MISSION STATEMENT

The Counselor Education programs offer high quality graduate education programs for counselors. Graduates will develop the tools to address developmental, emotional, psychological, social and environmental barriers to educational achievement and personal development. In this process students will engage in rigorous and challenging educational experiences in order to fashion their own unique contributions to society. The CED programs, and the SERC department, values teaching, research and outreach that contributes to the missions of the College of Education and Auburn University. Further, the department seeks to foster a culture in which individual creativity and scholarship is reinforced and nurtured.

A central foundation of the CED Program mission is to prepare counselors to work in an increasingly diverse society. This includes an emphasis on developing the skills, knowledge and awareness necessary to work with individuals from diverse backgrounds. This requires an awareness of and integration of principles of advocacy and social justice. Furthermore, the program emphasizes the integration of ethical and legal principles as well as the enhancement of technological competence.

DEGREES OFFERED

Counselor Education & Supervision
Ph.D./Ed.D

Clinical Mental Health Counseling
M.Ed./M.S.

School Counseling
M.Ed.
PURPOSE OF COUNSELOR EDUCATION MASTER’S PROGRAMS

The purpose of the master’s degree programs in counseling is to prepare students for entry-level professional positions as counselors in a variety of human service agencies such as public schools, community mental health centers, drug and alcohol treatment/counseling programs, and college counseling centers.

Objectives of the Program
The objectives of the 48-semester hour School Counseling Master’s and the 60-semester hour Clinical Mental Health Counseling Master’s programs are based on societal counseling needs, human developmental needs, and ethical considerations in today’s multicultural society.

Students will:
1. develop and demonstrate an identity as a professional counselor,
2. demonstrate an understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants;
3. demonstrate an understanding of and compliance with codes of ethics of the counseling profession;
4. demonstrate ability to use technology to enhance services delivered to clients/students;
5. demonstrate an understanding of and skills to work with and advocate for diverse client/student populations;
6. demonstrate an understanding and practical application of theories of individual and group counseling and human development; demonstrate ability to facilitate growth, development, success, and health with clients/students in individual and group settings;
7. demonstrate an understanding of approaches to research, assessment, and evaluation and use of data to meet the needs of clients, students, and/or communities;
8. demonstrate an understanding of career development theories and an ability to facilitate client/student career decision making and/or opportunities.

MASTERS PROGRAMS

CACREP accredited Master’s degrees in counseling are offered in School counseling (CPS) and Clinical Mental Health Counseling (CMH).

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits the master’s degree programs in School Counseling and Clinical Mental Health Counseling. The master’s degree program in School Counseling is also 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). The Rehabilitation Counseling program is accredited by the Council on Rehabilitation Education (CORE).

GRADUATION REQUIREMENTS

1. Satisfactory performance in academic, clinical, and interpersonal/intrapersonal areas as determined through grades, supervisor and faculty evaluations.
2. Successfully complete the practicum and internship experiences including the completion of the CED Master’s Field Experience Binder for your program.
3. School counselors must also pass the basic skills assessment of the Alabama
Educator Certification Testing Program (AECTP); Praxis II test 0421 Professional School Counselor; and the National Counseling Examination for Licensure and Certification

FACULTY

The faculty of the Department of Special Education, Rehabilitation and Counseling represent the disciplines of special education, rehabilitation, counselor education, counseling psychology, and school psychology. Information regarding faculty research interests and areas of expertise can be found at: http://www.education.auburn.edu/academic_departments/serc/facultystaff/index.html

POLICIES AND PROCEDURES

GENERAL INFORMATION

Several of the policies and procedures, presented in this handbook, are available in more detail on the Auburn University Website and can be found at https://sites.auburn.edu/admin/universitypolicies/default.aspx.

ADMISSIONS

International students, who are admitted into the School Counseling and/or Clinical Mental Health Counseling Programs, must have a TOEFL score that meets or exceeds the required score identified by the Auburn University Graduate School. Previous academic record, personal characteristics relevant to success in counselor education, and congruence between professional goals and programs offered in the Department are also considered. Personal interviews may be scheduled. Applicants who accept an offer of admission and enroll will receive an informed consent agreement in regards to the master’s program policies, procedures and requirements stated in the masters’ program handbook. A signed copy of the agreement will be retained in the students file and a copy provided to the student.

STUDENT INTERVIEWS

After a thorough review of potential student applications, faculty may invite applicants to participate in an on-campus interview. Applicants, who are invited to the interview, may expect to meet with Counselor Education and Development (CED) faculty, currently enrolled students and other applicants. Applicants may be asked to discuss their previous educational and work experiences, reasons for wanting to work in the helping profession and expectations of the masters programs.

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 multicultural counseling (awareness, knowledge, and skills) and diversity throughout the curriculum and syllabi are reviewed routinely to ensure that this commitment is being met.
NEW STUDENT ORIENTATION

During the fall semester of each academic year, an orientation for new students is held. The aim of the orientation is to provide an overview of the programs and relevant policies and procedures. In addition, an opportunity is provided for new students to meet faculty and other students within and outside of their respective program areas.

ADVICEMENT

In the acceptance letter from the Graduate School, students are notified who their GPO Representative is. Students will also be notified who their assigned advisor is via email or phone correspondence. Students may contact their advisors prior to registration for each semester. 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 http://www.auburn.edu/administration/degree_works/.

OTHER HELPFUL INFORMATION FOR GRADUATE STUDENTS

GRADUATE SCHOOL POLICIES AND REQUIREMENTS

See the website: http://www.grad.auburn.edu/

FINANCIAL ASSISTANCE

See the website: http://www.grad.auburn.edu/ps/aid.html 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.

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: http://www.education.auburn.edu/files/dept_serc/serc_assistantship.doc

HOUSING AND RESIDENCE LIFE

Graduate resident advisor (known as “Hall Director”) positions are usually available each year in the Housing and Residence Life. Application may be made by contacting, Director, Housing and Residence Life Office, 212 Burton Hall, Auburn University, AL 36849 (844-4580).

COMPUTER ACCESS AND USE

http://www.auburn.edu/oit/

As soon as you register for classes, an AU OIT computing global user ID is created for you. This gives you access to free e-mail and a number of other computing resources (See Getting Started: Student Access to Computing Resources for details on activating your computer user ID.) Your e-mail address on the Exchange server is: userID@tigermail.auburn.edu.

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) at 844-4944, or through the web or e-mail as per the addresses given above. *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.*

**THE OFFICE OF ACCESSIBILITY**

Support services for students with disabilities are provided by the Office of Accessibility. Current information can be obtained by contacting the office located at 1228 Haley Center, Auburn University, (334) 844-2096, Fax (334) 844-2099, or visit their website at: [https://fp.auburn.edu/disability/](https://fp.auburn.edu/disability/)

**TECHNOLOGY WORKSHOPS ON CAMPUS**

Workshops are offered on campus through the Instructional Media Group (IMG). The IMG provides support and information regarding instructional technology and multimedia for Auburn University faculty. Graduate students are also given access to the workshops offered quarterly. IMG is a subgroup of the Auburn University Division of Telecommunications and Educational Television. The IMG office is located at 0015 Haley Center. More information about the workshops can be found at: [http://www.auburn.edu/img/](http://www.auburn.edu/img/).

**STUDENT EVALUATION OF PROGRAM**

All currently enrolled students are asked to complete an online survey each spring of their enrollment. The survey is intended to assist faculty in their program evaluation efforts.

Graduates are contacted, on a three-year cycle, to solicit their opinions about the program, faculty, department, and clinical experiences. Additionally, students have an opportunity to evaluate individual courses and instructors throughout their enrollment.

**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**

**LICENSED PROFESSIONAL COUNSELOR**

Each state licensing professional counselors has a statute (law) 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 program automatically meet the educational requirements for licensure in the State of Alabama. Additionally, applicants are required to have 3,000 hours of counseling experience supervised by a Certified Counseling Supervisor. The Alabama Board of Examiners in Counseling (ABEC) requires prior approval of the plan for meeting this requirement. Once the plan has been approved, the applicant must pay for and receive a certificate from the 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 web site: [http://www.abec.alabama.gov/](http://www.abec.alabama.gov/)

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 Auburn University as part of our special arrangement with NBCC as a site for CACREP accredited programs (see below). Or, applicants may apply to take the exam in a special administration coordinated by the ABEC.

**CERTIFICATION**

**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, he/she qualifies as a Nationally Certified Counselor (NCC). More information about the benefits of this certification can be found on the NBCC web site: [http://www.nbcc.org/](http://www.nbcc.org/).

**SCHOOL COUNSELOR CERTIFICATION**

In order 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, and who meet all graduation requirements including passing scores on the basic skills assessment of the Alabama Educator Certification Testing Program (AECTP), Praxis II test 0421 Professional School Counselor, and 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.
CURRENT CONTACT INFORMATION

Students will be contacted on a regular basis, particularly as they approach graduation and after they leave, to obtain current address information to allow the department to maintain contact for accreditation and program improvement activities.

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/universitypolicies/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.

PROFESSIONAL ORGANIZATIONS

Students are encouraged to join and become involved in state and national professional associations such as the American Counseling Association, the Alabama Counseling Association, and the divisions closely aligned with their specialty area, such as the American School Counselor Association ASCA or the American Mental Health Counselor Association AMHCA. Information about these associations is provided to students as part of COUN 7400 - Orientation to the Profession of Counseling. Information can be obtained about these organizations on-line at http://www.counseling.org

Further involvement may occur through 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.

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

COUNSELING LAB POLICIES AND PROCEDURES

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

1. Classroom (1126 and 1220 Haley Center): These rooms contain the videotaping 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 viewed videotaped materials. In addition, practicum group supervision is held in this room. This room also has smart classroom technology.

2. Observation/Editing Room (1124 Haley Center): 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.

3. Individual Rooms (1124 Haley Center): These two rooms allow for the supervision or digital recording of individual sessions.

II. Scheduling and Use of the Lab

1. A scheduling book for the lab is in the Department of Special Education, Rehabilitation and Counseling office (Haley 2084).

2. Please remember to schedule only for the actual space you will be using.

3. Access to the lab is managed through student and faculty ID card.

4. 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.

5. The observation room is not available for reservation.

6. Students using the lab for counseling or supervision need to ensure client/supervisee confidentiality.

III. Lab Maintenance

1. Use of lab facilities by students is limited to class purposes or requirements.

2. Lab facilities are to be maintained and kept clean.

3. 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.

4. 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.

Changing Advisors

Students wishing to change advisors should follow the guidelines outlined in the Graduate Bulletin.
Transferring within CED Program Areas

Enrolled students who are interested in transferring within the Counselor Education Development masters program areas (e.g., moving from CMH to CPS or CPS to CMH) 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 in order to begin taking specialty courses that next semester.

For CPS students interested in transferring to the CMH program:
- Meet with primary advisor;
- Submit the Graduate School application http://www.grad.auburn.edu/ (this fee will be waived if you call the graduate school at 334.844.4700);
- Submit CMH supplemental application for CED program faculty to review https://auburn.qualtrics.com/SE/?SID=SV_aaw4JDUr2Ydhzj6;
- Submit official or unofficial college transcripts – please send to evansna@auburn.edu;
- Await CED committee decision of approval to transfer.

For CMH students interested in transferring to the CPS program:
- Meet with primary advisor;
- Submit the Graduate School application http://www.grad.auburn.edu/ (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 https://auburn.qualtrics.com/SE/?SID=SV_aaw4JDUr2Ydhzj6;
- Pass the Alabama Fingerprint/Background check www.cogentid.com/AL; (bring a copy of the results to Haley 2084)
- Successfully pass The Basic Skills Test (bring a copy of the results to Haley 2084); http://www.education.auburn.edu/edustudents/teacher_edu_info/state_testing.html;
- Submit official or unofficial college transcripts – please send to evansna@auburn.edu;
- Await CED committee decision of approval to transfer.

Changing 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 masters degree must adhere to the admissions policies as advertised on the program webpage. The deadline for admissions applications are due February 1. If accepted, transferring students can only begin pursuing their masters degree in the fall of that following year when all new students begin their academic program.
Evaluation and Retention Policies and Procedures

COUNSELOR EDUCATION
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 environment.

The Counselor Education programs are also committed to the students’ engagement in the evaluation process. 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, personal, interpersonal, and professional competencies appropriate 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 and 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) and appropriate specialty areas. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers and faculty.

3. 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 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.

4. I understand I will be formally reviewed 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. The Counselor Education Master’s and Doctoral Degree handbooks provided specific information about this review process and the role of faculty and students.

5. I understand that there are specific requirements for graduation (specific exams) that require an application fee and registration form (e.g., the CPCE, the Alabama Prospective Teacher Testing Program (APTPP), Praxis II test #0420, School Guidance and Counseling.). Students also have an opportunity to take the National Counselor Examination (NCE) while enrolled. This examination is voluntary for community but required for school counseling students to be eligible for state certification.

6. I understand that work products developed in this program may be viewed by external agencies (e.g., CACREP, NCATE, SACS) to assess program quality.
7. I understand that practicum and internship require the application of knowledge, skills, and attitudes that are developed in academic courses. These competencies are also reflected in the successful completion of the Masters Field Experience Portfolio. Students are also expected to consistently demonstrate respect for individual differences and attention to the diverse needs of clients in a pluralistic society.

8. I understand that I will not be licensed as a counselor upon completion of this program, and that my licensure application will be submitted independently to the specific licensing board for the state that I am applying to. It will be my responsibility to be fully informed of the licensure requirements in the state for which I intend to practice.

9. 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.

10. 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.

11. I understand that email is the official Auburn University communication method for students. The Special Education, Rehabilitation and Counseling Department email to provide 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.

12. Students should be aware that under FERPA policies that 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. Departmental policies limit the amount of time documentation related to practicum and internship is maintained (10 yrs.).

My signature on this document indicates that I have received and reviewed this document.

____________________________________   __________________
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.

Created 2/15/07; Revised 6/5/09, Revised 7/5/2011, 3/31/2012, 8/12/2012
Goals of the Comprehensive Evaluation System for the Counselor Education Master’s Programs

Rationale: One of the ethical responsibilities delegated to counselor educators is described below (ACA, 2014) [http://www.counseling.org/Resources/aca-code-of-ethics.pdf](http://www.counseling.org/Resources/aca-code-of-ethics.pdf).

F.9.a. Evaluation of Students: Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

F.9.b. Limitations: Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:

- 1. assist students in securing remedial assistance when needed,
- 2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
- 3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

Procedure

The following guidelines are proposed in order to assist both faculty and students in responding to this responsibility by systematically monitoring and evaluating the progress of all students enrolled in counselor education programs in the Department of Special Education, Rehabilitation and Counseling at Auburn University. All incoming students will be presented with a student handbook that includes all aspects of this comprehensive evaluation system.

The purpose of the Comprehensive Evaluation System is to ensure that students have attained the competencies and demonstrated the abilities specified for program graduates by the faculty of the Counselor Education program. Those abilities and competencies are specified in the CMH and CPS program objectives. Additionally, data obtained through systematic review of students’ progress (annual evaluations) will be used to determine changes that might strengthen the counselor education program.

Elements of the Comprehensive Evaluation System are as follows:

1. Satisfactory performance in academic, clinical, and interpersonal/intrapersonal areas as determined through grades, supervisor, and faculty evaluations.
2. Annual evaluations by program faculty, the student’s advisor, and committee.
3. Performance evaluations of practica by on-site and university supervisors.
4. Performance evaluations of internship by on-site and university supervisors.
5. Successful completion of all elements and competencies demonstrated in the [Masters Field Experience Binder](http://www.counseling.org/Resources/aca-code-of-ethics.pdf).
6. Successful completion and a passing score on the Counselor Preparation Comprehensive Exam (CPCE).
7. **School counselors** must also pass the basic skills assessment of the Alabama Educator Certification Testing Program (AECTP); Praxis II test #0421, Professional School Counselor test; and, the National Counseling Examination for Licensure and Certification.

**COMPREHENSIVE WRITTEN EXAM**

The Counselor Preparation Comprehensive Examination (CPCE) is offered as the written component of the Comprehensive Examination. The CPCE is a standardized exam to assess graduate counseling students’ knowledge of counseling information. The CPCE covers the eight common-core areas as defined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) in its’ Standards for Preparation.

The purpose of the CPCE is to assess counseling students’ knowledge of information viewed as important by counselor preparation programs. Students request and pay for the exam in the semester prior to proposed graduation. An announcement about this application will be made through email. For more information see the Center for Credentialing and Education (CCE) website: [http://www.cce-global.org](http://www.cce-global.org). Students must participate in the CPCE test administration at Auburn University and may only be excused in cases of emergency.

**NOTE:** The CPCE Examination will be offered at the beginning of the fall semester at Auburn University. All CPS and CMHC students planning to graduate that May or August must participate in the examination. If a student does not receive a passing score on the CPCE examination, they must schedule an appointment with their advisor to discuss the failing score. When possible, the COUN Program will offer another test administration in the spring semester for students who did not successfully pass the first administration. If a student fails the CPCE twice, their academic committee must meet to discuss remediation.

**CPCE POLICY**

The Counselor Education faculty, have determined that in order to obtain a passing score a student’s score must not fall below 1 standard deviation below the national mean of the most recent norms for the examination.

The following policies apply with respect to the CPCE and program completion:

1. The passing score for the CPCE must be greater than 1 standard deviation below the national mean of the most recent norms for the examination (this information is made available each year after the test is administered).
2. A student who does not obtain a passing score on the CPCE must meet with his/her advisor to obtain CPCE contact information and to identify other testing locations.
3. In the case of a retake, students **must** have their CPCE scores sent by CCE to the CPCE Coordinator at Auburn University.
4. If a student does not pass on the CPCE retake, it is their responsibility to continue identifying testing sites and participating in the CPCE examination until they obtain a passing score.

**Students needing to miss the exam must schedule a retest independently through the National Board for Certified Counselors** [http://nbcc.org/](http://nbcc.org/)
Masters Field Experience Binder

As part of course work and successful completion of COUN 7350 – Introduction to Counseling Practice, COUN 7910 – Practicum students will be required to complete a Masters Field Experience Binder. This binder will hold originals of all required documentation related to Practicum including: 1) Information Sheet, 2) Practicum Agreement Form, 3) Practicum Log, 4) Site-Supervisor, Self and University Mid-Term and Final Evaluations, 5) Counseling Outcomes, 6) Progress Notes for every individual and group session, 7) Session Summaries for every recorded counseling session, 8) Treatment Plans, 9) Informed Consent Forms for every client, and 10) Completed Intake Forms (when appropriate). Ultimately, students are asked to demonstrate competency in assessment, planning, implementation, and evaluation of the counseling process and their development.

ELECTRONIC EVALUATIVE RECORDS

School Counseling and Clinical Mental Health Counseling students are required to use electronic software to upload and store content related to their clinical coursework. Primarily for classes COUN 7350 – Introduction to Counseling Practice, COUN 7910 – Practicum and COUN 7920 – Internship, students are expected to maintain their individual electronic records throughout their academic matriculation. This electronic software will be used to maintain the student’s clinical evaluations.

ANNUAL REVIEW OF STUDENT PROGRESS

All students will be routinely evaluated in a specially designed departmental faculty meeting during the spring semester of each year. This process will involve the evaluation of student’s academic, clinical, and intrapersonal/interpersonal functioning. In preparation for this annual review of students CPS and CMH students will submit the Annual Review Data form to advisors.

If needed student reviews or issues will be addressed during other points in the academic year. All CED faculty meetings have a student agenda item and meetings can be called by program faculty for the purpose of reviewing student concerns.

Results of this evaluation are provided to all students, in writing, within two weeks of the evaluation meeting. Notification will include the counselor education faculty’s evaluation of the student’s progress in the three areas of functioning.

The following information describes the 3 areas of behaviors associated with student achievement and deficits under review in all Counselor Education Programs.

Consideration may be given to other criteria and circumstances should they arise.

Academic: Maintain 3.0 GPA and a B or above in COUN 7350 Introduction to Counseling Practice; complete program in timely manner in compliance with all program, graduate school requirements, and university policies and procedures; take appropriate sequencing of coursework; progress in thesis/dissertation; demonstrate creative problem solving, critical thinking and intellectual flexibility; progress in career role by developing an area of specialization and practice; professional affiliation (examples of problem behaviors; include-failure to maintain academic standards, academic dishonesty).
Clinical: Integrates theory and research to guide clinical practice; progress in ability to work with clients including: assessment, conceptualization, selection, implementation and evaluation of counseling interventions; progress in change agent skills; integrate multicultural awareness, knowledge and skills into professional interactions; establish professional interactions with clients and supervisors; maintain professional ethics (examples of problem behaviors include: unsatisfactory performance in counseling practice courses, failure to maintain security of assessment instruments, exploitive relationship with client; not recognizing limits of competence or working outside boundaries of competence and/or holding oneself out to be a professional, not a counselor-in-training).

Intrapersonal and Interpersonal Functioning: Aware of and manages emotions and behavior in a way that facilitates interpersonal interactions; sensitivity to issues of diversity and respect for individual differences (examples of problem behaviors include-behaviors that obstruct the training process and/or threaten the welfare of the student or others e.g., active substance abuse; failure to keep academic commitments).

Student Remediation, Retention and Evaluation Process

If inadequacies are identified, procedures described in the Auburn University Due Process for Graduate Students (Auburn University Policies webpage at https://sites.auburn.edu/admin/universitypolicies/default.aspx) will be followed by the student’s advisor and/or the student’s full program committee. This process is developmental with the goal being remediation of problem when possible.

If a student’s progress in the program is deemed unsatisfactory, the student will be notified in writing of the evaluation committee’s concerns. The student will be asked to contact their advisor to discuss these concerns. The advisor and the student will develop a plan of remediation. If that remediation plan does not achieve the desired results, the advisory committee may recommend the following step(s).

The student’s advisory committee prepares a statement of grievances (outlining problems or inadequacies), and in a meeting with the student, discusses these grievances and suggests the steps necessary for remediation. The statement of grievances must have the unanimous support of all members of a student’s advisory committee. The remediation plan must include, but is not limited to, the following:

1. specific measures to be taken;
2. time line for completing the plan;
3. the means for determining whether the measures taken have resulted in remediation;
4. the consequences to the student if there is a failure to remedy the problem within the specified time line, which includes being dropped from the Graduate School;
5. notification of the student’s rights in this process.

A copy of the grievances, the plan for remediation, and a summary of the committee meeting will be given to the student, department head, and when appropriate the academic dean, and the dean of the graduate school.

If the student’s committee, at the end of the designated time line, determines that the remediation efforts have been successful all of the individuals listed above will be notified by letter of that determination.
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 will make a recommendation based on input from the student and the student’s committee.

If the recommendation is made to drop 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.

The graduate school dean will give the student an opportunity to respond, and will then make a decision regarding the committee recommendation.

If the final decision is to drop the student from the graduate school, the student’s advisory committee will be responsible for facilitating this transition for the student.
SPECIFIC PROGRAM INFORMATION

CLINICAL MENTAL HEALTH COUNSELING (CMH)

MISSION

The mission of the Clinical Mental Health Counseling (CMH) program is the preparation of counselors to work within community based mental health settings. This program adheres to a model of community based counseling defined by a “helping framework of intervention strategies and services that promote the personal development and well being of individuals and communities” (Lewis, Lewis, Daniels, & D’Andrea, 1998, p. 5). This framework incorporates a view of mental health within learning systems and focuses on training counselors, educators, and prevention specialists to work within these systems.

The program draws upon the theories of cognitive-behavioral, existential, and humanistic counseling. These theories are incorporated into a model that stresses the need to work with persons on individual development and their level of functioning with multiple community systems. There is also an understanding that the communities in which they live influence individuals and these communities are, in turn, influenced by the individual. Based on this rationale the model also emphasizes the importance of multicultural theories and training to prepare counselors to work in a diverse society.

**Clinical Mental Health Counseling preparation program objectives are based on the CACREP 2009 standards.**

FOUNDATIONS

Knowledge.

1. Understands the history, philosophy, and trends in clinical mental health counseling (COUN7410: Clinical Mental Health Counseling Orientation).

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (COUN7410: Clinical Mental Health Counseling Orientation; COUN7810: Consultation Theory and Practice, COUN 7510 Advanced Clinical Mental Health Interventions)

3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (COUN7410: Clinical Mental Health Counseling Orientation; COUN7910: Community/Agency Counseling Practicum; COUN7920:Internship)

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.(COUN7410: Clinical Mental Health Counseling Orientation)

5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (COUN7320: Counseling Theories; COUN7810: Consultation Theory and Practice)
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. (COUN7250: Advanced Assessment and Diagnosis; COUN7500: Crisis Intervention; COUN7510: Advanced Clinical Mental Health Interventions)

7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems). (COUN7410: Clinical Mental Health Counseling Orientation; COUN7910 Practicum – Clinical Mental Health Counseling; COUN7920: Internship)

8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability. (COUN7410: Clinical Mental Health Counseling Orientation; COUN7910: Practicum – CMHC; COUN7920: Internship)

9. Understands the impact of crises, disasters, and other trauma-causing events on people. (COUN7500: Crisis Intervention)

10. Understands the operation of an emergency management system within clinical mental health agencies and in the community. (COUN7500: Crisis Intervention)

Skills and Practices.

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. (COUN7350: Introduction to Counseling Practice; COUN7410 Clinical Mental Health Counseling Orientation; COUN7910: CMHC Practicum; COUN7920: Internship)

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling. (COUN7410: Clinical Mental Health Counseling Orientation)

COUNSELING, PREVENTION, AND INTERVENTION

Knowledge.

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (COUN7350: Introduction to Counseling Practice; COUN7320: Counseling Theories; COUN7410: Clinical Mental Health Counseling Orientation; COUN7910: CMHC Practicum; COUN7920: Internship)

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. (COUN7250: Advanced Assessment and Diagnosis)

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). (COUN7410: Clinical Mental Health Counseling Orientation; COUN7340: Group Counseling)
4. Knows the disease concept and etiology of addiction and co-occurring disorders (COUN7250: Advanced Assessment and Diagnosis)

5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. (COUN7410: Clinical Mental Health Counseling Orientation; COUN7910: CMHC Practicum; COUN7920: Internship)

6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. (COUN7500: Crisis Intervention; COUN7510: Advanced Clinical Mental Health Counseling)

7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (COUN7350: Introduction to the Counseling Practice; COUN7910: Clinical Mental Health Counseling Orientation; COUN7920: Internship)

8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. (COUN7410: Clinical Mental Health Counseling Orientation)

9. Understands professional issues relevant to the practice of clinical mental health counseling. (COUN7410: Clinical Mental Health Counseling Orientation; COUN7910: CMHC Practicum; COUN7920: Internship)

Skills and Practices.

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (COUN7350: Introduction to Counseling Practice; COUN7250: Advanced Assessment and Diagnosis)

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (COUN7350: Introduction to Counseling Practice; COUN7250: Advanced Assessment and Diagnosis; COUN7330: Counseling Diverse Populations; COUN7410: Clinical Mental Health Counseling Orientation; COUN7910: CMHC Practicum)


4. Applies effective strategies to promote client understanding of and access to a variety of community resources. (COUN7410: Clinical Mental Health Counseling Orientation; COUN7910: CMHC Practicum; COUN7920: Internship)

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (COUN7330: Counseling Diverse Population; COUN7350: Introduction to Counseling Practice; COUN7340: Group Counseling; COUN7910: Clinical Mental Health Counseling Orientation; COUN7920: Internship)
6. Demonstrates the ability to use procedures for assessing and managing suicide risk. (COUN7500:Crisis Intervention; COUN7510:Advanced Clinical Mental Health Interventions)

7. Applies current record-keeping standards related to clinical mental health counseling. (COUN7910: CMHC Practicum; COUN7920:Internship)

8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (COUN7500:Crisis Intervention; COUN7510:Advanced Clinical Mental Health Interventions)

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (COUN7350:Introduction to Counseling Practice; COUN7410: Clinical Mental Health Counseling Orientation; COUN7910:CMHC Practicum; COUN7920:Internship)

DIVERSITY AND ADVOCACY

Knowledge.

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (COUN7330-Counseling Diverse Populations; COUN7410: Clinical Mental Health Counseling Orientation; COUN7910:CMHC Counseling Practicum; COUN7920:Internship)

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. (COUN7330-Counseling Diverse Populations)

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (COUN7330-Counseling Diverse Populations; COUN7320:Counseling Theories; COUN7510:Advanced Clinical Mental Health Counseling Interventions; COUN8620:Advanced Theories: Cognitive Behavioral)

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (COUN7410: Clinical Mental Health Counseling Orientation; COUN7330:Counseling Diverse Populations)

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare. (COUN7330:Counseling Diverse Populations)

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. (COUN7330:Counseling Diverse Populations; COUN7410: Clinical Mental Health Counseling Orientation)
Skills and Practices.

1. Maintains information regarding community resources to make appropriate referrals. (COUN7330-Counseling Diverse Populations; COUN7410: Clinical Mental Health Counseling Orientation; COUN7910: CMHC Practicum; COUN7920:Internship)

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. (COUN7330-Counseling Diverse Populations; COUN7410: Clinical Mental Health Counseling Orientation; COUN7910:CMHC Practicum; COUN7920:Internship)

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (COUN7330-Counseling Diverse Populations; COUN7320:Counseling Theories; COUN7510:Advanced Clinical Mental Health Counseling Interventions; COUN8620:Advanced Theories: Cognitive Behavioral; COUN7910:CMHC Practicum; COUN7920:Internship)

ASSESSMENT

Knowledge.

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. (COUN7310:Counseling Applications of Lifespan Development; COUN7350:Introduction to the Practice of Counseling; COUN7250:Advanced Assessment and Diagnosis; COUN7910:CMHC Practicum)

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. (COUN7200:Introduction to Measurement and Assessment; COUN7250:Advanced Assessment and Diagnosis; COUN7230:Career Development and Vocational Appraisal; COUN7910:CMHC Practicum; COUN7920:Internship)

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. (COUN7250:Advanced Assessment and Diagnosis; COUN7500:Crisis Intervention; COUN7510:Advanced Clinical Mental Health Counseling Interventions)

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions. (COUN7250:Advanced Assessment and Diagnosis; COUN7500:Crisis Intervention; COUN7510:Advanced Clinical Mental Health Counseling Interventions)
Skills and Practices.

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (COUN7250: Advanced Assessment and Diagnosis; COUN7200: Introduction to Measurement and Assessment; ERMA7200: Basic Methods in Education Research; COUN7910: CMHC Practicum; COUN7920: Internship)

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (COUN7410: Clinical Mental Health Counseling Orientation; COUN7250: Advanced Assessment and Diagnosis; COUN7910: CMHC Practicum; COUN7920: Internship)

3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (COUN7510: Advanced Clinical Mental Health Counseling Interventions; COUN7500: Crisis Intervention; COUN8620: Advanced Theories: Cognitive/Behavioral; COUN7910: CMHC Practicum; COUN7920: Internship)

4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. (COUN7510: Advanced Clinical Mental Health Counseling Interventions; COUN7500: Crisis Intervention; COUN7910: CMHC Practicum; COUN7920: Internship)

RESEARCH AND EVALUATION

Knowledge.


2. Knows models of program evaluation for clinical mental health programs. (COUN7410: Clinical Mental Health Counseling Orientation)


Skills and Practices.


3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (COUN7410: Clinical Mental Health Counseling Orientation; COUN7510: Advanced Clinical Mental Health Counseling Interventions; COUN8620: Advanced Theories: Cognitive Behavioral; COUN7910: CMHC Practicum; COUN7920: Internship)

**DIAGNOSIS**

**Knowledge.**

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). (COUN7250: Advanced Assessment and Diagnosis)

2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. (COUN7250: Advanced Assessment and Diagnosis)


4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations. (COUN7250: Advanced Assessment and Diagnosis; COUN7200: Introduction to Measurement and Assessment; COUN7330: Counseling Diverse Populations)

5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event. (COUN7500-Crisis Intervention)

**Skills and Practices.**

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (COUN7250: Advanced Assessment and Diagnosis; COUN7910: CMHC Practicum; COUN7920: Internship)

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (COUN7810: Consultation Theory and Practice; COUN7250: Advanced Assessment and Diagnosis; COUN7910: CMHC Practicum; COUN7920: Internship)
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (COUN7250: Advanced Assessment and Diagnosis; COUN7500: Crisis Intervention)

As a result of completing the Clinical Mental Health Counseling Program, graduates will be qualified to:

1) Work in a variety of clinical settings including, but not limited to, hospitals, outpatient centers, residential treatment facilities, career counseling centers, mental health agencies and non-profit organizations.

2) Provide individual and group counseling to diverse client populations.

3) Apply for counseling licensure in all fifty states.

4) Utilize basic counseling theory and interventions with clients.
The program is comprised of a minimum of 2 years of approved graduate study. Approximately 60 semester hours are involved. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the curriculum.

I. FOUNDATION AREAS

**Human Growth and Development (6)**
COUN 7310 Counseling Application of Lifespan Development (3 cr.)

**Social and Cultural Diversity (3)**
COUN 7330 Counseling Diverse Populations (3 cr.)

**Helping Relationships (6)**
COUN 7320 Counseling Theories (3 cr.)
COUN 7350 Introduction to Counseling Practice

**Groups (3)**
COUN 7340 Group Counseling (3 cr.)

**Career Development (3)**
COUN 7230 Career Development and Vocational Appraisal (3 cr.)

**Assessment (6)**
COUN 7200 Introduction to Measurement and Assessment (3 cr.)
COUN 7250 Advanced Assessment and Diagnosis in Counseling (3 cr.)

**Research and Program Evaluation (3)**
ERMA 7200 Basic Methods in Educational Research (3 cr.)

**Professional Orientation (3)**
COUN 7400 Orientation to the Profession of Counseling (3 cr.)

II. CLINICAL MENTAL HEALTH COUNSELING SPECIALTY AREA (15)

COUN 7510 Advanced Clinical Mental Health Counseling Interventions (3 cr.)
COUN 7410 Orientation to Clinical Mental Health Counseling (3 cr.)
COUN 8620 Adv. Theories: Cog/Behavioral (3 cr.)
COUN 7500 Crisis Intervention (3 cr.)
COUN 7810 Consultation Theory and Practice (3 cr.)
COUN 7970 Special Topics: Mental Health Addictions Counseling

III. PROFESSIONAL PRACTICE (12)

COUN 7910 100 Clinical Mental Health Counseling Practicum (3 cr.)
COUN 7920 200 Clinical Mental Health Counseling Internship (9 cr.)
NOTES

1. The two-degree options are offered by the Department for the master’s degree programs in the Clinical Mental Health Counseling area of specialization. Both the Master of Education and Master of Science degree programs on the average consist of 60 semester hours of study (a minimum of five semesters to complete) and are individually designed according to the (aforementioned) Program of Study worksheet. The programs include required supervised counseling experiences in a counseling practicum and internship, in which students are placed in settings comparable with their professional interest and objectives. Those students pursuing the Masters of Science degree are required to complete a thesis (COUN 7990 Research and Thesis). Additional course work may be required based upon the type of thesis research the student proposes to conduct. The thesis and additional credit hours of study may extend a degree program beyond the minimum of five semesters. The thesis is directed by the students’ academic advisor and advisory committee. Students should select the Master of Science degree program option no later than the end of the student’s second semester of study.

2. A formal Plan of Study must be submitted by the student and the student’s faculty advisory committee to the Graduate School no later than the end of the student’s second semester of study. http://grad.auburn.edu/degree_works.html.
### Preferred Course Sequence for Clinical Mental Health Counseling Students

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<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>COUN 7320: Counseling Theories</td>
<td>COUN 7250: Advanced Assessment and Diagnosis</td>
<td>COUN 7200: Introduction to Measurement and Assessment</td>
</tr>
<tr>
<td>COUN 7330: Counseling Diverse Populations</td>
<td>COUN 7340: Group Counseling</td>
<td>COUN 7230: Career Development and Vocational Appraisal</td>
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<tr>
<td>COUN 7400: Orientation to the Profession of Counseling</td>
<td>COUN 7350: Introduction to Counseling Practice</td>
<td>COUN 7310: Counseling Applications of Lifespan Development</td>
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<tr>
<td>Fall</td>
<td>Spring</td>
<td>*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 for 20 hrs. per week with approval from program faculty.</td>
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<tr>
<td>COUN 7500: Crisis Intervention</td>
<td>COUN 7240: Counseling Children and Adolescents</td>
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<tr>
<td>COUN 7510 Advanced Clinical Mental Health Counseling Interventions</td>
<td>COUN 7920 (200): Internship*</td>
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<tr>
<td>COUN 7910: Clinical Mental Health Counseling Practicum</td>
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<tr>
<td>COUN 7970: Special Topics: Mental Health Addictions Counseling</td>
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Meet with Faculty Advisor prior to enrollment for first semester. (It is strongly recommended that students contact their advisors every semester before registration.)

Meet with Advisor to discuss committee membership. Plans of study should be completed by the end of the student’s second semester of enrollment.

Application for Practicum and Internship. Applications for graduate practicum (COUN 7910) and internship (COUN 7920) must be completed and submitted to the Program Coordinator of Clinical Mental Health counseling during Spring semester before starting a Fall practicum. Students can meet with their advisors to discuss sites.

Announcements about application deadlines will be provided and will coincide with registration dates. The applications will be distributed to students electronically by the CMHC program coordinator.

Practicum consists of a minimum 100 clock hours and internship consists of 600 clock hours; both in approved mental health settings. It is recommended that students complete both experiences at the same setting. Students choosing to change settings after practicum must request a change by notifying their University Supervisor and Academic Advisor.

Complete the Counselor Preparation Comprehensive Examination (CPCE) The department, in the fall semester, will schedule the comprehensive written exam. Announcements about applying for this exam will be sent via email. Auburn University’s Counselor Education program may offer this exam once a year. Students needing to take the exam or make-up a missed exam date must do that independently through the National Board for Certified Counselors http://nbcc.org/

Complete all required documentation for the Masters Field Experience Binder. This binder contains required materials to demonstrate your competency in skill and practice based counseling courses and your evaluations across these course experiences.

Application for Graduation. Students must notify 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. Review guidelines in the AUBulletin.
SCHOOL COUNSELING (CPS)

MISSION

The mission of the School Counseling program is to prepare educational specialists (school counselors) who promote the academic, career, and personal/social development of school-aged youth in the context of a comprehensive developmental school counseling program. Further, our goal is to prepare ethical, culturally competent school counselors who address individual and systemic barriers to educational achievement and personal development.

**School Counseling preparation program objectives are based on the CACREP 2009 standards.**

FOUNDATIONS

Knowledge.

1. Knows history, philosophy, and trends in school counseling and educational systems (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

2. Understands ethical and legal considerations specifically related to the practice of school counseling. (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (COUN7330 Counseling Diverse Population; COUN 7250 Advanced Assessment and Diagnosis; COUN 7310 Counseling Application of Lifespan Development; RSED6000 Advanced Survey of Exceptionality)

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events. (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship; RSED6000 Advanced Survey of Exceptionality)
Skills and Practices.

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

COUNSELING, PREVENTION, AND INTERVENTION

Knowledge.

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. (COUN7230 Career Development and Vocational Appraisal; COUN7320: Counseling Theories; COUN7340: Group Counseling; COUN7350 Introduction to the Counseling Practice in School)

2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. COUN7420 Orientation to School Counseling; COUN7920 School Counseling Internship)

3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems. (COUN7230 Career Development and Vocational Appraisal; COUN7320: Counseling Theories; COUN7340: Group Counseling; COUN7350 Introduction to the Counseling Practice in School; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning. (COUN7340: Group Counseling; COUN7810 Consultation Theory and practice; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. (COUN7420 Orientation to School Counseling; COUN7810 Consultation Theory and practice; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

Skills and Practices.

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (COUN7330: Counseling Diverse
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship; RSED6000 Advanced Survey of Exceptionality)

3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (COUN7230 Career Development and Vocational Appraisal; COUN7330: Counseling Diverse Populations; COUN7340: Group Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

4. Demonstrates the ability to use procedures for assessing and managing suicide risk. (COUN7250: Advanced Assessment and Diagnosis; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. (COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

DIVERSITY AND ADVOCACY

Knowledge.

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (COUN7330: Counseling Diverse Populations; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. (COUN7230 Career Development and Vocational Appraisal; COUN7330 Counseling Diverse Populations; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (COUN7330 Counseling Diverse Populations; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. (COUN7330 Counseling Diverse Populations; COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship; RSED6000 Advanced Survey of Exceptionality)
Skills and Practices.

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (COUN7330 Counseling Diverse Populations; COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship; RSED6000 Advanced Survey of Exceptionality)

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (COUN7330 Counseling Diverse Populations; COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship; RSED6000 Advanced Survey of Exceptionality)

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (COUN7330 Counseling Diverse Populations; COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship; RSED6000 Advanced Survey of Exceptionality)

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. (COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

ASSESSMENT

Knowledge.

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. (COUN7250 Advanced Assessment and Diagnosis)

2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs. (COUN7250 Advanced Assessment and Diagnosis)

3. Identifies various forms of needs assessments for academic, career, and personal/social development. (COUN7200: Introduction to Measurement and Assessment; COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

Skills and Practices.

1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (COUN7250 Advanced Assessment and Diagnosis; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development. (COUN7250 Advanced
Assessment and Diagnosis; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. (COUN7250 Advanced Assessment and Diagnosis; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

4. Makes appropriate referrals to school and/or community resources. (COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

5. Assesses barriers that impede students’ academic, career, and personal/social development. (COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

RESEARCH AND EVALUATION

Knowledge.

1. Understands how to critically evaluate research relevant to the practice of school counseling. (ERMA7200 Basic methods in Education Research; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

2. Knows models of program evaluation for school counseling programs. (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation). (COUN7200 Introduction to Measurement and assessment; COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card). (COUN7200 Introduction to Measurement and assessment; COUN7420 Orientation to School Counseling; COUN7920 School Counseling Internship)

5. Understands the outcome research data and best practices identified in the school counseling research literature. (ERMA7200 Basic methods in Education Research; COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

Skills and Practices.

1. Applies relevant research findings to inform the practice of school counseling. (COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. (COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)
3. Analyzes and uses data to enhance school counseling programs. (COUN7920 School Counseling Internship)

ACADEMIC DEVELOPMENT

Knowledge.

1. Understands the relationship of the school counseling program to the academic mission of the school. (COUN7420 Orientation to School Counseling)

2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. ( COUN7420 Orientation to School Counseling; RSED6180 Instructional Classroom Management; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling-and-guidance-related material. (COUN7420 Orientation to School Counseling; RSED6180 Instructional Classroom Management; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

Skills and Practices.

1. Conducts programs designed to enhance student academic development. (COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. (COUN7920 School Counseling Internship)

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. (COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

COLLABORATION AND CONSULTATION

Knowledge.

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration. (COUN7810 Consultation Theory and Practice; COUN7420 Orientation to School Counseling)

2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community. (COUN7810 Consultation Theory and Practice; COUN7420 Orientation to School Counseling)

3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. (COUN7810 Consultation Theory and Practice; COUN7420 Orientation to School Counseling)
4. Understands systems theories, models, and processes of consultation in school system settings. (COUN7810 Consultation Theory and Practice; COUN7420 Orientation to School Counseling)

5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. (COUN7810 Consultation Theory and Practice; COUN7420 Orientation to School Counseling)

6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them. (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

7. Knows school and community collaboration models for crisis/disaster preparedness and response. (COUN7810 Consultation Theory and Practice; COUN7420 Orientation to School Counseling)

Skills and Practices.

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. (COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

2. Locates resources in the community that can be used in the school to improve student achievement and success. (COUN7420 Orientation to School Counseling; COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. (COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

4. Uses peer helping strategies in the school counseling program. (COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. (COUN7910 School Counseling Practicum; COUN7920 School Counseling Internship)

LEADERSHIP

Knowledge.

1. Knows the qualities, principles, skills, and styles of effective leadership. (COUN7420 Orientation to School Counseling; COUN7340 Group Counseling; COUN7810 Consultation Theory and Practice)

2. Knows strategies of leadership designed to enhance the learning environment of schools. (COUN7420 Orientation to School Counseling; COUN7810 Consultation Theory and Practice)
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program. (COUN7420 Orientation to School Counseling)

4. Understands the important role of the school counselor as a system change agent. (COUN7420 Orientation to School Counseling)

5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings. (COUN7420 Orientation to School Counseling)

Skills and Practices.

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. (COUN7920 School Counseling Internship)

2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). (COUN7920 School Counseling Internship)

As a result of participating in the school counselor preparation program, graduates will be able to:

1. Plan, design, implement, and evaluate a comprehensive developmental school counseling program;

2. Use current research to develop sound counseling and guidance activities to achieve school counseling program goals;

3. Clearly articulate the role of the school counselor and his/her contributions to the mission of a total school program;

4. Deliver interventions to school-aged children designed to promote school success;

5. Provide consultation to parents and teachers to assist them in helping their children and students acquire the skills needed for school success;

6. Select developmentally appropriate interventions to assist students in making educational transitions;

7. Evaluate the effectiveness of interventions;

8. Demonstrate the foundational knowledge expected of an entry-level counselor;

9. Demonstrate the skills necessary for inter-professional collaboration;

10. Identify systemic barriers to equal educational access and opportunity for specific groups of students and develop an action plan for reducing or eliminating the barriers;
11. Demonstrate competence in planning and delivering individual and group counseling to school-aged youth;

12. Understand how to use ethical decision-making models facing ethical dilemmas in school counseling;

13. Demonstrate knowledge and use of emerging technologies in education and school counseling.

Note: Exam Requirements for Class A School Counseling Certification:

All students must submit passing scores on the Alabama Educator Certification Testing Program (AECTP); Praxis II test 0421 Professional School Counselor 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.

Program of Study: School Counseling

The program is comprised of a minimum of 2 years of approved graduate study. Approximately 48 to 54 semester hours are involved. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the curriculum.

FOUNDATION AREAS

Human Growth and Development (3)
COUN 7310 Counseling Application of Lifespan Development (3 cr.)

Social and Cultural Foundations (3)
COUN 7330 Counseling Diverse Populations (3 cr.)

Helping Relationships (6)
COUN 7320 Counseling Theories (3 cr.)
COUN 7350 Intro to Counseling Practice: Schools (3 cr.)

Groups (3)
COUN 7340 Group Counseling (3 cr.)

Lifestyle and Career Development (3)
COUN 7230 Career Development & Vocational Appraisal (3 cr.)

Appraisal (6)
COUN 7200 Introduction to Measurement and Assessment (3 cr.)
COUN 7250 Advanced Assessment and Diagnosis in Counseling (3 cr.)

Research and Evaluation (3)
ERMA 7200 Basic Methods in Educational Research (3 cr.)

Professional Orientation (3)
COUN 7400  Orientation to the Profession of Counseling (3 cr.)

I.  SPECIALTY COURSES FOR SCHOOL COUNSELING (12)
   COUN 7420  Orientation to School Counseling (3 cr.)
   COUN 7500  Crisis Intervention (3 cr.)
   COUN 7810  Consultation Theory and Practice (3 cr.)
   RSED 6180  Instructional Classroom Management (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)

*Students who have not previously taken similar courses must include these two courses in their plan of study.

REVISED 10/99; 07/03; 06/05; 07/06; 06/09, 8/15/2011, 5/2/2012

Preferred Course Sequence
School Counseling

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<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>COUN 7400: Orientation to the Profession of Counseling</td>
<td>COUN 7420: Orientation to School Counseling</td>
<td>COUN 7310: Counseling Applications of Lifespan Development</td>
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<td>COUN 7330: Counseling Diverse Populations</td>
<td>COUN 7340: Group Counseling</td>
<td>COUN 7230: Career Development and Vocational Appraisal</td>
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<tr>
<td>COUN 7320: Counseling Theory</td>
<td>COUN 7350: Intro to Counseling Practice in Schools</td>
<td>COUN 7200: Introduction to Measurement and Assessment</td>
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<tr>
<td>ERMA 7200: Basic Methods in Education Research</td>
<td>COUN 7250: Advanced Assessment and Diagnosis</td>
<td><em>RSED 6000: Advanced Survey of Exceptionality</em></td>
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<td>COUN 7500 Crisis Intervention</td>
<td>COUN 7920 200: School Counseling Internship**</td>
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<td>COUN 7910: School Counseling Practicum</td>
<td>COUN 7240: Counseling Children and Adolescents</td>
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<td>*RSED 6180: Instructional Classroom Management</td>
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* May be taken in any other term the course is offered. 
**Required for students who have not previously completed comparable courses.

**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 for 20 hrs. per week with approval from program faculty.
SCHOOL COUNSELING

MASTER’S STUDENTS
GUIDELINES AND CHECKLIST

_____ 1 Contact Faculty Advisor prior to enrollment for first semester. (It is strongly recommended that students contact their advisors every semester before registration.)

_____ 2 Meet with Advisor to discuss committee membership. Plans of study should be completed by the end of the student’s second semester of enrollment. http://graduate.auburn.edu/gspoststudent/main.aspx

_____ 3 Maintain a minimum of 3.0 and no grade below C in all required courses to be qualified for school counselor certification.

_____ 4 Apply for Practicum. Students take Practicum after completing all prerequisites. Students apply during 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.

_____ 5 Apply for Graduation Check. Students must notify 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. Review guidelines in the Graduate Bulletin. http://www.grad.auburn.edu/

_____ 6 Apply for Internship. Upon successful completion of Practicum students are eligible to take Internship. Students apply for Internship the semester prior to when they intend to take the course with the program coordinator. The Office of Professional Educational Services (3464 Haley Center) will process the applications.

_____ 7 Complete the Graduate Comprehensive Exam
The COUN Program will schedule the written (Counselor Preparation Comprehensive Examination, CPCE) in the fall semester. Announcements about applying for this exam will be sent via email. Students needing to take the exam or make-up a missed exam date must do that independently through the National Board for Certified Counselors http://nbcc.org/

_____ 8 Submit passing scores on the Alabama Educator Certification Testing Program (AECTP) and Praxis II test 0421 Professional School Counselor. It is recommended to take the Praxis II Subject Assessment during the final spring Semester of their enrollment. The basic skills assessments AECTP can be taken at any time of their enrollment. http://www.ets.org/praxis/al

_____ 9 Submit the passing score on the National Counselor Examination for Licensure and Certification (NCE). Students are advised to schedule the NCE in the final spring semester of their enrollment. A passing score on the NCE is required for the Class A Professional Educator Certificate, but not for the completion of the school counseling program. The NCE is administered on campus in April only. This requirement does not apply to the Individuals with a professional educator certificate with two full years of documented full-time satisfactory educational
Experience. [http://www.nbcc.org/NCE](http://www.nbcc.org/NCE)

10 Complete all required documentation for the Masters Field Experience Portfolio. This portfolio contains required materials to demonstrate your competency in skill and practice based counseling courses and your evaluations across these course experiences.
Special Education, Rehabilitation, and Counseling – MEd, MS, PhD

This department was created in the fall semester, 2008, when the Department of Rehabilitation and Special Education and the Department of Counselor Education, Counseling Psychology, and School Psychology were merged.

Programs in Counselor Education and, Counseling Psychology - MEd, MS, PhD

Areas of specialization are offered in school counseling, community agency counseling, counselor education, and counseling psychology. Master’s degree programs prepare students for entry-level professional positions as counselors in a variety of human service agencies such as public schools, community mental health centers, drug and alcohol treatment programs and university counseling centers. The doctoral degree programs provide advanced preparation in the delivery of counseling and psychological services and prepare students for education, supervisory and leadership roles in schools, universities, and human service agencies. The doctoral programs also require that students demonstrate skills to independently conduct research through the dissertation.

Students in all programs must pass a comprehensive oral examination and complete other assigned work and/or examinations designed to evaluate students’ skills in areas related to program goals. All programs require extensive extramural internships in placements related to the area of professional preparation.

The master’s degree programs in school counseling and community agency counseling and the PhD program in counselor education are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The master’s degree program in school counseling is approved by the Alabama State Board of Education. The counseling psychology program, accredited by the American Psychological Association, is a doctoral program culminating in the PhD degree.

To be considered for admission into any of the programs, an applicant must submit an application directly to the Graduate School (http://www.grad.auburn.edu/). Applicants must also submit a program application which is accessible at: http://education.auburn.edu/academic_departments/coun/index.html. Provided that general Graduate School admission requirements are met, program admissions committees consider all submitted materials and, for doctoral programs, determine whether to issue an invitation for an admissions interview. No interview is required for admission to masters’ programs. All admissions decisions for programs occur in the spring semester; initial enrollment for departmental programs usually only occurs in the fall semester. Consult individual program sites for specific application deadline dates, as these vary by program.

Credit hour requirements for degree programs typically exceed the Graduate School minimum. Graduation requirements for the master’s degree in school counseling include a passing score on the Alabama Educator Certification Testing Program (AECTP), and appropriate Praxis II subject assessment. For questions not answered by program links, contact the Department of Special Education, Rehabilitation, and Counseling.
COUN 7200 INTRODUCTION TO MEASUREMENT AND ASSESSMENT (3).
LEC. 3. Pr., P/C, COUN 7100 or P/C, COUN 7400 or P/C, COUN 8530. Introduction to the history and theory of measurement and assessment as it applies to counselors and psychologists.


COUN 7230 CAREER DEVELOPMENT AND VOCATIONAL APPRAISAL (3). LEC. 3. Pr., P/C, FOUN 7100 or P/C, COUN 7200. Career development theories appraising vocationally related interests, aptitudes, and personal characteristics. Laboratory practice in test procedures.

COUN 7250 ADVANCED ASSESSMENT AND DIAGNOSIS IN COUNSELING (3). LEC. 3. Pr., P/C, COUN 7100 or P/C, COUN 7400 or P/C, COUN 8530. Assessment/diagnostic skills related to counseling: intake, assessment, diagnostic criteria, treatment planning, counseling interventions.

COUN 7310 COUNSELING APPLICATIONS OF LIFESPAN DEVELOPMENT (3). LEC. 3. Theories and current research in development across the lifespan with emphasis on applications to counseling.


COUN 7330 COUNSELING DIVERSE POPULATIONS (3). LEC. 3. Special counseling and advocacy issues. Needs of diverse populations are considered. Departmental approval.

COUN 7340 GROUP COUNSELING (3). LEC. 3. Pr., (P/C, COUN 7320 or P/C, COUN 7326) and COUN 7350. Leading, developing, evaluating a counseling group; including group proposal, session development, group dynamics, group leadership and evaluation, treatment planning; group intervention, counseling skills.

COUN 7350 INTRODUCTION TO COUNSELING PRACTICE (3). LEC. 3. SU. Pr., (P/C, COUN 7320 or P/C, COUN 7326) or P/C, COUN 7400 or P/C, COUN 8530. Methods, interventions, and skills essential to counseling.

COUN 7400 ORIENTATION TO PROFESSIONAL COUNSELING (3). LEC. 3. Orientation to the counseling field with emphasis on philosophical, historical, psychological, and organizational foundations of professional practice.

COUN 7410 ORIENTATION TO CLINICAL MENTAL HEALTH COUNSELING (3). LEC. 3. Orientation to clinical mental health counseling to include roles, responsibilities, systems, theories, professional issues, and history.
COUN 7420 ORIENTATION TO SCHOOL COUNSEL (3). LEC. 3. Orientation to
the role and activities of the K-12 school counselor. Emphasis on the components
of a developmentally-oriented school counseling program.

COUN 7500 CRISIS INTERVENTION IN COUNSELING (3). LEC. 3. Development
of skills and knowledge for crisis intervention and management in counseling,
including prevention planning, intervention strategies and evaluation.

COUN 7510 ADVANCED CLINICAL MENTAL HEALTH COUNSELING
INTERVENTIONS (3). LEC. 3. Pr., COUN 7320. Advanced counseling interventions,
practices, techniques and methods for mental health counselors, including
treatment planning, counseling processes, and evaluation.

COUN 7810 COUNSELING CONSULTATION THEORY AND PRACTICE (3).
LEC. 3. Counseling consultation theories, models, practices, legal and ethical
standards, and interdisciplinary approaches in school and clinical mental health
settings.

COUN 7900 DIRECTED STUDIES (1-3). IND. SU. Independent learning effort
directed at desired objectives. Includes evaluation by professor and student at
regular intervals. Course may be repeated for a maximum of 9 credit hours.

COUN 7910 PRACTICUM (3). LEC. 3. SU. Supervised experiences appropriate to
student's program emphasis area. Departmental approval. Course may be repeated
for a maximum of 9 credit hours.

COUN 7920 INTERNSHIP (1-9). INT. SU. Pr., COUN 7910. Supervised on-the-job
experiences. Departmental approval. Course may be repeated for a maximum of 9
credit hours.

COUN 7940 DIRECTED FIELD EXPERIENCE (1-10). FLD. SU. Course may be
repeated for a maximum of 10 credit hours. Departmental approval. Course may be
repeated for a maximum of 10 credit hours.

COUN 7960 SPECIAL PROBLEMS (1-10). IND. May be taken more than one
semester. Course may be repeated for a maximum of 10 credit hours.

COUN 7970 SPECIAL TOPICS (1-3). AAB. An in-depth study of a current topic(s)
impacting the professions related to departmental programs.

COUN 7990 RESEARCH AND THESIS (1-10). MST. Course may be repeated with
a change in topic.

COUN 8620 ADVANCED THEORIES: COGNITIVE/BEHAVIORAL THEORIES
(3). LEC. 3. Current cognitive/behavioral models for understanding human problems
and behavior change.
American Counseling Association (ACA) Code of Ethics
http://www.counseling.org/Files/FD.ashx?guid=cf94c260-c96a-4c63-9f52-309547d60d0f

American School Counselor Association (ASCA) Ethical Guidelines

American Mental Health Counselors Association (AMHCA) Ethical Guidelines

Association for Specialists in Groupwork

National Board of Certified Counselors (NBCC) Ethical Guidelines
Professional Parameters / Issues

Informed Consent

Before you initiate a counseling or supervisory relationship, you must first inform your client or supervisee of any limits to confidentiality, your status as a counselor- or supervisor-in-training, and any site specific information which your site supervisor has provided. You must also secure permission to tape the counseling or supervision sessions. Your particular site may have a form which they prefer you to use. If not, the generic Auburn University form will be sufficient.

Emergency Procedures

You also need to ask your site supervisor about the emergency procedures under which your site operates. What are the hours of operation? Who/where should clients call if they have an emergency after hours? You are only allowed to see clients under supervision. That means that you are not available to clients after hours or off-site. You should not give your home phone number to clients, but should have an alternate emergency number to give them should they request it or should you determine that they are at risk.

Ethical Guidelines

When you enter into a counseling or supervisory relationship, you are entering into an agreement with your client/supervisee to keep his/her welfare foremost during your time together. You are agreeing to provide the treatment most appropriate to address the client's concern, to treat the client with respect, to refer when appropriate, and not to exceed your level of competence. The ACA Code of Ethics (2005) (See Appendix A).

Professional Liability Insurance

All students in the Department of Counseling & Counseling Psychology are required to purchase professional liability insurance through the College of Education. Students are automatically billed for the insurance during the fall quarter of each year of enrollment.

Professional Behavior

Although the primary purpose of practicum is to assist you in the continued development and application of counseling skills, you are also an agent of the site. You are expected to operate under the norms of the site. This includes being punctual, dressing appropriately, and presenting oneself professionally. As you continue the development of your professional identity, it is very important to be aware of current issues and trends. You can learn a lot about the profession through contact with counselors at your site, membership in ACA, and attendance at professional development workshops and seminars.

The Supervisory Relationship

Clinical supervision is a type of intervention. It involves a supervisor, a senior member of the profession, and one or more supervisees, junior members of the profession. The supervisor works with the supervisee to enhance his/her professional competence and
monitors the quality of counseling services extended to the client. The relationship is evaluative and extends over time (Bernard & Goodyear, 1992).

The evaluation component of all practica are detailed in the relevant syllabus. You will demonstrate mastery of the competencies listed on the syllabus through work samples (audio/video tapes). Both process and conceptualization skills are emphasized. Your supervisor will assume a variety of roles including consultant, teacher, and counselor, in an effort to assist you enhance your competence and provide high quality services to your clients.

The expectation is held that you will be as prepared for supervision as you are for your sessions. You will need to listen to your tapes, identify your strengths, weaknesses, and be prepared to request specific assistance from your supervisor.

The same ethical guidelines govern supervisory relationships that govern other relationships. While the nature of this relationship may, at times, be more like colleague-to-colleague than student-to-teacher, it is still a professional one in which the supervisor is required to provide evaluative feedback to the supervisee.