

Counselor Education (CED) Doctoral Program Handbook

Department of Special Education, Rehabilitation and
Counseling

2084 Haley Center

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COUNSELOR EDUCATION PROGRAMS

DEPARTMENT OVERVIEW

GENERAL DEPARTMENT INFORMATION

The Counselor Education Program at Auburn University is housed in the Department of Special Education, Rehabilitation, and Counseling (SERC). This program consists of a Doctoral program in Counselor Education and Master's programs in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling. Currently the Counselor Education doctoral program, the Clinical Mental Health Counseling, and School Counseling programs are CACREP (Council for the Accreditation of Counseling and Related Educational Programs) accredited. The Clinical Rehabilitation Counseling program is accredited through CORE (Council on Rehabilitation Education, July 2017). The Master's degree program in school counseling is also approved by the Alabama State Board of Education.

MISSION STATEMENT

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

To accomplish this mission the program focuses on the development of competencies necessary to address developmental, emotional, psychological, social and environmental barriers to educational achievement and personal development. Students are provided the opportunity to engage in rigorous and challenging educational experiences focused on enhancing their skills and knowledge. Integrated into these experiences is an emphasis on ethical and legal principles, as well as the enhancement of technological competence. Further, the department seeks to foster a culture in which individual creativity, professional identity, and scholarship are reinforced and nurtured.

A central foundation of the Counselor Education mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. This mission parallels the diversity and inclusion mission of Auburn University. To meet this goal the program focuses on the development of the skills and knowledge needed to work with individuals from diverse backgrounds and abilities. The program believes that meeting this goal requires students and faculty engage in the application of advocacy and social justice principles as counseling professionals within the program, University, communities and schools.

To achieve these goals the Counselor Education programs at Auburn University engages in systematic program and student evaluation including assessment of student learning indicators, student professional and personal development, clinical counseling competency, and program goals related to the integration of advocacy, social justice, cultural competence and ethical practice. This assessment process includes summative and formative assessment and as well as

the engagement of program faculty, students, alumni, advisory committee members, site supervisors, and employers of AU alumni.

PROGRAM MISSION GOAL

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

PROGRAM OBJECTIVES

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

FACULTY

The [faculty of the Department of Special Education, Rehabilitation and Counseling](#) represent the disciplines of special education, rehabilitation, counselor education, and counseling psychology.

DEGREES OFFERED

Counselor Education
Ph.D.

Clinical Mental Health Counseling
M.Ed.

Rehabilitation Counseling
M.Ed.

School Counseling
M.Ed.

Rehabilitation and Disability Studies - Undergraduate Degree

ADMISSIONS AND APPLICATIONS

Counselor Education Doctoral Program

APPLICATION AND ADMISSIONS:

Students wishing to apply to the Doctoral Program in Counselor Education must complete the program's application materials and the Graduate School application.

PROGRAM APPLICATION MATERIALS AND INFORMATION

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

APPLICATION REQUIREMENTS:

Testing and Previous Education/Training:

Individuals applying for the Counselor Education Doctoral Program will need to meet the educational and clinical practice requirements of CACREP for a 60 credit hour Master's degree program. This includes a supervised 100 hour practicum (40 hrs. direct service) and a 600 hour internship experience (240 hrs. direct service). Applicants without these requirements may be considered for the program but all deficits will need to be completed to matriculate through the doctoral program.

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

Applicants must meet the minimum GPA requirement of 3.5 GPA in graduate level Master's coursework. Applicants are also required to submit results from the GRE. As per program rules, scores cannot be more than 5 years old at the time of application.

ADMISSIONS DECISIONS:

Admissions decisions are made by the Program Faculty and are based on the applicant's ***academic preparation, career goals, aptitude for graduate-level study, potential success in forming effective counseling relationships, and respect for cultural differences*** (CACREP 2016).

Candidates selected for consideration for admission to the program will be required to participate in an individual interview with a committee of counselor education program faculty.

PROGRAM INFORMATION

Counselor Education Doctoral Program

PROGRAM AND COURSE INFORMATION:

Students in all Counselor Education programs must pass *comprehensive examinations* (CPCE or CRC at the Master's level and CED Portfolio at the doctoral level) and complete other academic and clinical practice requirements designed to evaluate students' skills and knowledge in areas related to program goals and student learning indicators. All program objectives and student learning indicators are in line with accreditation standards and academic standards (CACREP, 2016, CORE, SACs, and Alabama State Department of Education).

This handbook contains program policies and information that are specific to the doctoral program in Counselor Education as well as program-wide policies and practices.

The [Auburn University Bulletin](#) provides descriptions of all courses offered within these programs areas:

- [Counselor Education Ph.D.](#)

The Auburn University Bulletin provides descriptions of all [courses offered in the CED Doctoral Program](#).

AUBURN UNIVERSITY GRADUATE SCHOOL

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

STUDENT DIVERSITY RECRUITMENT POLICY

The Counselor Education programs 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 Counselor Education programs have also made a commitment to integrate issues related to diversity, social justice, and advocacy throughout the curriculum, within clinical practice experiences, and through the engagement of students in professional development and outreach activities.

NEW STUDENT ORIENTATION

The Counselor Education Doctoral Program, along with other Counselor Education programs, conducts the New Student Orientation in the Fall of every year. The aim of the orientation is to provide an overview of policies and procedures, review ethical and professional obligations, discuss personal growth expectations, and provide eligibility information for licensure/certification. In addition, an opportunity is provided for new students to meet faculty and other students within and outside their respective program areas. Students are provided a copy of the CED Doctoral Degree Student Handbook at the orientation. This handbook is also accessible to all students on the [program's website](#).

At the New Student Orientation, students are provided a [Counselor Education Program Informed Consent Document](#). This document outlines program expectations and requirements, licensure/certification eligibility, endorsement policies, personal growth activities and expectations, Department, College, and University policies, and responsibilities of program faculty.

PROGRAM ADVISEMENT

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

Each program also provides students with information about their **Major Professor**. The Major Professor serves as an academic advisor while the student is completing degree requirements. The Major Professor can assist students with questions about the program, degree requirements, and program requirements. They may also provide information about professional development and service opportunities. It is recommended that all students schedule an initial meeting with their Major Professor at the start of their program and periodically during their matriculation in the program.

Students may change their Major Professor by submitting this change in DegreeWorks (plan of study). These changes need to be approved by the proposed new Major Professor and the student's current Major Professor.

CED Doctoral students must form their Doctoral Committee in collaboration with the Major Professor. The Doctoral Committee (minimum of 4 members) must include at least two Counselor Education program faculty. This committee should also include at least two committee members who hold **Level II Graduate Faculty Status**. This committee will conduct students' oral defense of the portfolio, dissertation proposal, and dissertation defense. Committee membership can be formally changed through a revision of the Plan of Study in DegreeWorks.

PROGRAM PLANNING

Students' Major Professor and Doctoral Committee will approve students' program plan, which outlines the course requirements for degree completion. The Counselor Education program recommends that students complete and submit their program **Plan of Study** with the Graduate School in their 2nd semester of enrollment but no later than their 4th semester of enrollment. Students complete their Plan of Study using [DegreeWorks](#).

DEPARTMENTAL TRANSFER AND ADVISEMENT POLICY

Students in any of the Doctoral programs within the Department Special Education, Rehabilitation and Counseling cannot transfer between Doctoral programs. Students wishing to be admitted into a Doctoral program other than that to which they were originally admitted must follow the admissions procedures required of any applicant to the program.

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](#). Students filing a complaint may directly contact the Office of the Vice President for Student Affairs for more information. Faculty, staff, and other employees may contact the Office of Human Resources.

ACADEMIC HONESTY

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

Auburn University provides [resources for students](#) to be able to abide by the Academic Honesty Code and avoid academic dishonesty.

STUDENT CONDUCT

The [Auburn University Office of Student Conduct \(OSC\)](#) is responsible for addressing non-academic violations of University policy through the [Code of Student Conduct](#). The OSC provides a fair, impartial and educational student conduct process for students and student organizations, as well as involved parties, charged and associated with violations.

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](#).

COUNSELOR EDUCATION STUDENT LEARNING ASSESSMENT

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

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

STUDENT LEARNING INDICATORS

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

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

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

KEY STUDENT LEARNING INDICATORS FOR THE COUNSELOR EDUCATION DOCTORAL PROGRAM

1. Demonstrates effective counseling skills including the ability to apply counseling theories and evidence-based methods, evaluate client progress, and demonstrate ethical and multiculturally competent counseling practice
2. Demonstrates knowledge of theories and models of clinical supervision and the skills necessary to provide effective clinical supervision
3. Demonstrates knowledge of pedagogy and skills relevant to teaching including instructional development, implementation, and evaluation methods in counselor education
4. Demonstrates knowledge and skills necessary to engage in research and scholarship, including quantitative and qualitative research

5. Demonstrates sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession

These learning outcomes integrate the Foundation/Specialty areas established in the [CACREP \(2016\) standards for doctoral Counselor Education programs](#) and found in the [Appendices](#) of this handbook:

- Teaching
- Supervision
- Counseling
- Research and Program Evaluation
- Leadership and Advocacy

ANNUAL REVIEW OF STUDENT PROGRESS

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

The areas evaluated are reflective of CACREP (2016) student learning indicators. As part of this process students are required to complete and submit a [Student Annual Report](#). This report is requested by the Program Area Coordinators prior to the Annual Review and is submitted to the student's Academic Advisor. After the evaluation is completed the student is provided a copy of their [Assessment Rubric for the Counselor Education Programs' Annual Review](#). Students are required to verify receipt of the review.

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

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

Academic Indicators and Student Matriculation:

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

Dispositions:

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

- Academic and Professional Behavior
- Reflective Practice and Behavior

- Diversity and Respect for Others

Professional Skills and Knowledge Competency Areas:

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

- Teaching
- Supervision
- Counseling
- Research and Program Evaluation
- Leadership and Advocacy

REMEDICATION AND RETENTION POLICY

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

Retention and Remediation

If a student's progress in the program is deemed unsatisfactory or a significant concern is identified, the student will be notified of the concerns in writing. The student will be asked to contact their Academic Advisor to discuss these concerns. Concerns may be identified during enrollment in the program and as a component of the Annual Review of Student Progress.

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

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

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

Remediation Process

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

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

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

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

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

If the final decision is to dismiss the student from the program, the student's Committee will be responsible for facilitating this transition for the student.

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

ANNUAL EVALUATION OF GRADUATE TEACHING ASSISTANTS AND DOCTORAL STUDENTS

Auburn University Graduate School Policy: Effective Fall 2014, the graduate school will require that each department conduct—at least on an annual basis—an evaluation of the progress of each Graduate Teaching Assistant (GTA) and each graduate student enrolled in the doctoral program.

Reporting: Annually, each department will report to the graduate school, confirming that all evaluations of the GTAs and doctoral students have been completed. In addition the department will provide the Graduate School with a summary of all instances in which a GTA or doctoral student has received an unsatisfactory review.

Expectations: Each department will be responsible for developing procedures (if not in place) for the annual evaluation of the progress of GTAs and doctoral students. Following guidelines for best practices, the review should include at least the following:

- A student self-report and assessment of academic progress; teaching (if applicable); and research (if applicable) [prepared in advance of the conference].
- A report prepared by the student's advisor (and preferably at least one other faculty member, e.g., a member of the student's advisory committee) that assesses the student's academic progress; teaching (if applicable); and research (if applicable) that identifies strengths and weaknesses, and establishes expectations for the next year. The reports may be augmented by reports from teaching or other members of the student's advisory committee.
- The student must have an opportunity to discuss the report in person.
- A signed copy of the written assessment should be placed in the student's file and a copy given to the student.

STUDENT EVALUATIONS OF THE PROGRAM

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

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

CERTIFICATION AND PROFESSIONAL IDENTITY

ENDORSEMENT POLICY

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

CREDENTIALING

Licensed Professional Counselor

Doctoral students who are interested in applying for licensure in Alabama should review the [process and requirements](#).

Alabama requires educational and supervised counseling experience (by a Certified Supervisor*) and a satisfactory score on the National Counselor Exam. Students graduating from Auburn University's CACREP accredited Master's program meet the educational requirements. Academic hours completed in the doctoral program can reduce the overall required post-Master's degree supervised hours (3,000).

**Note* Advanced students enrolled in Auburn University's Counselor Education Doctoral program who hold certification as a Counseling Supervisor from the Alabama Board of Examiners in Counseling (ABEC) may choose to provide supervision to students of the Counselor Education Doctoral program who are ALCs pursuing licensure; however, they are not obligated to do so. If they choose to engage in such supervisory relationships, they must ensure they are adhering to the American Counseling Association's (ACA) and ABEC's ethical guidelines and standards of practice, including exploring all risks and benefits prior to engaging in this supervisory relationship and taking appropriate professional precautions to ensure that judgment is not impaired and that no harm occurs (ACA, 2014). Counseling Supervisors who are students in the Counselor Education Doctoral Program may not take on supervisees from their same cohort or other students with whom they have close relationships (e.g., mentoring relationships, friendships, romantic partners). Counselor Education faculty may not provide clinical supervision for licensure to current doctoral students (ABEC, 2016).

Nationally Certified Counselor

Doctoral students who graduated from a CACREP-accredited program may apply for and take the NCE on campus. Information about the benefits of this certification can be found on the [NBCC web site](#). It is recommended that students who are interested contact the Coordinator of the Counselor Education Doctoral program.

PROFESSIONAL ORGANIZATIONS

Students are encouraged to join and become involved in state and national professional associations such as the [American Counseling Association](#) (ACA), the [Alabama Counseling Association](#) (ALCA), and the divisions closely aligned with their specialty area, such as the American School Counselor Association ([ASCA](#)), American Rehabilitation Counseling Association ([ARCA](#)), or the American Mental Health Counselor Association ([AMHCA](#)). Information can be obtained about these [organizations](#) on-line.

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

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

STUDENT SUPPORT AND TECHNOLOGY ASSISTANCE

FINANCIAL ASSISTANCE

Auburn University provides information about [financial assistance and employment opportunities](#) at Auburn University.

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

GRADUATE ASSISTANTSHIPS

A limited number of part-time graduate assistantships are available each year in the Special Education, Rehabilitation and Counseling. Preference is usually given to students enrolled in doctoral programs. Applications are available by contacting [Nancy Evans](#).

UNIVERSITY EMPLOYMENT

Part-time employment at Auburn University is available to both undergraduate and graduate students. Application may be made by contacting the [Office of Student Employment](#), 300 Mary Martin Hall, Auburn University, AL 36849, (334) 844-1304.

EAST ALABAMA MENTAL HEALTH CENTER

Some part-time and full-time positions are occasionally available at East Alabama Mental Health Center. Information may be obtained, and application may be made by contacting the personnel office, [East Alabama Mental Health Center](#), 2506 Hamilton Road, Opelika, AL 36801, (334) 742-2877.

COUNSELING PRACTICE AND SUPERVISION LABS

All students in the Counselor Education program are provided access to counseling lab space. This space has the facilities and technology that allows for the development of counseling and supervision skills. Included in the Counseling Labs are recording technology (linked to the University system to provide secured storage and access to recordings), observation technology and observation facilities, and well as supervision technology. The large group and classroom space also contains smart classroom technology.

The Counseling Labs are in 1126 (Group and Classroom) and 1124, 1220 A & D (Individual) 1220 B (Supervision)

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. Group Counseling/Classrooms (1126 and 1220 Haley Center): These rooms contain the videotaping, smart classroom and observation equipment. While group or individual sessions can be taped in this room it is most appropriate for large groups. This room is also used for viewing videotaped materials. In addition, practicum group supervision is held in this room. This room can only be reserved with Faculty permission.
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 all lab space 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 supervision/observation rooms are not available for reservation.
6. Students using the lab for counseling or supervision need to ensure client/supervisee confidentiality. This includes how demonstration clinical practice tapes are used and stored.

III. Lab Maintenance

1. Use of lab facilities by students is limited to only 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.

THE RALPH BROWN DRAUGHON LIBRARY

The Ralph Brown Draughon Library (RBD) is named in honor of Ralph Brown Draughon, president of Auburn University from 1947 to 1965, and a moving force behind the construction of the original portion of the Library. With the completion of a 207,000 square foot addition in 1991, the Library has a seating capacity of 2,500 designed to serve the study, teaching, and research needs of Auburn students, faculty, and staff. The RBD Library provides students with a Learning Commons—a one-stop, flexible space configured to accommodate individual study and group collaboration.

In August 2017, Auburn University opened a 69,000 square foot building, the [Mell Classroom Building @ RBD Library](#). The building contains 26 state-of-the art classrooms, two large lecture halls, and multiple information learning and study spaces and provides a seamless transition into the RBD Library.

Subject-specialist librarians provide Reference and Instruction Services. The Education Library Specialist is [Todd Shipman](#).

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

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

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

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

AUBURN UNIVERSITY OFFICE OF INFORMATION TECHNOLOGY (OIT)

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

Email/User ID

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

AU Access

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

AU Access provides secure access to all services connected to the portal: Academic Profile, Canvas (learning management system), DegreeWorks, Registration, TigerMail, calendars, campus news, and announcements. The portal is customizable so you can conveniently access the web resources you regularly use. Additional features and channels are added all the time.

Hardware and Software

AU OIT also provides resources and information for students about computer labs, computer software available to students and faculty, discounts on software and software and technology support. There is also a Student PC Shop to help students with diagnosing and addressing computer/laptop problems and Student Printing Services. Students can also contact the [AU OIT Help Desk](#).

CAMPUS STUDENT SERVICES

- Medical assistance is available at the [Auburn University Medical Clinic](#), (334) 844-4416.
- Personal/psychological services are available at the [Student Counseling & Psychological Services Center](#), located on the second floor of the Auburn University Medical Clinic, 400

Lem Morrison Dr. Suite 2086, Auburn, Alabama 36849. (334) 844-5123.

- The Auburn University [Career Center](#) is located at 303 Martin Hall. (334) 844-4744.
- Campus housing and residence life information may be obtained from [Auburn University Housing](#) located in Burton Hall. Contact them by [email](#) or by phone (334) 844-4580.
- Microcomputer lab equipment, learning resources, and media resources and equipment are available in the [College of Education Learning Resources Center](#).
- I. [Campus Recreation](#): Student fees provide students with access to a wide range of recreational services, programs and facilities.
- II. [The Auburn University Office of Accessibility](#): The Auburn University Office of Accessibility provides support and assistance for faculty, students and staff related to issues of accessibility and accommodations.

COUNSELOR EDUCATION (CED) DOCTORAL DEGREE

SPECIFIC PROGRAM INFORMATION

MISSION STATEMENT AND GOALS

The mission for the doctoral program in [Counselor Education](#) includes the provision of experiences which prepare graduates to teach, supervise, conduct research, and participate in service activities related to the preparation of counselors and the advancement of the counseling profession. It is the mission of the program to offer a graduate curriculum which reflects the national preparation standards for the profession as articulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016). This includes preparation in the areas of; teaching, research, counseling, clinical supervision, and leadership and advocacy.

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

COUNSELOR EDUCATION DOCTORAL KEY PERFORMANCE INDICATORS

1. Demonstrates effective counseling skills including the ability to apply counseling theories and evidence-based methods, evaluate client progress, and demonstrate ethical and multiculturally competent counseling practice
2. Demonstrates knowledge of theories and models of clinical supervision and the skills necessary to provide effective clinical supervision
3. Demonstrates knowledge of pedagogy and skills relevant to teaching including instructional development, implementation, and evaluation methods in counselor education
4. Demonstrates knowledge and skills necessary to engage in research and scholarship, including quantitative and qualitative research
5. Demonstrates sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession

The Key Performance Indicators (Student Learning Indicators) developed and assessed in the Counselor Education Program are based on the CACREP 2016 Standards. These standards are integrated into the learning environment, academic foundations, and clinical experiences.

Students in Counselor Education Doctoral program will participate in courses and clinical practice experiences that focus on their training and professional identity as a Counselor Educator. These experiences provide the foundation for assessing **student learning indicators** within the Doctoral program in Counselor Education (CACREP, 2016).

STUDENT LEARNING INDICATORS

1. COUNSELING
 - a. scholarly examination of theories relevant to counseling
 - b. integration of theories relevant to counseling
 - c. conceptualization of clients from multiple theoretical perspectives
 - d. evidence-based counseling practices
 - e. methods for evaluating counseling effectiveness
 - f. ethical and culturally relevant counseling in multiple settings
2. SUPERVISION
 - a. purposes of clinical supervision
 - b. theoretical frameworks and models of clinical supervision
 - c. roles and relationships related to clinical supervision
 - d. skills of clinical supervision
 - e. opportunities for developing a personal style of clinical supervision
 - f. assessment of supervisees' developmental level and other relevant characteristics
 - g. modalities of clinical supervision and the use of technology
 - h. administrative procedures and responsibilities related to clinical supervision
 - i. evaluation, remediation, and gatekeeping in clinical supervision
 - j. legal and ethical issues and responsibilities in clinical supervision
 - k. culturally relevant strategies for conducting clinical supervision
3. TEACHING
 - a. roles and responsibilities related to educating counselors
 - b. pedagogy and teaching methods relevant to counselor education
 - c. models of adult development and learning
 - d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
 - e. effective approaches for online instruction
 - f. screening, remediation, and gatekeeping functions relevant to teaching
 - g. assessment of learning
 - h. ethical and culturally relevant strategies used in counselor preparation
 - i. the role of mentoring in counselor education
4. RESEARCH AND SCHOLARSHIP
 - a. research designs appropriate to quantitative and qualitative research questions
 - b. univariate and multivariate research designs and data analysis methods
 - c. qualitative designs and approaches to qualitative data analysis
 - d. emergent research practices and processes
 - e. models and methods of instrument design

- f. models and methods of program evaluation
- g. research questions appropriate for professional research and publication
- h. professional writing for journal and newsletter publication
- i. professional conference proposal preparation
- j. design and evaluation of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding
- l. ethical and culturally relevant strategies for conducting research

5. LEADERSHIP AND ADVOCACY

- a. theories and skills of leadership
- b. leadership and leadership development in professional organizations
- c. leadership in counselor education programs
- d. knowledge of accreditation standards and processes
- e. leadership, management, and administration in counseling organizations and other institutions
- f. leadership roles and strategies for responding to crises and disasters
- g. strategies of leadership in consultation
- h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to current multicultural and social justice issues
- l. ethical and culturally relevant leadership and advocacy practices

These Student Learning Indicators are also integrated into the Clinical Practice experiences within the Counselor Education Doctoral Program:

PROGRAM OF STUDY (60 CREDIT HOURS)

Course Prefix & #	Course Title	Credit Hours
COUN 8510	Contemporary Issues in Counselor Education	3
COUN 8610*	Advanced Theories: Existential/Humanistic	3
COUN 8620	Advanced Theories: Cognitive/Behavioral	3
COUN 8300	Research Design and Counseling Evaluation	3
COUN 8910a	Advanced Counseling Practicum	3
COUN 8540	Counseling Supervision: Theories and Practices	3
COUN 8910b	Counseling Supervision Practicum (this course is in addition to the required 61 credit hours)	3
COUN 8920	Internship in Counselor Education	9
COUN 8550	Pedagogy in Counselor Education	3
COUN 8910c	Teaching Practicum	3
COUN 8110	Counseling Assessment Across the Lifespan	3
ERMA 8200**	Survey Research Methods	3
ERMA 7210	Theory and Methodology of Qualitative Research	3
ERMA 7300	Design and Analysis in Education I	3
ERMA 7310	Design and Analysis in Education II	3
ERMA 8100	Program Evaluation	3
COUN 8990	Dissertation	10
Advisor Approved Alternative Courses		
COUN 8970*	Advanced Theories: Special Topics	3
ERMA 7220**	Applied Qualitative Methods	3

*Please Note that starting Fall 2016 students will be required to take COUN 8970 Special Topics: Advanced Studies in Multicultural Counseling.

** Advisor Approval: Students can substitute ERMA 7220 for ERMA 8200

COURSE SEQUENCE COUNSELOR EDUCATION

Fall	Spring	Summer
<p>Year 1: COUN 8510: Contemporary Issues in Counselor Education</p> <p>COUN 8110: Counseling Assessment Across the Lifespan</p> <p>COUN 8550: Counselor Education Pedagogy</p>	<p>Year 1: COUN 8910: Practicum – Advanced Counseling</p> <p>COUN 8620: Advanced Theories</p> <p>COUN 8970: Advanced Multicultural Studies in Counselor Education</p>	<p>Year 1: COUN 8540: Counseling Supervision Theories and Practices</p> <p>COUN 8910: Teaching Practicum</p> <p>ERMA 7210 Theory and Methodology of Qualitative Research</p>
<p>Year 2: ERMA 7300 Design and Analysis in Education I</p> <p>ERMA 8100 Program Evaluation</p> <p>COUN 8910: Supervision Practicum</p>	<p>Year 2: ERMA 7310 Design and Analysis in Education II</p> <p>COUN 8300 Research Design and Counseling Education</p> <p>ERMA 8200 Survey Research Methods*</p> <p>Alternative Course: ERMA 7220 Applied Qualitative Methods</p>	<p>Year 2: COUN 8920: Internship</p> <p>COUN 8990: Dissertation</p> <p>Completion of any required courses not completed</p>
<p>Year 3: COUN 8920: Internship</p> <p>COUN 8990: Dissertation</p> <p>Submission of Doctoral Portfolio/General Oral Exam</p>	<p>Year 3: COUN 8920: Internship</p> <p>COUN 8990: Dissertation</p>	<p>Year 3: COUN 8990: Dissertation</p> <p>Students need to be enrolled in at least one semester hour in the semester they intend to graduate</p> <p>Alternative: GRAD 8@@0</p>

GRAD8@@0 are used to certify certain students as full-time for financial aid qualification and for loan payback deferment without requiring registration for a minimum of 9 hours. This [form](#) must be returned to the Graduate School for action. For proper financial aid dispersal, initiation, and deferment, students must submit this completed form to the Graduate School no later than 12 days prior to the first class day of the following semester.

This is outline is based on full-time enrollment; students can attend part-time and are recommended to develop a plan of study with their advisor that incorporates part-time enrollment

EXPECTATIONS OF COUNSELOR EDUCATION DOCTORAL STUDENTS

Counselor Education doctoral students are required to become familiar with and follow all policies and procedures required by the Auburn University Graduate School ([general policies](#)) and the Counselor Education programs (policies for [doctoral degrees](#)).

In addition, [current students](#) should be aware of the processes and procedures related to matriculation in the program, academic and clinical practice requirements, Graduate Comprehensive Exam and Oral Defense (CED Doctoral Portfolio and Defense), the dissertation process, and graduation. The Auburn University Graduate School provides a [checklist](#) for doctoral students outlining these requirements and matriculation through the doctoral program.

HIGHLIGHTED RULES AND POLICIES

1. Major Professor: **Students are assigned a Major Professor upon enrollment. It is recommended that students meet with their Major Professor on a regular basis.**
2. Plan of Study: **Students with their Major Professor should plan and submit their Plan of Study in Degree Works. It is recommended that this occur during their 2nd semester of enrollment, but no later than their 4th semester of enrollment. [Plan of study instructions](#).**
3. Doctoral Committee: Students Doctoral Committee **must consist of a minimum of four committee members.** Counselor Education requires that the Chair of this Committee and at least one other member must be a Counselor Education Program Faculty member. **The Auburn University Graduate School requires that three committee members hold Level 2 Graduate Faculty Status (the majority of committee members if the committee is larger than 4 members).**
4. Matriculation as a doctoral student: **All doctoral students must maintain Continuous Enrollment which requires that the student be enrolled for at least one credit hour for at least two semesters during every year they are in the program. Students who do not retain continuous enrollment will be determined to be inactive and will be required to apply for reactivation ([Continuous Enrollment Policy](#)).**

Students are expected to achieve Candidacy (Successful completion of course requirements excluding internship and dissertation, and defense of their Comprehensive Exam and Oral Defense) within six years of their start of the program (enrolled in coursework approved for the degree). Upon achieving the status of candidacy, the student has four calendar years to complete all remaining requirements for the doctoral degree.

GRAD7@@0 and GRAD8@@0 are used to certify certain students as full-time for financial aid qualification and for loan payback deferment without requiring registration for a minimum of 9 hours. This form must be returned to the Graduate School for action. For proper financial aid dispersal, initiation, and deferment, students must submit this completed form to the Graduate School no later than 12 days prior to the first class day of the following semester. (General [Financial Information](#) can be found here).

5. **Comprehensive Exam and Oral Defense:** The Counselor Education Portfolio meets the written Comprehensive Exam requirement of the Auburn University Graduate School (see below for specific information about the Portfolio). Students can submit their Portfolios on the first day of Fall classes during their third year of enrollment but must submit no later than the first day of Fall classes during their fourth year of enrollment. If they are successful

in this written component they can move on to the Oral Comprehensive Exam (general oral examination).

6. **Graduation Requirements:** There must be **one full semester between the general oral examination and the defense of the dissertation**. The non-fee credit cannot be used during the same semester as the defense.
7. **Dissertation:** General guidelines about the dissertation are provided in this handbook. Students are responsible for being familiar with all Auburn University requirements and policies pertaining to the [dissertation process](#).

Students are required to complete a dissertation that is linked to or addresses research issues pertaining to counseling and/or counselor education. This can include areas of training, practice, specialization, advocacy, professional development, diversity, or working with specific counseling issues or concerns.

Students who have completed all coursework and are [writing their dissertation](#) may register for GRAD 8@@0 Dissertation Completion. This is 0 credit hours and no grade. It requires an additional prerequisite: a minimum of 1 hour of 8910, 8920, 8950, 8980, or 8990. Students must complete the required form for approval.

8. **Graduation:** Students must notify the Graduate School of the intent to graduate **the semester prior to the semester you intend to graduate** (select for [Graduation Application](#)). You can defer your graduation if you do not complete all requirements by the graduation deadline.

THE COMPREHENSIVE EVALUATION SYSTEM FOR THE COUNSELOR EDUCATION DOCTORAL PROGRAM

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 Doctoral Competencies document that follows. Additionally, data obtained through systematic review of students' progress (annual evaluations and the portfolio review) will be used to determine changes that might strengthen the Counselor Education program.

Evaluations for the Counselor Education Doctoral Program are as follows:

1. Documentation in the application file of meeting all program prerequisites.
2. Satisfactory performance in courses, clinical practice experiences, and all degree requirements.
3. Performance evaluations of practica by site and university supervisors.
4. Performance evaluations of internship activities by site and university supervisors.
5. Successful completion of the written and oral components of the Counselor Education Doctoral Portfolio (comprehensive exam).
6. Successful completion of all components of the dissertation, including the dissertation defense.

COUNSELOR EDUCATION DOCTORAL PORTFOLIO AND ORAL DEFENSE

The central organizing vehicle for the Comprehensive Evaluation System is the Counselor Education Portfolio, which will contain documentation and evidence of student accomplishments in the program.

The process of assembling the Portfolio is intended to be a major self-directed learning and professional development activity of the Counselor Education program. It is through this process that the student will organize, integrate, and consolidate all he or she has learned in the program. The student is expected to demonstrate his or her knowledge base, competencies, and skills have reached a level of attainment commensurate not only with the expectations of faculty, but also with his or her own expectations as they relate to professional development.

The portfolio process is both summative and formative. Students are asked to consider portfolio development throughout their program, reflecting on the experiences or components that will demonstrate competencies. Students are also asked to consider developing or seeking out academic, counseling, teaching, supervisory, research and professional development experiences that will enhance their ability to demonstrate competence. The portfolio is one part of the Comprehensive Evaluation System used in the Counselor Education and Supervision Doctoral program.

DOCTORAL COMPETENCIES COUNSELOR EDUCATION AND SUPERVISION

Because of participating in the Doctoral Program in Counselor Education and Supervision, the student is expected to demonstrate mastery of all the **competency areas** identified in the Doctoral Portfolio.

Portfolio: A selective, reflective, and collaborative collection of evidence used to document an individual's development and accomplishments. The development of the portfolios should be ongoing and include materials sampled across time, required and elective courses, professional development and clinical experiences, and self-developed materials.

PORTFOLIO COMPETENCY AREAS:

- **Competency Area 1: Teaching**
- **Competency Area 2: Clinical Supervision**
- **Competency Area 3: Research and Scholarship**
- **Competency Area 4: Counseling Practice**
- **Competency Area 5: Leadership and Advocacy**

Demonstration of some competencies can be evidenced through required **reproduction/artifact competency components** and required **knowledge/reflection competency components**. In all components, students are expected to develop their social, cultural, and racial awareness, implement current technologies, and abide by the ACA (2014) ethical standards.

COMPONENTS OF THE COUNSELOR EDUCATION DOCTORAL PORTFOLIO

Reproduction/Artifact Components

In these components, students are asked to draw from materials that they have developed in courses, clinical work, or professional development experiences to demonstrate specific skills, knowledge, or awareness. Students may also develop materials specific to meeting the identified competency areas.

Artifacts: materials that are normally produced through coursework, clinical experiences, and professional development activities (e.g., treatment plans, research papers, conference presentation materials, course syllabi developed).

Reproductions: materials that reproduce actual practice (e.g., videotapes, audiotapes).

Change or growth may be demonstrated by providing examples of the **successive versions** of an assignment, not just the most polished version. Additionally, a single reflection, reproduction, or artifact may be used to demonstrate competence in multiple areas.

In addition to considering revisions or updated versions of materials, one of the key aspects of artifact/reproduction selection **is the inclusion of rationale statements that provide clarification of why the specific submitted materials demonstrate the competency and how they may reflect personal and/or professional growth.**

COLLECTING MATERIALS AND DEVELOPING THE PORTFOLIO

The Counselor Education Doctoral Portfolio template includes all the competency areas that must be addressed in the completed portfolio. Components often address multiple areas of knowledge and experiences. It is important that in collecting or developing portfolio components a student considers components that best demonstrate the required competency and provides a rationale for the inclusion of materials.

It is recommended that students collect materials across academic courses, clinical practice, professional development activities, and other areas of their doctoral training. It is critical to the portfolio process that students **work on their portfolios throughout their academic program up to the time of submission**. Developing a portfolio requires careful and thoughtful consideration of what components to include and to the development of components. Students should consider including works or materials that demonstrate change, growth, or insight into practice as well as professional development. In addition, compiling portfolio components should be a selective process, not an overly inclusive process.

PORTFOLIO SUBMISSION AND EVALUATION

1. **Portfolio Submission:** The CED Portfolio can be submitted during the **Fall semester of the student's third year but must be submitted no later than the Fall of their fourth year**. The portfolios will be submitted on first class day of the Fall semester by 4:00 pm.
 - Portfolios received after the date and time required will not be accepted for review.
 - A submission after the required date and time will be considered a fail.
 - **A submission after the required date and time will automatically result in the portfolio being scored as "unsatisfactory."**
 - A student who does not submit their portfolio by the required date and time of their fourth year will not be permitted to matriculate further in the CED Doctoral Program.
2. **Submission Format:** The portfolio will be submitted using an *electronic* assessment program used within Counselor Education. Orientation about the portfolio will be provided in *COUN 8510 - Contemporary Issues in Counselor Education* through program training sessions.
3. **Portfolio Evaluators:** CED Portfolios are reviewed by the CED program faculty and contributing faculty (College of Education faculty that teach courses required in the doctoral program). Students will receive feedback and evaluations from the evaluators within 3 weeks of submitting the Portfolio.

4. **Portfolio Evaluations:** Portfolios are evaluated across the items in a section, and with a section total score.

Portfolios are evaluated using a 4-point rubric. Scores on this rubric range from:

- 1-unsatisfactory
- 2-marginal
- 3-competent**
- 4-exemplary

A **section total score of 3** or higher is considered demonstrating competence or passing that section. Students must demonstrate competence in a minimum of **4 sections of 5 total sections of the portfolio** to move onto the oral defense of the portfolio.

5. **Portfolio Requirements:** Students who do not meet the requirement (passing the Portfolio) to move onto the Oral Defense will receive from their committees a plan of remediation for the areas deemed insufficient. Once the student has completed this remediation they can resubmit their portfolio during the next scheduled review period.

Students are only permitted to submit for two portfolio reviews. If they are unsuccessful in the second review they will not meet program requirements and will be dismissed from the program.

COUNSELOR EDUCATION PORTFOLIO COMPONENTS

A description of the portfolio components is provided in the appendices of this handbook. The portfolio includes the following sections:

Teaching

Clinical Supervision

Clinical Counseling Practice

Research and Scholarship

Leadership and Advocacy

GENERAL ORAL EXAM PORTFOLIO DEFENSE

When students receive passing scores on their CED Doctoral Portfolio (as outlined on p. 27), they can move on to preparing for and scheduling their General Oral Exam with their Doctoral Committee. Students should abide by the following as they prepare for the oral defense of their portfolio:

- Students must provide committee members who are outside the department (i.e., do not have electronic access to the portfolio) a copy of their portfolio and evaluations from reviewers.
- Working with their Major Professors, students should schedule the Oral Exam (typically allow 1.5-2 hrs.) and submit the General Oral Exam Form ([Form A](#)). This form must be submitted to the Graduate School at least one week (5 working days) before the day the Oral Exam is to be conducted.
- Students are asked to develop a PowerPoint presentation that highlights the areas of their portfolios and includes an overview of the evaluations for all sections (scores across reviewers for sections, and any items for which reviewers scores indicated that the student did not pass the item).
 - * For sections that students passed, this should simply be a brief overview of components or areas that the student wants to highlight.
 - * For **items** and **sections** that students did not pass, the oral exam is the time to address the limitations, demonstrate competencies, and for the student to discuss how he or she could have done a better job of demonstrating the competency. This is a critical component of the oral exam.
 - * If an item(s) or section(s) is not passed by one committee member, but other reviewers' evaluations indicated the item(s) or section(s) passed, the student should address the committee member's comments and evaluations as part of his or her presentation at the oral exam.
- Faculty may ask questions across multiple components of the student's portfolio or in general areas of the student's coursework and professional development.
- Following the student's presentation and committee members' questions, the student's Major Professor will ask the student to leave the room; this is standard procedure and allows the committee time to discuss the student's oral exam.
- When students pass both the oral and written components of the Comprehensive Exam, they acquire the status of a **Doctoral Candidate**.
- If students do not pass the General Oral Exam:
 - * The Doctoral Committee can recommend remediation to address the areas for which there are concerns or competency was not demonstrated.
 - * After successfully completing remediation, the student can work with the Doctoral Committee to reschedule the Oral Exam. This can only occur once, if the student is not able to pass the Oral Exam on his or her second attempt, the student will be dismissed from the CED Doctoral Program.

DOCTORAL DISSERTATION GUIDELINES

Students should also Follow [Graduate School Guidelines](#).

DISSERTATION PROPOSAL

Y Dissertation Proposal

- **The Counselor Education program requires that Doctoral students complete dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.**
- As students begin to write their dissertation proposals, it is important they review the Graduate School deadlines on the Graduate School Academic Calendar.
- The dissertation proposal is developed by the student in conjunction with the student's **Dissertation Chair** (this can be students' Major Professor).
- Students should review the [Auburn University general guidelines for the required components of the dissertation](#).
- The format of the dissertation proposal is determined by the Dissertation Chair and is approved at the proposal meeting by the Dissertation Committee.
- The dissertation proposal has traditionally included review of the research, rationale (purpose, significance), research questions or hypotheses, and research procedure and methodology.

DISSERTATION PROPOSAL DEFENSE

- The Counselor Education program requires that students defend their proposal at a meeting with their **Dissertation Committee**.
- The Dissertation Committee may be your Doctoral Committee. This committee requires the same composition guidelines as your Doctoral Committee.
- The dissertation proposal meeting can occur at the same time as the General Oral Exam. Students must pass the General Oral Exam component before being allowed to move on to the Dissertation Proposal process.
- Students must provide their Dissertation Committee members with copies of the proposal ***within a timeline established with the Committee and Dissertation Chair***. If feedback is received prior to the proposal defense, students should incorporate it into the proposal meeting presentation.
- General Guidelines [for Preparing for the Proposal Meeting](#):
 - * Students may be asked to develop a PowerPoint presentation for the proposal. This should be a brief presentation meant to highlight the significance, purpose, and method of the proposed research. It is meant to provide students a structure and organization for their discussion of the study and they may expand verbally in the presentation.

- * **In the proposal documents, students should include copies of instruments they propose to use in the study, informed consent or approval documents related to data collection (IRB is not submitted to the committee at this time), and reference pages.**

DISSERTATION

- **As a reminder there must be one full semester between your General Oral Exam (Oral Defense of your Portfolio) and defending your dissertation**
- With approval from your Chair, you can [submit the dissertation](#) to your Committee for approval for the Dissertation to go to the University Reader
- **The University Reader** (The Outside Reader): If a university reader has not already been appointed prior to this stage, the major professor nominates several names as the potential university reader on the *Doctoral Dissertation First Submission Approval Form*. The reader must be on the Graduate Faculty and from outside the student's department. The major professor may request appointment of the university reader at any time during the student's doctoral work. The University Reader must approve the dissertation for the student to schedule their *Dissertation Defense*.
- Once the University Reader has reviewed the dissertation, the student and their Chair will receive an electronic notification of the Reader's evaluation. If it is approved they will be emailed Form X.
- Form X must be completed and returned to the Graduate School's Thesis and Dissertation office at least one week—five working days—before the day of the final examination. **The final examination should be scheduled before the deadline specified on the Graduate School's website.**
- In conjunction with the Chair the student formally schedules their Dissertation Defense.

DISSERTATION DEFENSE

- Students will follow similar steps to the dissertation proposal when scheduling the defense (Form X) and preparing a presentation for the defense.
- If recommendations for revisions were received from Dissertation Committee members prior to the defense meeting, students should address these recommendations in the defense meeting.
- The defense is usually 1.5-2 hrs. After the student's presentation and committee members' examination, the student will be asked to leave the room while the Committee meets to determine if the defense was satisfactory and to discuss requested revisions to the dissertation.
- In addition to the presentation, students should bring the [Form X and the Final Electronic Approval Form](#).

- At the conclusion of the defense the Committee may determine if additional revisions are necessary; the student must make all required revisions before submitting the [Final Electronic Submission](#) form.
- Students are also required to [submit an electronic copy of their final approved dissertation](#).
- Students who wish to copyright their dissertation will need to check this option on the [form](#). They will be charged a \$55 fee.

GRADUATION

- Students must remember to submit the [Graduation Application](#) at least one semester prior to their graduation.
- Students must be enrolled for at least one credit in the semester in which they intend to graduate.

Appendices

INFORMED CONSENT AGREEMENT

Counselor Education Programs (CMHC, CPS, REHB, CED)

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

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

1. I understand that I will be expected to demonstrate academic, clinical, and professional dispositions for prospective counselors and counselor educators-in-training. Failure to attain and demonstrate these competencies may result in faculty initiating a remediation process (please refer to the evaluation procedures in this handbook) or dismissal from the program.
2. As a prospective counselor or counselor educator-in-training, I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling profession ([American Counseling Association](#), 2014) and appropriate specialty areas. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers and faculty. This includes following the policies and procedures of student conduct and behavior at Auburn University.
 - [AU Academic Honesty Policy](#)
 - [AU Student Conduct](#)
3. I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Self-disclosures are common in experiential learning, but the content of such disclosures will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment or potential harm to clients, myself, or others; I understand the faculty will use this as part of the review of my overall academic and clinical growth.
4. I understand I will be formally reviewed at minimum once per year during the Student Annual Evaluation. This is one component of the Comprehensive Evaluation System that will be ongoing during my matriculation in the program. Students may also be reviewed as needed during other times outside of the Annual Evaluation. I understand that the Counselor Education Master's and Doctoral Degree handbooks provide specific information about this review process and the role of faculty and students.
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 (APTTP), Praxis II test #0420, School Guidance and Counseling). I understand I will have an opportunity to take the National Counselor Examination (NCE) while enrolled. This exam is required for Clinical Mental Health Counseling Graduates to be eligible for licensure as a professional counselor (e.g., LPC) and for School Counseling

Graduates 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 professional dispositions that are developed in academic courses. During these clinical practice experiences, students are expected to consistently practice ethical behavior and demonstrate respect for individual differences.
8. I understand that I will not be licensed as a counselor upon completion of this program. It will be my responsibility to be fully informed of the licensure requirements in the state for which I intend to practice. In addition, Counselor Education faculty will not endorse students for practice outside their areas of training.
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. I understand that I will be notified of any changes to the Student Handbook and related policies and program requirements, and that I will have an opportunity to engage in feedback on these proposed changes.
11. I understand that Auburn University email is the official communication method for students. The Department of Special Education, Rehabilitation and Counseling will email students with information about departmental issues, announcements, and to maintain student contact. It is the student's responsibility to check their Auburn email regularly and respond to departmental requests.
12. Students should be aware that under FERPA policies they have a right to access their educational records. Students should also be aware that educational records pertain to evaluation and academic records. The SERC department follows Auburn University guidelines for how long these records, outside of transcripts, are maintained. 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. I am also verifying that I have received a copy of the Student Handbook.

Signature of Student

Date

Printed Name

This informed consent agreement is adapted from the *Acknowledgement of Policies and Procedures for Students Enrolled in the University of Northern Colorado Professional Counseling Programs. Revision 2015, 2016*

CED DOCTORAL ANNUAL REVIEW

CED Doctoral Student Annual Report

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

General Information

Name:

Academic Year and Term Submitted:

Advisor (check all that apply):

- Dr. Carney
- Dr. Evans
- Dr. Curtis
- Dr. Meyer
- Dr. Derzis
- Dr. Thomas

Semester and Year first enrolled: _____

Academic Areas: Knowledge and Clinical Skills

In this section please provide the following information:

Current GPA:

Hours Completed:

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

Have you submitted your Planner (Plan of Study) in DegreeWorks?

- Yes
- No

Please list your committee members:

Have you completed your Doctoral Comprehensive Exam:

- Yes
- No

If Yes, what year and semester did you pass the orals component of the exam:

Have you completed and passed the COUN 8910 Teaching Practicum?

- Yes
- No

How many Teaching Practicums or supervised teaching experiences have you completed at this stage of your academic program?

- None
- 1-3
- 3-5
- More than 5

Have you completed and passed the COUN 8910 Counseling Practicum?

- Yes
- No

Have you completed additional hours of counseling experience (not including practicum) during this year?

- Yes
- No

If yes, how many hours?

- 5-25 hours
- 25-50 hours
- 50-100 hours
- Over 100 hours

Have you completed and passed the COUN 8910 Supervision Practicum?

- Yes
- No

Please list all professional licensure and credentials that you currently hold:

PROFESSIONAL DEVELOPMENT AND DISPOSITIONS

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

Please list all professional or academic recognitions or honors you have received this year:

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

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

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

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

Please identify all Professional Counseling Organizations you currently belong to:

ASSESSMENT RUBRIC FOR DOCTORAL PROGRAMS

Assessment Rubric for the Counselor Education Doctoral Program Annual Report – Auburn University

Student Name:

Program year:

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Indicators Academic Indicators

	Unsatisfactory	Developing	Target
Maintains 3.0 GPA			
Maintains appropriate matriculation through the program - meeting program and academic requirements			
Takes appropriate sequencing of coursework			

Dispositions

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

Dispositions: Academic and Professional Behavior

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

Diversity Dispositions: Diversity and Respect for Others

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

Reflect Dispositions: Reflective Practice and Behavior

	Unsatisfactory	Developing	Target	Exceeds Target
Is receptive to feedback				
Ability to reflect on performance				

	Unsatisfactory	Developing	Target	Exceeds Target
Demonstrates self awareness				
Able to integrate and apply feedback				
Demonstrates ability to engage in professional development				
Demonstrates ability to engage in academic development				
Awareness of the impact of their behavior on others				

Professional Competencies

These skills and knowledge competencies are based on the CACREP 2016 Standards.

Competencies are developmental with the goal of students demonstrating target evaluation in all competencies at the end of their program.

Professional Competency Areas

	Unsatisfactory	Developing	Target	Exceeds Target	Not applicable
Counseling					
Demonstrates knowledge of counseling theories and evidence-based counseling practices					
Demonstrates the ability to integrate counseling theories in practice					
Demonstrates the ability to conceptualize clients from multiple theoretical perspectives					

	Unsatisfactory	Developing	Target	Exceeds Target	Not applicable
Demonstrates the ability to evaluate counseling effectiveness					
Demonstrates ethical and culturally relevant counseling practice across multiple settings					
Supervision					
Demonstrates knowledge including theoretical frameworks and models of clinical supervision					
Demonstrates awareness of the roles and relationships related to clinical supervision					
Demonstrates clinical supervision skills relevant to differing clinical supervision modalities & technology					
Demonstrates clinical supervision skills related to evaluation and administrative procedures. This includes skills related to remediation and gatekeeping					
Demonstrates ethical and culturally relevant strategies for conducting clinical supervision					
Teaching					

	Unsatisfactory	Developing	Target	Exceeds Target	Not applicable
Demonstrates knowledge of the roles and responsibilities related to educating counselors					
Demonstrates skills related to instructional and curriculum design, delivery and evaluation methods in counselor education					
Demonstrates knowledge related to pedagogy and teaching methods relevant to counselor education					
Demonstrates knowledge of screening, remediation and gatekeeping functions in counselor education					
Demonstrates ethical and culturally relevant strategies used in counselor preparation					
Research and Scholarship					
Demonstrates skills related to designing and conducting both qualitative and quantitative research					
Demonstrates knowledge of the models and methods of program evaluation					
Demonstrates knowledge of models and methods of					

	Unsatisfactory	Developing	Target	Exceeds Target	Not applicable
<p>instrument and survey design</p> <p>Demonstrates skills related to dissemination of research through professional publications and presentations</p> <p>Demonstrates ethical and culturally relevant strategies for conducting research</p> <p>Leadership and Advocacy</p> <p>Demonstrates skills and knowledge associated with leadership and advocacy in counselor education</p> <p>Demonstrates knowledge of leadership roles and strategies for responding to crises and disasters</p> <p>Demonstrates knowledge of leadership in counselor education including models, accreditation standards, and professional development in professional organizations.</p> <p>Demonstrates skills associated with engagement in professional development</p>					

	Unsatisfactory	Developing	Target	Exceeds Target	Not applicable
Demonstrates ethical and culturally relevant leadership and advocacy practices					

Evaluation Scale:

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

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

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

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

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

Comments:

Major Professor Signature: _____

Date: _____

Student Signature: _____

Date: _____

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

COUNSELOR EDUCATION DOCTORAL PORTFOLIO COMPONENTS

I. Teaching

1. Knowledge and Application of Legal, Ethical, and Multicultural Issues in Teaching in Counselor Education

In this module, demonstrate your knowledge of ethical, legal, and multicultural issues in teaching in counselor education and your ability to apply this knowledge. To demonstrate competency, sufficient knowledge, and application in all three topics – legal, ethical, multicultural – must be presented. Your knowledge should be presented in a scholarly fashion, using relevant citations and references. Your ability to apply this knowledge can be presented in various ways, including artifacts or descriptions of case examples, PowerPoints, or other learning activities used in counselor education courses, for example.

2. Knowledge and Application of Screening, Remediation, and Gatekeeping in Counselor Education

In this module, demonstrate your knowledge of screening, remediation, and gatekeeping in counselor education and your ability to apply your knowledge in these areas. Your knowledge should be presented in a scholarly fashion, using relevant citations and references. Your ability to apply this knowledge can be presented in various ways, including artifacts or descriptions such as examples and sample documents used to execute these processes, for example.

3. Evaluation and Assessment in Counselor Education

In this module, demonstrate your knowledge of evaluation and assessment in counselor education and your ability to apply your knowledge. Your knowledge should be presented in a scholarly fashion, using relevant citations and references. Competency involves demonstrating your ability to evaluate student learning outcomes using specific assessment methods.

4. Teaching Demonstration

In this module, demonstrate your ability to competently execute essential tasks of teaching in counselor education. This module should include the following components developed by the student: (a) a course syllabus developed or revised from a teaching experience, (b) course lesson plan(s) including learning objectives, (c) educational materials (e.g., PowerPoint presentations, handouts, descriptions of learning activities, videos links or citations, etc.) that correspond with the lesson plan and learning objectives, (d) assessment methods to evaluate the student learning objectives, and (e) supervisor evaluations teaching practicum or another supervised teaching experience.

5. Reflection on Teaching

In this module, demonstrate your ability to reflect on your growth related to teaching in counselor education. Your reflection may include any of the areas listed above and include consideration of feedback you have received about your teaching in your coursework and teaching experiences. Also consider changes to your teaching philosophy and include your most recent teaching philosophy as an attachment.

II. Clinical Supervision

1. Knowledge and Application of Legal, Ethical, and Multicultural Issues in Clinical Supervision

In this module, demonstrate your knowledge of ethical, legal, and multicultural issues in clinical supervision and your ability to apply this knowledge. To demonstrate competency, sufficient knowledge, and application in all three topics – ethical, legal, and multicultural – must be presented. Your knowledge should be presented in a scholarly fashion, using relevant citations and references. Your ability to apply this knowledge can be presented in various ways, including artifacts or descriptions of case examples and sample documentation, for example.

2. Knowledge and Application of Evaluation, Remediation, and Gatekeeping in Clinical Supervision

In this module, demonstrate your knowledge of evaluation, remediation, and gatekeeping in clinical supervision and your ability to apply your knowledge in these areas. Your knowledge should be presented in a scholarly fashion, using relevant citations and references. Your ability to apply this knowledge can be presented in various ways, including artifacts or descriptions such as examples and sample documents used to execute these processes, for example.

3. Knowledge of Clinical Supervision Theory

In this module, demonstrate your knowledge of a clinical supervision theory. In order to demonstrate competence, include a description of the theoretical tenants, goals and focus of supervision, supervisory practices or interventions, and evaluation methods consistent with the supervision theory. Also describe the research support of the supervision theory. Your knowledge should be presented in a scholarly fashion, using relevant citations and references.

4. Clinical Supervision Practice Module

In this module, demonstrate your ability to competently provide clinical supervision with a specific supervisee(s). This module should demonstrate your ability to conduct supervision including descriptions of the following: (a) supervisory relationship, (b) determining supervision goals and focus, (c) supervisory process and interventions, (d) evaluation method(s) used in your supervisory practice. In addition to specific illustrations of your supervision practice, please upload midterm and final evaluations completed by your supervisor from your supervision practicum experiences.

5. Reflection on Clinical Supervision

In this module, demonstrate your ability to reflect on your growth related to clinical supervision. Your reflection may include any of the areas above and include consideration of feedback you received about your clinical supervision from your clinical supervision experiences. Also consider changes to your supervision theory and practices.

III. Counseling Practice

1. Knowledge and Application of Legal, Ethical, and Multicultural Issues in Counseling Practice

In this module, demonstrate your knowledge of ethical, legal, and multicultural issues in counseling practice and your ability to apply this knowledge. To demonstrate competency,

sufficient knowledge, and application in all three topics – ethical, legal, and multicultural – must be presented. Your knowledge should be presented in a scholarly fashion, using relevant citations and references. Your ability to apply this knowledge can be presented in various ways, including artifacts or descriptions of case examples and sample documentation, for example.

2. Knowledge of Counseling Theory

In this module, demonstrate your knowledge of a counseling theory; this may be an integrative theoretical framework. In order to demonstrate competence, include a description of the theoretical tenants, goals and focus of counseling using this theory, counseling practices or interventions used in this theory, and evaluation methods consistent with the theory. Also describe the research support of the theory when used in counseling practice and compare and contrast this theory to a different counseling theory. Your knowledge should be presented in a scholarly fashion, using relevant citations and references.

3. Individual Counseling Module

In this module, demonstrate your ability to competently provide counseling services to two individual clients. For each client, describe how you applied your counseling theory and provide evidence such as intake assessment forms, progress notes, case conceptualizations, evaluations used in counseling, and treatment plans (all client information must be de-identified). In addition to applying your counseling theory, also attend to multicultural counseling issues in your work with each of these clients. Finally, include your supervisor evaluations to support your competence in providing individual counseling services.

4. Group Counseling Module

In this module, demonstrate your ability to competently provide group counseling services. Describe how you applied your counseling theory to a specific group and provide evidence such as group progress notes, group counseling interventions, evaluations used in group counseling (all client information must be de-identified). In addition to applying your counseling theory, also address multicultural counseling issues in group work and specifically describe these issues in the group you are describing.

5. Counseling Practice Reflection

In this module, demonstrate your ability to reflect on your growth related to counseling practice. Your reflection may include any of the areas above and include consideration of feedback you received about your counseling practice from supervisors and clients. Also consider changes to your counseling theory and practices as a result of your growth and development.

IV. Research and Scholarship

1. Knowledge and Application of Legal, Ethical, and Multicultural Issues in Research and Scholarship

In this module, demonstrate your knowledge of ethical, legal, and multicultural issues in research and scholarship. To demonstrate competency, sufficient knowledge, and application in all three topics – ethical, legal, and multicultural – must be presented. Your knowledge should be presented in a scholarly fashion, using relevant citations and references. Your ability to apply

this knowledge can be presented in various ways, including artifacts or descriptions of case examples and sample documentation, for example. Required artifacts include an Auburn University IRB protocol that you developed and confirmation of your CITI training completion for Human Subjects Research. Finally, describe actions you will take to maintain appropriate ethical, legal, and multicultural competencies in your research and scholarship activities.

2. Knowledge and Application of Research Design

In this module, demonstrate your knowledge of research design. This module must include evidence of your ability to develop a research proposal, including describing a rationale and purpose for the study, research questions/hypotheses, research method (i.e., procedure, participants, data collection, data analysis). A reference page in APA 6th edition style must be included. Research designs can be qualitative, quantitative, or a mixed method.

3. Scholarly Manuscript Module

In this module, demonstrate your ability to develop a manuscript for submission to a professional journal or newsletter. This module must include (a) the scholarly manuscript you have written, (b) references for the manuscript in APA 6th edition style formatting, (c) a description of the journal you have selected to which you will submit this manuscript and a rationale for why you have chosen this source, and (d) a description of your process of writing this manuscript and submitting it for review. If you have submitted the manuscript or it has been published, please include verification (e.g., emails from the editor, acceptance letter, etc.).

4. Professional Presentation Module

In this module, demonstrate your ability to develop professional presentations related to counseling or counselor education. This module must include (a) at least one professional presentation, (b) a description of the conference or other meeting where the presentation will be or has been conducted (e.g., a state, regional, or national conference; training for community professionals), and (c) a description of your process of developing this presentation, submitting a proposal for a conference, and conducting the presentation. If you have presented this presentation at a conference, please include verification of acceptance.

5. Grant Work

In this module, demonstrate your competency to engage in grant development or activities related to grant execution. This module must include evidence of your contributions in writing grants (e.g., section of a grant application you wrote), grant submission (e.g., submission verification from grant funders), or specific activities related to executing the grant after receiving the funding award. In addition to such evidence, please describe the grant including the funder and purpose/type of grant, and describe your process of contributing to the grant.

6. Program Evaluation

In this module, describe a method of program evaluation appropriate for an education, counseling, or institutional setting. This module must include information specific to the purpose of the program evaluation, steps required to prepare for the evaluation, budget needed, methods of the program evaluation, and intended outcomes.

7. Research and Scholarship Reflection

In this module, demonstrate your ability to reflect on your growth related to research and scholarship. Your reflection may include any of the areas above and include consideration of feedback you received regarding these areas throughout your doctoral program.

V. Leadership and Advocacy

1. Counselor Educator Professional Identity

In this module, describe your professional identity. Also describe how your professional identity has developed throughout your doctoral program including specific experiences, programs, and mentoring in which you engaged to foster your identity development as a counselor educator. Include your most recent CV for this module. Finally, describe your intentions and plan related to continuing your development as a counselor educator.

2. Knowledge and Application of Leadership Roles, Skills, and Strategies in Crises and Disasters

In this module, demonstrate your knowledge of leadership roles, skills, and strategies used by counselors during crises and disasters. Then, demonstrate your ability to apply this knowledge in practice. Examples of evidence of application include developing sample crisis preparedness and response plans for your workplace or applying disaster mental health, psychological first aid, or another model of crisis intervention to your work with clients.

3. Knowledge and Application of Advocacy

In this module, demonstrate your knowledge of the following: (a) What is advocacy? (b) What needs are there for advocacy in the counseling profession (describe one or two current issues)? and, (c) What are the models that guide how counselors advocate? Then, describe how you have engaged in advocacy to address a specific need, including the methods and activities you completed and the outcome or goals associated with your advocacy. Include evidence of your advocacy, such as advocacy logs, sample documents, or outcome data.

4. Knowledge and Application of Leadership Models

In this module, demonstrate your knowledge of leadership models, including the model(s) on which you base your own leadership style and methods. Describe how you implement this model including specific examples from your leadership experiences. Leadership activities can include but are not limited to professional service, peer and professional collaborations, and advocacy or mentoring activities. Include evidence of your leadership methods, including outcomes, meeting agendas you developed, or mentoring assignments, for example.

5. Reflection on Leadership and Advocacy

In this module, demonstrate your ability to reflect on your growth related to leadership and advocacy. Your reflection may include any of the areas above and include consideration of feedback you received about your leadership and advocacy practices from faculty, supervisors, collaborators, and peers. Also consider changes to your leadership and advocacy methods and professional identity throughout the course of your doctoral program.

THE ASSESSMENT INDEX

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

Student Program Survey:

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

CED Annual Review of Students/CED Annual Review Rubric:

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

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

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

Dispositions:

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

Counselor Preparation Comprehensive Examination (CPCE):

The CPCE is a standardized exam to assess graduate counseling students' knowledge of counseling foundation areas. The CPCE covers the eight common-core areas defined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016).

NCE – National Counselor Exam:

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

Praxis II 0421 Professional School Counselor Exam:

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

CED Doctoral Portfolio:

The portfolio is a selective, reflective, and collaborative collection of evidence used to document an individual's development and accomplishments. The development of the portfolios is ongoing and includes materials sampled across time, integrates required components and student selected components, demonstrations of professional development, and clinical experiences. The Portfolio Competency Areas reflect CACREP 2016 Competency Areas. **CED Doctoral Portfolio Competency Areas:** Teaching, Clinical Supervision, Research and Scholarship, Counseling Practice, and Leadership and Advocacy

College of Education - Inventory of Candidate Proficiencies:

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

Auburn University Graduates Survey:

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

CED Advisory Committee:

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

Alumni Survey:

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

Supervisor/Employer Survey:

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

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