

COUNSELOR EDUCATION PROGRAMS: CCA & CPS

CED Master's Degree Handbook

Department of Special Education, Rehabilitation, Counseling/
School Psychology

2009

2084 HALEY CENTER

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Handbook Revised: 2002; 2003; 2005; 2007; 2008; 2009

COUNSELOR EDUCATION PROGRAMS DEPARTMENT OVERVIEW

GENERAL DEPARTMENT INFORMATION

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

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

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

CED PROGRAMS MISSION STATEMENT

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

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

DEGREES OFFERED

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

Community Agency Counseling
M.Ed./M.S.

School Counseling
M.Ed.

PURPOSE OF COUNSELOR EDUCATION MASTER'S PROGRAMS

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

Objectives of the Program

The objectives of the 48-semester hour Master's program are based on societal counseling needs, human developmental needs, and ethical considerations in today's multicultural society. Students will:

1. develop and demonstrate an identity as a professional counselor, (portfolio)
2. demonstrate an understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants; (portfolio, COUN 7400)
3. demonstrate an understanding of and compliance with codes of ethics of the counseling profession; (COUN 7400)
4. demonstrate ability to use technology to enhance services delivered to clients/students; (COUN 7400, portfolio)
5. demonstrate an understanding of and skills to work with and advocate for diverse client/student populations; (COUN 7330, portfolio)
6. demonstrate an understanding and practical application of theories of individual and group counseling and human development; (COUN; 7310; HDFS 7310; COUN 7350, COUN 7350; COUN 7340)
7. demonstrate ability to facilitate growth, development, success, and health with clients/students in individual and group settings; (COUN 7910, COUN 7920)
8. demonstrate an understanding of approaches to research, assessment, and evaluation and use of data to meet the needs of clients, students, and/or communities; (COUN 7250; COUN 7200; ERMA 7200)
9. demonstrate an understanding of career development theories and an ability to facilitate client/student career decision making and/or opportunities. (COUN 7230)

PROGRAMS

CACREP accredited Master's degrees in counseling are offered in School counseling (CPS) and Community Agency Counseling (CCA).

The Council for the Accreditation of Counseling and Related Educational Programs

(CACREP) accredits the master's degree programs in School Counseling and Community Agency counseling. The master's degree program in School Counseling is also approved by the **Alabama State Department of Education** (for students who have Class B certificate) and by the **National Council on Accreditation of Teacher Education** (NCATE). The rehabilitation counseling program is accredited by the **Council on Rehabilitation Education** (CORE).

GRADUATION REQUIREMENTS

1. Satisfactory performance in academic, clinical, and interpersonal/intrapersonal areas as determined through grades, supervisor, and faculty evaluations
2. Passing score on CPCE
3. Passing score on portfolio
4. Passing score on oral portfolio presentation
5. **School counselors** must also pass the basic skills assessment of the Alabama

Prospective Teacher Testing Program; Praxis II test #0420, School Guidance and Counseling; and, the National Counseling Examination for Licensure and Certification

FACULTY

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

http://education.auburn.edu/academic_departments/coun/facultystaff/

OTHER HELPFUL INFORMATION FOR GRADUATE STUDENTS

GRADUATE SCHOOL POLICIES AND REQUIREMENTS

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

FINANCIAL ASSISTANCE

See the website: <http://www.grad.auburn.edu/ps/aid.html> for information about financial assistance and employment opportunities at Auburn University.

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

A limited number of part-time graduate assistantships are available each year in the Rehabilitation, Special Education, Counseling/School Psychology Department. Preference is usually given to students enrolled in the doctoral program. **Applications** are available on the website for the Department of Rehabilitation, Special Education, Counseling/School Psychology or you can contact the office at (334) 844-4446 for more specific information.

HOUSING AND RESIDENCE LIFE

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

COMPUTER ACCESS AND USE

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

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

If you have an off-campus account as well, and wish your on-campus e-mail forwarded to your off-campus account, please contact the Office of Information Technology (OIT) at 844-4944, or through the web or e-mail as per the addresses given above. ***It is important that you check your university-assigned e-mail address regularly. Departmental communication, course information from your professors, and other important information will be disseminated through this account.***

THE PROGRAM FOR STUDENTS WITH DISABILITIES

Support services for students with disabilities are provided by the Office for Students with Disabilities. Current information can be obtained by contacting the office located at 1228 Haley Center, Auburn University, (334) 844-2096, Fax (334) 844-2099, or website: <http://www.auburn.edu/academic/disabilities/>

TECHNOLOGY WORKSHOPS ON CAMPUS

Workshops are offered on campus through the Instructional Media Group (IMG). The IMG provides support and information regarding instructional technology and multimedia for Auburn University faculty. Graduate students are also given access to the workshops offered quarterly. IMG is a subgroup of the Auburn University Division of Telecommunications and Educational Television. The IMG office is located at 112 Tichenor Hall. More information about the workshops offered on a quarterly basis can be found at: <https://fp.auburn.edu/IMG/SeminarReq/seminars.aspx>

In addition, The Department of Rehabilitation, Special Education, Counseling/School Psychology began offering a series of three technology workshops per year in 2001-2002. These workshops are designed to assist students in acquiring expertise needed to develop their portfolios. Attendance is required.

COUNSELOR EDUCATION INFORMED CONSENT AGREEMENT

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

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

1. I understand that I will be expected to demonstrate academic, personal, interpersonal, and professional competencies appropriate for prospective counselors and counselor educators-in-training. Failure to attain and demonstrate these competencies may result in faculty initiating a remediation process (please refer to the Counselor Education Masters or Doctoral Degree handbooks) or dismissal from the program.
2. As a prospective counselor and counselor educator-in-training I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling profession (**American Counseling Association**) and appropriate specialty areas. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers and faculty.
3. I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Self-disclosures are common in experiential learning but will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment or potential harm to clients, myself, or others I understand the faculty will use this as part of the review of my overall academic and clinical growth.
4. I understand I will be formally reviewed once per year during the Student Annual Evaluation. This is one component of the Comprehensive Evaluation System that will be ongoing during my matriculation in the program. The Counselor Education Masters and Doctoral Degree handbooks provided specific information about this review process and the role of faculty and students.
- 5A. I understand the portfolio is also required part of the Comprehensive Evaluation System. The professional portfolio is a holistic method of evaluation that assesses growth and ability to plan, reflect and evaluate ones own progress and professional development. The purpose of portfolio is to meet the goals of the Comprehensive Evaluation System which 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. The portfolio is created using **LiveText** on-line support tool. There is a cost for the **LiveText** membership subscription that students will purchase during the first term of study, along with other course required materials.
- 5B. I understand that there are specific requirements for graduation (specific exams) that require an application fee and registration form (e.g., Counselor Preparation Comprehensive

Examination [CPCE], Praxis II, etc). Students also have an opportunity to take the National Counselor Examination (NCE) while enrolled. This examination is voluntary for community and required for school counseling students.

6. I understand that work products developed in this program may be viewed by external agencies (e.g., **CACREP**, **NCATE**, **SACS**) to assess program quality.
7. I understand that practicum and internship require the application of knowledge, skills, and attitudes that are developed in academic courses (see the Professional Practices Handbook for Clinical Experiences). This includes the demonstration of respect for individual differences and attention to the diverse needs of clients in a pluralistic society.
- 8A. I understand that I will not be licensed as a counselor upon completion of this program, and that my obtaining licensure will be through the appropriate state licensing boards. It will be my responsibility to fully informed of the licensure requirements in for the state in which I intend to practice.
- 8B. 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.
9. 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.
10. I understand that **Tigermail** is the official Auburn University communication method for students. The Special Education, Rehabilitation, Counseling/School Psychology Department uses Tigermail to provide students with information about departmental issues, announcements and to maintain student contact. It is the student's responsibility to review Tigermail and respond to departmental requests.

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

Signature of Student

Date

Printed Name

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

Created 2/15/07; Revised 6/5/09

SPECIFIC PROGRAM INFORMATION

COMMUNITY AGENCY COUNSELING (CCA)

Mission

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

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

Community Agency Counseling preparation program objectives:

1. Plan, design, implement and evaluate comprehensive programs and services for persons served in community agency programs (portfolio; COUN 7410).
2. Demonstrate knowledge and skills associated with ethical counseling practice (portfolio, practicum/internship).
3. Demonstrate the knowledge, skills and awareness to work effectively with clients from diverse backgrounds (COUN 7330, portfolio).
4. Clearly articulate the roles, responsibilities and professional qualifications of community agency counselors (portfolio, COUN 7410).
5. Awareness of the models and systems related to service delivery in community agency counseling (portfolio, COUN 7410).
6. Ability to develop, implement and evaluate group and individual counseling methods, theories, interventions and strategies (portfolio, practicum/internship).
7. Develop skills and knowledge associated with assessment and diagnosis in the counseling process, including consideration of individual differences and developmental issues (COUN 7250, COUN 7200, COUN 7310, internship, portfolio).
8. Demonstrate knowledge of the use of technology in counseling practice, program development and evaluation, and professional development (portfolio).

9. Awareness of professional identity variables related to professional standards, licensure, national certification organizations, leadership, and professional service (portfolio, COUN 7410).
10. Awareness of issues related to advocacy and the role of advocacy in community agency counseling (COUN 7330, COUN 7410).

Program of Study
Community Agency Counseling Master's Degree
Auburn University

Student's Name: _____ Student's ID: _____

Faculty Advisor: _____ Date Beginning Program: _____

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

I. FOUNDATION AREAS

Human Growth and Development (6)

COUN 7310 Counseling Application of Lifespan Development(3 cr.)
 HDFS 7600 Marriage and Family Therapy Theory I(3 cr.)

Social and Cultural Foundations (3)

COUN 7330 Counseling Diverse Populations.....(3 cr.)

Helping Relationships (6)

COUN 7320 Counseling Theories.....(3 cr.)
 COUN 7350 Introduction to Counseling Practice.....(3 cr.)

Groups (3)

COUN 7340 Group Counseling(3 cr.)

Lifestyle and Career Development (3)

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

Appraisal (6)

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

Research and Evaluation (3)

ERMA 7200 Basic methods in Educational Research(3 cr.)

Professional Orientation (3)

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

II. ENVIRONMENTAL AND SPECIALTY COURSES FOR COMMUNITY COUNSELING (3)

COUN 7410 Counseling in the Community(3 cr.)

III. FIELD EXPERIENCES (12)

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

Updated 07-07-07; 06-06-09

NOTES

1. The two degree options are offered by the Department for the master's degree programs in the Community Agency Counseling area of specialization. Both the Master of Education and Master of Science degree programs on the average consist of 48 semester hours of study (a minimum of six semesters to complete) and are individually designed according to the (aforementioned) Program of Study worksheet. The programs include required supervised counseling experiences in a counseling practicum and internship, in which students are placed in settings comparable with their professional interest and objectives. Those students pursuing the Masters of Science degree are required to complete a thesis (COUN 7990 Research and Thesis). Additional course work (e.g. FOUN 7300 Design and Analysis in Education I, FOUN 7210 Theory and Methodology of Qualitative Research) may be required based upon the type of thesis research the student proposes to conduct. The thesis and additional credit hours of study may extend a degree program beyond the minimum of six semesters. The thesis is directed by the students' academic advisor and advisory committee. Students should select the Master of Science degree program option no later than the end of the student's second semester of study.
2. A formal **Plan of Study** must be submitted by the student and the student's faculty advisory committee to the Graduate School no later than the end of the student's second semester of study. <http://graduate.auburn.edu/gspoststudent/main.aspx>.
3. All students must perform satisfactorily on a written examination (see evaluation section of this *Handbook*). Oral presentations of student portfolios are scheduled each spring term by the department.

REVISED 10/99; 5/2005; 7/2007; 10/2007; 5/2008,6/2009

Preferred Course Sequence for Community Agency Counseling Students

Fall	Spring	Summer
COUN 7400: Orientation to the Profession of Counseling COUN 7410: Counseling in the Community COUN 7330: Counseling Diverse Populations	COUN 7320: Counseling Theory COUN 7310: Counseling Applications of Lifespan Development COUN 7350: Introduction to Counseling Practice: Community COUN 7250: Advanced Assessment and Diagnosis	COUN 7340: Group Counseling COUN 7230: Career Development and Vocational Appraisal COUN 7200: Introduction to Measurement and Assessment
Fall	Spring	
ERMA 7200: Basic Methods in Education Research COUN 7910: Community/Agency Counseling Practicum HDFS 7600 Marriage and Family Therapy Theory I *Advisor Approved Elective	COUN 7920 (200): Internship	

*** May be taken in another term with advisor approval**

APPLICATIONS FOR PRACTICUM AND INTERNSHIPS

Applications for graduate practicum (COUN 7910) and internship (COUN 7920) must be completed and submitted to the program coordinator of community agency counseling during the registration period the semester prior to the expected placement, excluding Summer Term. Announcements about application deadlines will be provided and will coincide with early registration dates. The applications will be distributed to students electronically by the CCA program coordinator. Practicum consists of a minimum 100 clock hours and internship consists of 600 clock hours; both in a community-based mental health setting.

COMMUNITY AGENCY COUNSELING MASTER'S STUDENTS GUIDELINES AND CHECKLIST

- STEP 1** **Meet with Faculty Advisor prior to enrollment for first semester.** (It is strongly recommended that students contact their advisors every semester before registration.)
- STEP 2** **Meet with Advisor to discuss committee membership.** Plans of study should be completed by the end of the student's second semester of enrollment.
- STEP 5** **Attend the COUN Portfolio Seminars**
- STEP 3** **Application for Practicum.** Students take Practicum after completing all prerequisites; usually students apply during spring semester for fall term placement. Students should meet with their advisors to discuss Practicum sites and will submit applications to the CCA program coordinator.
- STEP 4** **Application for Internship.** Upon successful completion of Practicum students are eligible to take Internship. Students apply for Internship the semester prior to the requested placement. Students should meet with their advisors to discuss Internship sites will submit applications to the CCA program coordinator.
- STEP 5** **Complete the Counselor Preparation Comprehensive Examination (CPCE)** The department, in early spring, will schedule the comprehensive written exam. Students will schedule to complete the exam final spring semester of enrollment.
- STEP 6** **Submission of Portfolio for Review.**
- STEP 7** **Scheduling of Masters Oral Examination.** The department, in late spring, will schedule the portfolio presentation/oral exam. Students will schedule the examination the final spring semester of enrollment.
- STEP 8** **Application for Graduation.** Students must notify Graduate School of their intent to graduate the semester prior to the semester in which they will graduate. This can be done as part of the registration process. Review guidelines in the AUBulletin.

SCHOOL COUNSELING (CPS)

Mission

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

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

1. Plan, design, implement, and evaluate a comprehensive developmental school counseling program (portfolio components);
2. Use current research to develop sound counseling and guidance activities to achieve school counseling program goals (portfolio components);
3. Clearly articulate the role of the school counselor and his/her contributions to the mission of a total school program (class assignment); COUN7420; COUN 7350;
4. Deliver interventions to school-aged youth designed to promote school success (practicum; internship);
5. Provide consultation to parents and teachers to assist them in helping their children and students acquire the skills needed for school success (internship);
6. Select developmentally appropriate interventions to assist students in making educational transitions (internship);
7. Evaluate the effectiveness of interventions (practicum; internship);
8. Demonstrate the foundational knowledge expected of an entry-level counselor (written final exam);
9. Demonstrate the skills necessary for interprofessional collaboration (group assignments; internship); COUN 7420 and COUN 7350;
10. Identify systemic barriers to equal educational access and opportunity for specific groups of students and develop an action plan for reducing or eliminating the barriers (class assignment); COUN 7420;
11. Demonstrate competence in planning and delivering individual (practicum) and group (group course) counseling to school-aged youth;
12. Select a decision-making model and apply the model to ethical dilemmas in school counseling; COUN 7920;
13. Demonstrate knowledge and use of emerging technologies in education and school

counseling (portfolio); class assignments;

14. Demonstrate knowledge of the school environment (practicum; internship).

All students must submit passing scores on the Praxis II, test #0420 School Guidance and Counseling (effective April 2005) and pass the basic skills portion of the Alabama Prospective Teacher Testing Program (APTTP) prior to graduation. Additionally, students who do not hold a professional educator certificate must take submit a passing score on the National Counseling Examination (NCE) before being recommended for certification.

<p>Program of Study <i>Master's Degree in School Counseling</i> <i>Auburn University</i></p>

Student's Name: _____ Student's ID: _____

Faculty Advisor: _____ Date Beginning Program: _____

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

I. FOUNDATION AREAS

Human Growth and Development (3)

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

Social and Cultural Foundations (3)

COUN 7330 Counseling Diverse Populations (3 cr.)

Helping Relationships (6)

COUN 7320 Counseling Theories(3 cr.)

COUN 7350 Intro to Counseling Practice: Schools.....(3 cr.)

Groups (3)

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

Lifestyle and Career Development (3)

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

Appraisal (6)

COUN 7200 Introduction to Measurement and Assessment(3 cr.)

COUN 7250 Advanced Assessment and Diagnosis in Counseling.....(3 cr.)

Research and Evaluation (3)

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

Professional Orientation (3)

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

II. ENVIRONMENTAL AND SPECIALTY COURSES FOR SCHOOL COUNSELING (3)

COUN 7420 Orientation to School Counseling(3 cr.)

III. FIELD EXPERIENCES (12)

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

IV. OTHER

- Advisor approved elective..... (3 cr)
- *RSED 7000 Advanced Study of Exceptionality (3 cr)

NOTES:

1. A formal **Plan of Study** must be submitted by the student and the student’s faculty advisory committee to the Graduate School no later than the end of the student’s second semester of study.
2. Students must complete an application of Practicum COUN 7910 100 and Internship COUN 7920 100. These applications can be obtained from the **Teacher Education Services Office**, 3464 Haley Center. Announcements about application deadlines are posted and coincide with early registration dates. COUN 7920 Internship consists of 600 clock hours in a school setting.
3. Oral and written examinations will be scheduled each spring for master’s degree students who intend to graduate. Students are reminded to notify the **Graduate School** of their intent to graduate *the term before* they plan to graduate. This can be done through the registration process.
4. A 3.0 GPA or better is required in all courses approved for school counselor certification.
5. All students must submit passing scores on the Praxis II, test #0420 School Guidance and Counseling (effective April 2005) and pass the basic skills portion of the Alabama Prospective Teacher Testing Program prior to graduation. Additionally, students who do not hold a professional educator certificate must take submit a passing score on the National Counseling Examination before being recommended for certification.

***Students who have not previously taken a similar course must include RSED 7000 in their plan of study.**

REVISED 10/99; 07/03; 06/05; 07/06;06/09
EFFECTIVE 08/2000; 08/2003; Fall 2006; Fall 2008;Spring 2009

Preferred Sequence of School Counseling Students

Fall	Spring	Summer
COUN 7400: Orientation to the Profession of Counseling COUN 7420: Orientation to School Counseling COUN 7330: Counseling Diverse Populations COUN 7200: Introduction to Measurement and Assessment	COUN 7320: Counseling Theory COUN 7310: Counseling Applications of Lifespan Development COUN 7350: Intro to Counseling Practice in Schools COUN 7250: Advanced Assessment and Diagnosis	COUN 7340: Group Counseling COUN 7230: Career Development and Vocational Appraisal RSED 7000 Survey of Exceptionality*, **
Fall	Spring	
ERMA 7200: Basic Methods in Education Research COUN 7910: School Counseling Practicum Advisor Approved elective*	COUN 7920 200: Internship	

* May be taken in another term with advisor approval

**Required for students who have not previously completed a comparable course.

APPLICATIONS FOR PRACTICUM AND INTERNSHIP

Applications for graduate practicum and internship in school counseling are available from the **Office of Teacher Services**, Haley Center. They must be completed and submitted to the coordinator of school counseling during the registration period the semester prior to the expected placement (excluding Summer).

SCHOOL COUNSELING MASTER'S STUDENTS GUIDELINES AND CHECKLIST

- STEP 1** **Contact Faculty Advisor prior to enrollment for first semester.** (It is strongly recommended that students contact their advisors every semester before registration.)
- STEP 2** **Meet with Advisor to discuss committee membership.** Plans of study should be completed by the end of the student's second semester of enrollment.
<http://graduate.auburn.edu/gspoststudent/main.aspx>
- STEP 3** **Application for Practicum.** Students take Practicum after completing all prerequisites. Students apply during spring semester for Fall placement. Students typically take Practicum the first term of their second year. Application materials are available in Haley Center 3084.
- STEP 4** **Application for Internship.** Upon successful completion of Practicum students are eligible to take Internship. Students apply for Internship the semester prior to when they intend to take the course. Application materials are available in HALEY CENTER 3084.
- STEP 5** **Registration for subject area Praxis (and basic skills assessment if needed).**
- STEP 6** **Registration for National Counselor Exam.**
- STEP 7** **Submission of Portfolio for Review.**
- STEP 8** **Scheduling of Masters Oral Examination.** The department, in early spring, will schedule the comprehensive written exam and portfolio presentation/oral exam. Students will schedule both during their final spring semester of enrollment.
- STEP 9** **Application for Graduation.** Students must notify Graduate School of their intent to graduate the semester prior to the semester in which they will graduate. This can be done as part of the registration process. Review guidelines in the Graduate Bulletin.
<http://www.grad.auburn.edu/>

POLICIES AND PROCEDURES

GENERAL INFORMATION

Several of the policies and procedures discussed here are outlined in more detail in the Graduate Bulletin and the Auburn University **Tiger Cub**. <http://www.auburn.edu/tigercub/>

ADMISSIONS

All applicants for admission to graduate degree programs in school or community agency counseling must submit satisfactory scores on the Graduate Record Examination (GRE) test. Previous academic record, personal characteristics relevant to success in counselor education, and congruence between professional goals and programs offered in the Department are also considered. Personal interviews may be scheduled. Applicants who accept an offer of admission and enroll will receive an informed consent agreement in regards to the master's program policies, procedures and requirements stated in the masters' program handbook. A signed copy of the agreement will be retained in the student's file and a copy provided to the student.

STUDENT DIVERSITY RECRUITMENT POLICY

The policy of the Counselor Education programs is to recruit students from diverse backgrounds and those from traditionally under-represented groups in the counseling profession. This policy is implemented in multiple ways (e.g., participation in graduate school recruitment fairs at Historically Black College and Universities; participation in the President's Graduate Opportunity Program for African-American students). Additionally, the department established a student/faculty diversity committee in the fall of 2000. This committee has as its primary purpose the recruitment and retention of students from diverse backgrounds. Finally, the department has made a commitment to integrate issues related to multicultural counseling (awareness, knowledge, and skills) and diversity throughout the curriculum and syllabi are reviewed routinely to ensure that this commitment is being met.

NEW STUDENT ORIENTATION

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

ADVISEMENT

Notification about assigned advisor is made in the acceptance letter from the Graduate School. Students are strongly recommended to contact their advisors prior to registration for each semester. Changes of advisor forms are available in 2084 Haley Center.

EVALUATION AND RETENTION POLICY FOR CCA/CPS STUDENTS

Rationale: One of the ethical responsibilities delegated to counselor educators is described below (ACA, 2005).

“F.5.a. Evaluation: Supervisors document and provide supervisees with ongoing performance appraisal and evaluation feedback and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.f.b. Limitations: Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. (See C.2.g.)”

Procedure

The following guidelines are proposed in order to assist both faculty and students in responding to this responsibility by systematically monitoring and evaluating the progress of all students enrolled in counselor education programs in the Department of Rehabilitation, Special Education, Counseling/School Psychology at Auburn University.

All incoming students will be presented with a student handbook that includes this retention and evaluation policy.

All students will be routinely evaluated in a specially designed departmental faculty meeting during the spring semester of each year. This process will involve the evaluation of student’s **academic, clinical, and intrapersonal/interpersonal functioning.** (See Appendix A)

- Results of this evaluation are provided to all students, in writing, within two weeks of the evaluation meeting. Notification will include the counselor education faculty’s evaluation of the student’s progress in the three areas of functioning.
- Faculty may present a student for review prior to the annual evaluation if there are concerns about the student’s progress. As with the annual evaluation, students will be provided information about this review, in writing, about two weeks after the meeting.

- If inadequacies are identified, procedures described in the Auburn University Due Process for Graduate Students (approved 1982) will be followed by the student's advisor and/or the student's full program committee. This process is developmental with the goal being remediation of problem when possible.
- If a student's progress in the program is deemed unsatisfactory, the student will be notified in writing of the evaluation committee's concerns. The student will be asked to contact their advisor to discuss these concerns. The advisor and the student will develop a plan of remediation. If that remediation plan does not achieve the desired results, the advisory committee may recommend the following step(s).

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

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

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

If the student's committee, at the end of the designated time line, determines that the remediation efforts have been successful all of the individuals listed above will be notified by letter of that determination.

If the student's committee determines that the conditions for remediation have not been met in the time designated, the student will be given time to prepare and present his/her case to the full counselor education faculty and committee members. The faculty will make a recommendation based on input from the student and the student's committee.

If the recommendation is made to drop the student from the counselor education program, the committee will prepare a statement reiterating the grievances and forward it to the same individuals listed in "a" above.

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

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

STUDENT EVALUATION OF PROGRAM

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

Graduates are contacted shortly after they graduate, and periodically thereafter to solicit their opinions about the program, faculty, department, and clinical experiences. Additionally, students have an opportunity to evaluate individual courses and instructors throughout their enrollment.

ENDORSEMENT POLICY

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

CREDENTIALING

LICENSED PROFESSIONAL COUNSELOR

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

ALABAMA LICENSE

Students who earn a master's degree from one of Auburn University's CACREP accredited program automatically meet the **educational requirements** for licensure in the State of Alabama.

Additionally, applicants are required to have **3,000 hours of counseling experience supervised by a Certified Counseling Supervisor**. The **Alabama Board of Examiners** in Counseling (ABEC) requires **prior approval** of the plan for meeting this requirement. Once the plan has been approved, the applicant must pay for and receive a certificate from the ABEC before any supervised experience can be counted toward the supervised experience requirement. All necessary application forms, including those for submitting a plan for meeting the supervision requirement, are included in the initial application packet. A list of certified supervisors is available upon request from the ABEC. ABEC web site: <http://www.abec.alabama.gov/>

Finally, a **satisfactory score on the National Counselor Exam (NCE)** developed by the National Board of Certified Counselors (NBCC) is also required. Applicants may take the exam

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

CERTIFICATION

NATIONALLY CERTIFIED COUNSELOR

Students who are within 3 months of graduation from a CACREP accredited program at Auburn University may apply for and take the NCE on campus. If the candidate scores satisfactorily, submits a final transcript and supervisor recommendation form, he/she qualifies as a Nationally Certified Counselor (**NCC**). More information about the benefits of this certification can be found on the NBCC web site: <http://www.nbcc.org/>.

SCHOOL COUNSELOR CERTIFICATION

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

Students who graduate from the CACREP accredited school counseling program at Auburn University, and who meet all graduation requirements, *including* passing scores on the Praxis II, Basic Skills Assessment, and National Counselor Examination*, are eligible for a Class A Professional Educator Certificate.

*NCE is not a requirement for those who already hold a professional educator certificate.

CURRENT CONTACT INFORMATION

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

HARASSMENT AND DISCRIMINATION

The Department of Rehabilitation, Special Education, Counseling/School Psychology 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 **Tiger Cub**. Students filing a complaint may directly contact the Office of the Vice President for Student Affairs for more information. Faculty, staff and other employees may contact the Office of Human Resources.

PROFESSIONAL ORGANIZATIONS

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

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

GRADE GRIEVANCES

In all instances, the Department of Rehabilitation, Special Education, Counseling/School Psychology 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 in the [Tiger Cub](#).

COUNSELING LAB POLICIES AND PROCEDURES

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

I. Counseling Lab Facilities

1. Classroom (1126 Haley Center): This room contains the videotaping equipment. While group or individual sessions can be taped in this room it is most appropriate for large groups. This room is also used for viewed videotaped materials. In addition, practicum group supervision is held in this room. This room also has smart classroom technology.
2. Observation/Editing Room (1124 Haley Center): This room contains observation equipment supervisors use to monitor the individual counseling rooms. It 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.
4. Editing room (2060 Haley Center): This room must be reserved. It has computers that can be used for editing and reviewing tapes .

II. Scheduling and Use of the Lab

1. A scheduling book for the lab is in the Department of Rehabilitation, Special Education, Counseling/School Psychology office.
2. Please remember to schedule only for the actual space you will be using.
3. Access to the lab is managed through student and faculty ID card.
4. Students unfamiliar with the use of the counseling lab and its equipment should be supervised or instructed by a faculty member in the use of the lab equipment.
5. The observation room is not available for reservation.
6. Students using the lab for counseling or supervision need to ensure client/supervisee confidentiality.

III. Lab Maintenance

1. Use of lab facilities by students is limited to class purposes or requirements.
2. Lab facilities are to be maintained and kept clean.
3. Students using the lab should be considerate of others including; not interrupting class or individual activities, monitoring noise level when using facilities, and **not** viewing others' sessions without supervision or permission.
4. Lab facilities must be kept locked when not in use. It is not permissible to leave the lab open at any time when someone is not using the lab. Failure to follow this policy may result in loss of unsupervised use of the lab.

DEPARTMENTAL TRANSFER AND ADVISEMENT POLICY

The Department of Rehabilitation, Special Education, Counseling/School Psychology guidelines for transferring within the department are:

1. Master's degree level students in one of the program areas in Counselor Education, Community Agency Counseling or School Counseling, may request transfer between program areas by completing a program transfer form obtainable in the departmental office.
2. Students in any of the doctoral programs within the Department of Rehabilitation, Special Education, Counseling/School Psychology 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.
3. Students wishing to change advisors should follow the guidelines outlined in the Graduate Bulletin. Forms to complete this change can be obtained in the departmental office.

Goals of the Comprehensive Evaluation System for the Counselor Education Master's Programs

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 CCA and CPS program objectives. Additionally, data obtained through systematic review of students' progress (annual evaluations and portfolio reviews) will be used to determine changes that might strengthen the counselor education program.

The central organizing vehicle for the Comprehensive Evaluation System is the 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 Master's programs. It is through this process that the student will organize, integrate, and consolidate all that has been learned in the program. The student is expected to demonstrate that their knowledge base, competencies, and skills have reached a level of attainment commensurate not only with the expectations of faculty, but also with their own expectations as they relate to professional development. Students can demonstrate required competencies by presenting examples of reproductions such as reflections and artifacts. In addition students are encouraged to consider how reflections, professional experiences, or self-developed materials may demonstrate competency. Finally, the process of portfolio development is intended to increase one's ability to reflect in one's experiences and to use the resulting knowledge and awareness for professional and personal development. Evidence of reflective practice should be evident in the portfolio product.

Elements of the Comprehensive Evaluation System are as follows:

1. Satisfactory performance in academic, clinical, and interpersonal/intrapersonal areas as determined through grades, supervisor, and faculty evaluations
2. Annual evaluations by program faculty, the student's advisor, and committee.
3. Performance evaluations of practica by on-site and university supervisors.
4. Performance evaluations of internship by on-site and university supervisors.
5. Oral presentation of the Portfolio and examination by the committee.
6. Scores on the Written Exam: CPCE
7. **School counselors** must also pass the basic skills assessment of the Alabama Prospective Teacher Testing Program; Praxis II test #0420, School Guidance and Counseling; and, the National Counseling Examination for Licensure and Certification

Counselor Education Master's Programs Portfolios

Development

Portfolios are a collection of evidence or materials that demonstrate an individual's growth, development, and acquisition of knowledge and skills (Waterman, 1991). Portfolios are created over time and can reflect changes in both knowledge and professional identity. In addition, it reflects individual differences across these areas. This holistic assessment tool also provides students with the opportunity to become actively involved in the evaluation process. Finally, by including components across the student's academic work the portfolio also encourages collaboration, involvement of faculty, and self-assessment (Carney, Cobia & Shannon, 1996). The development of the portfolio starts from the moment students enter the program. Students are encouraged to actively think about the portfolio in all aspects of their academic and clinical experiences. In addition, students are encouraged to think about the portfolio as an opportunity to extend their professional development beyond their coursework. The final portfolio can also reflect the skills and knowledge that have prepared the student to be a counselor. Thus, specific aspects of the portfolio may be used to demonstrate a future employer skills, competencies, and professional experiences.

Each new student will purchase a subscription to **LiveText** on line prior to the first departmentally sponsored technology workshop (Fall). The subscription to this site is the basis for portfolio development, as well as the electronic resource for a number of courses offered by the department.

<http://college.livetext.com/misk5/register>

Students will be provided instructional assistance and support from program faculty and the Rehabilitation, Special Education, Counseling/School Psychology Department in the development of portfolios. This will include technology based workshops oriented towards developing the skills and knowledge necessary to develop the portfolio, using the **LiveText** website, and understanding the means for developing and selecting components. Furthermore, the sessions will provide students with ethical and legal guidelines pertaining to component selection that may involve client information (for example, not using any identifying data) or consent (for example, receiving consent to use a role-play segment using another student). **ATTENDANCE AT THESE THREE TRAINING SESSIONS IS MANDATORY.**

Selection of Portfolio Materials

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 should be ongoing and include materials sampled across time through readings, assignments and experiences involving required and elective courses, professional development activities, and clinical experiences.

Students will be provided instructional assistance and support from program faculty in the development of portfolios. This will include technology based workshops oriented towards developing the skills and knowledge necessary to develop the portfolio, using the LiveText website, and understanding the means for developing and selecting components. Furthermore, the sessions will provide students with ethical and legal guidelines pertaining to component selection that may involve client information (for example, not using any identifying data) or consent (for example, receiving consent to use a role-play segment using another student).

In each of the sections of the portfolio there are specific competencies for which students must provide evidence of mastery. For some competencies, more than one piece of evidence may be necessary to provide sufficient demonstration of mastery. Evidence will typically include:

- a. **Artifacts** - materials that are normally produced through coursework, clinical experiences, and professional development activities (e.g., treatment plans, research papers, conference presentation materials, and course syllabi developed).
- b. **Reproductions** - materials that reproduce actual practice (e.g., videotapes, audiotapes, and counseling plans).
- c. **Reflections** - reflective statements are those that integrate explanations, development, and insights based on a particular experience during the student's enrollment. For example, a student may wish to describe an experience he or she had that led to insight and behavior change to demonstrate mastery of a competency. The reflection generally includes a description of the experience, the resulting thoughts, feelings, and behaviors, and specific ways that the experience led to growth, learning, and behavioral changes and how those are reflected in a student's counseling practice.

Rationales and Reflections

Students are always asked to provide a rationale about why they selected a specific component to meet the objectives of a section of the portfolio. The rationale allows the student to consider and reflect upon their own development. It also provides the reviewer with an understanding of why the student selected the component. Since portfolios are developed from an individual perspective this is an important consideration. The student is allowed to consider multiple ways of demonstrating a competency and then providing a rationale that allows the reviewer to understand the component in relation to the competency and the student's experience.

Students should consider including a brief discussion of why they selected this component(s), the reasons why they believe it demonstrates the identified competency, and they are also encouraged to include a *reflection* on how this component relates to or demonstrates their own growth and development. This ability to reflect upon growth and development is a critical part of the portfolio process. Students should consider reflecting about what they learned, how their perspective or awareness has changed,

and their own personal and professional development.

In essence the rationale provides the reviewer with an understanding of why the component was selected and the reflection provides a broader awareness of what the student learned personally or professionally from these academic and professional experiences.

Students may use multiple academic and professional experiences to demonstrate their competency in the Portfolio Competency Areas. These components may include materials developed in courses, responses and reflections to professional development activities, and other professional and personal experiences they have had in the program that have contributed to the development of awareness, knowledge and skills. Students may use a single component more than once.

Examples of Components: theories papers, treatment/counseling plans, research projects or proposals, session plans, class presentations developmental assessments, discussion papers, journal entries, case assessments, videotaped segments from role-playing activities, experiential activities, treatment plans, progress notes, program development plans, career counseling plans, self-assessments of skills or career development, test critiques, assessment profiles or write-ups, conference presentations or reflections on attendance at conference sessions, and professional development activities.

Many of these components are self-selected by the student, however there are some components that are required of all students. These include a disclosure statement and the vita/resume component. In addition, all students are required to complete the Portfolio Reflection Responses.

Instructions for Portfolio Submission

Portfolio Submission and Evaluation

1. Students are recommended to meet with their advisors throughout their programs to discuss the development of portfolios. Students follow the schedule in the master's handbook regarding submission of the portfolio for an advisor review during the fall semester of the second year. Contact your advisor for additional information.
2. Full time students will submit their portfolios for final review during the spring semester of their second year. Part-time students will submit their portfolios for final review on the designated date during the spring term of the academic year in which they plan to graduate. Students will make their portfolios available for review to all committee members by the designated deadline. Following the oral presentation of the portfolio, students will receive an evaluation of their performance on both the portfolio and the oral presentation.

Portfolio Development and Revisions: The portfolio process has been established to provide students with both formative and summative evaluations. We expect students to enhance, revise, and add to their portfolio throughout their program. Students are expected to reflect on their experiences across time and provide, in their rationales and/or reflections, information about change or growth as they advance through the program. See more about portfolio development on the College [LiveText](#) site.

Portfolio Evaluation: Portfolios are evaluated using a 4-point Rubric (1=satisfactory, 2=marginal, 3=competent, and 4=exemplary). Rubrics are used to evaluate the individual competencies within each broad competency area. In addition, there is an overall score representing the total for each competency area and portfolio component (i.e. disclosure statement, reflection responses).

Submitting Portfolio for Review

Initial Review: Students may submit to their advisors for a preliminary review and feedback at least one completed competency area between October 1 and November 17. Based on advisory feedback, students will revise as indicated. No portfolio will be accepted for review after the deadline. Please notify your advisor that portfolios are available for their review.

Final Review: Students will submit final portfolios to their committee members no later than February 15, 2009. Please note that incomplete materials will not be accepted for review. Students who do not submit their completed portfolio at the times designated for the reviews will be reviewed by the Counselor Education faculty at the next time available (Spring 2010), and their ability to continue to participate in the program will be determined in relation to this evaluation as well as the outcomes of annual evaluations.

Reviewers will review portfolios in preparation for the final oral exam. Copies of reviews and scoring rubrics will be submitted to the student and department after the oral exam. A score of 3 or above on the scoring rubric indicates that a student has demonstrated competency within an area.

Expected Outcomes of Portfolio Evaluation: Students are expected to receive scores of **competent (3) or exemplary (4) on all evaluated areas.**

Students who receive scores lower than competent in more than two areas will work with their committees to develop a remediation plan to address areas of deficiency. **This may result in a delayed graduation.**

Following completion of the remediation plan, students will revise and submit their portfolios for review by their advisory committees. Students are expected to address comments by previous reviewers as they revise the portfolio. If successful, students will progress to the oral presentation/examination. If unsuccessful, the student's enrollment

will be discontinued.

Final Oral: The 1-hour final oral will include a 30-40 minute presentation of the most significant highlights from each section of the portfolio followed by questions from the committee. An announcement about times and dates will be made by the department.

Students are asked to complete an online evaluation form following the oral exam to convey their perceptions about the portfolio process.

PORTFOLIO SECTIONS

The following sections are based on the identified areas of knowledge, skills and awareness reflected in the most recent CACREP standards as well as the program's mission and objectives. Specific competencies are located in the LiveText template for your specialty area (CCA or CPS) and year of entry (e.g. CCA 2008).

CCA/CPS Portfolio Outline: Shared Competencies

Student's Title Page

Introduction

This is your opportunity to introduce yourself and the portfolio. Please be aware that the portfolio is intended to demonstrate mastery of professional competence and personal growth across the term of enrollment.

Resume

Disclosure Statement

Please post your most current professional disclosure statement in this section of the portfolio. You might include a reflection describing how your statement has changed with additional training and experience over the course of studies.

The following link provides suggestions for preparing this statement.

<http://www.ncblpc.org/forms/pds.pdf>

Professionalism

Competency 1: Professional Career Goals and Development Activities

Articulate professional career goals and demonstrate intentionality in planning and pursuing professional development activities to meet those goals.

Required Component: Submit a professional development plan completed at the beginning of the program of study, modifications to the plan, and a self-evaluation of one's progress toward meeting the goals set forth in the plan.

Competency 2. Professional Identity Development

Part one: Articulate identity as a professional counselor by describing counselor roles and functions in relation to the roles of clients and other professionals with whom you interact in your specialty area work setting.

Part two: Demonstrate your active identification with the counseling profession through participation in professional organizations, seminars, workshops, and/or other activities that contribute personal and professional growth.

Competency 3. Theoretical Identity Development and Evidence-based Practice

Articulate a theoretical orientation(s) consistently displayed in your practice working with diverse client populations.

Demonstrate your ability to practice counseling within an identified theoretical orientation(s) by implementing evidence-based practice.

Competency 4: Ethical Decision Making Competency

Identify an ethical decision making model.

Demonstrate the ability to use the model, along with ethical and legal standards, to the practice of counseling.

Competency 5: Leadership Knowledge and Skills

Articulate the qualities, skills, and styles of effective leadership.

Describe your leadership/co-leadership experiences in terms of challenges, qualities needed to overcome barriers, and benefits of active leadership to your professional development, client's welfare, and enhancement of profession.

Competency 6: Advocacy

Describe the roles and processes that you have taken to advocate on behalf of the profession.

Articulate the process you have taken to address institutional social barriers that impede

access, equity, and success for clients. This may include actively implementing the leadership in advocating for policies, programs and services that enhancing welfare of multicultural client populations.

Competency 7: Self-Care Strategies

Identify self-care appropriate to the counselor role that helps maintain balance between personal wellness and professional life.

Demonstrate the ability to implement these strategies in life during the course of studies.

Counseling Practice

Competency 1: Case Study

Students will submit a case study of no more than ten pages, New Times Roman 12 pt., describing an actual case completed during enrollment in COUN 7910 or 7920. The case study will include basic information such as:

- Basic demographic information

- Circumstances of treatment-seeking behavior (e.g. self-, other-referred)

- The client's presenting concern/problem (described by client and referral agent if applicable)

- Behavioral manifestations of the concern/problem

- Onset of the concern

- Impact of concern on day-to-day life

- Impact of the family system, and others (peer culture, school, sports, etc.) on the client's concern

- Life change since onset of the problem

- Client's vision of how the problem might be resolved

- Client's strengths

- Limitations/barriers that hindered or prevented the changes the client

wished to enact

Competency 2: Conceptualization

Describe your conceptualization of the client and the client's concerns using a systematic case conceptualization format of your choice. The conceptualization should be informed by data (observations, formal and informal assessments, consultation with supervisors, client self-report), knowledge about diversity (e.g. social, linguistic, cultural, physical), counseling theory, and available client records.

Competency 3: Helping Skills

Based on the case submitted, describe your relationship with the client, including positive and negative interpersonal dynamics; communication styles; common and conflicting values; similarities and differences between the two of you in terms of world view (e.g. life experience, personality, age, race, nationality, religion, SES, family background, sexual orientation, presence or absence of disabilities), and other dimensions of culture that emerged as important. Describe the ways that these dynamics impeded/facilitated the development of your relationship. Describe the specific helping/counseling skills you used most effectively and those that were not used successfully in helping to establish and maintain a working relationship with this client. Identify the knowledge base from which you drew most heavily to help you develop an effective relationship with this client.

Competency 4: Treatment Plan

Submit the treatment plan you developed, implemented, and evaluated for this client (REQUIRED WORK SAMPLE). The plan must provide evidence of counselor's ability to implement *evidence-based* interventions that are clearly linked to goals; developed collaboratively with the client; reflect sensitivity to individual differences; and are grounded in counseling theory. Further, the evaluation of the plan must clearly reflect the outcomes, both intended and unintended, for the client as a result of the implementation of the plan. Evaluation of the plan must include a description of changes that occurred, ways that interventions were modified on the basis of effectiveness and/or feedback, and strategies for follow-up.

Competency 5: Consultation

Still referring to the case you provided, identify one key professional or family member of the client whom you believe would benefit from the services of a consultant. Placing yourself in the role of consultant to this person and using pertinent consultation theory, describe how you would approach consultation. Issues to consider include: descriptions of the type of consultation and your role; discussion of the model applied and why it was selected; stages of consultation and what is likely to occur (e.g. challenges,

interventions, assessment) with regard to the situation described; discussions of ethical considerations; and identification and discussion of relevant cultural issues. Please support your discussions with pertinent citations from the professional literature.

Program Development, Implementation, and Evaluation

Competency 6: Program Planning

Identify the various types of data and methods typically used to recognize client needs and to determine program priorities in your work setting. Based on your experiences in practicum, identify a data-based need and articulate one or more goals designed to address this client or program need.

Competency 7: Program Implementation

Provide evidence of your ability to identify appropriate strategies and interventions to meet the program and/or client goals identified in the Program Planning section. Describe how you would implement these needs based program and/or client goals. Describe any barriers you might expect to encounter and how these would be addressed.

Competency 8: Program Evaluation

Describe the methods and procedures you would use to evaluate the effectiveness of the goals you implemented in the Program Implementation section. What source or sources of outcome data would be used to evaluate student or client outcomes?

Community Counseling Competencies

CCA Competency 1: Intake

Develop an intake protocol (e.g., Mental Status Exam) for a client. In your intake outline the critical issues that were presented in the intake, discuss recommendations for additional assessments that are based on the client's presentation and assessment, providing a rationale for their use. Your intake should include a 5 Axis diagnosis and a brief rationale that links the client's presentation, symptoms, and level of functioning to the diagnosis. You can refer to your practicum or internship experiences to demonstrate this competency.

CCA Competency 2: Empirically Supported Treatment

Community mental health counselors need to be able to demonstrate their ability to use research in their practice. Based on the diagnosis from the previous question, develop a brief discussion of some of the *empirically* supported treatments that are recommended for working with a person with this diagnosis. Consider the support for these treatments and limitations. Please include citations.

CCA Competency 3: Professional Issues

Identify 3 critical professional and practice issues that professionals in community mental health are addressing at the present time in the field. Consider the implications of these issues and there ways that mental health counseling professionals are addressing them in their practice and professional advocacy.

CCA Competency 4: Crisis Response

Describe a crisis, emergency situation or disaster for which professionals from your professional setting (e.g., school, mental health center, public health service agency) may be asked to respond. This situation may occur in your community or at your work setting. Please then discuss how professionals in your setting may respond and what models of intervention or crisis intervention would these professionals use to intervene. Finally, consider what may be the potential short term and long term implications of the situation on those directly or indirectly affected.

School Counseling Competencies

CPS Competency 1: Professional Issues

Identify three current issues, policies, laws and/or legislation relevant to school counseling of which its implication and ramifications will help you enhance the learning environment of schools and services in order to better meet the needs of diverse students, families and educators. Discuss how the school counselor will address the implications of the identified issues, policies, laws and/or legislation within their practice and professional advocacy.

CPS Competency 2: Crisis Intervention

Describe a crisis, emergency situation or disaster to which school counselors may be asked to respond. Then discuss the possible responses of school counselors and what models of intervention or crisis intervention would school counselors utilize to intervene accordingly. Finally, consider what may be the

potential short-term and long-term implications of the situation of those directly or indirectly affected.

CPS Competency 3: Alternative Funding

Provide evidence of your ability to identify strategies for seeking and securing alternative funding for program expansion. Provide funding sources you will have identified as useful within a proposal that you develop during internship.

Competency 4: Peer Facilitation

Describe approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs, that school counselors implement within schools to assist all students with academic, career, and personal/social development.

Competency 5: Consultation

Address strategies and methods of working with parents, guardians, families, educators and communities in order to promote each students' academic, career and professional/social success. Discuss theories, models, and processes of consultation to which you identify with most.

WRITTEN EXAM

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

The purpose of the CPCE is to assess counseling students' knowledge of information viewed as important by counselor preparation programs. The current cost (beginning June 1, 2007) of the CPCE is \$40 per student. Students request and pay for the exam in the semester prior to proposed graduation. For more information see the Center for Credentialing and Education (CCE) website: <http://www.cce-global.org>

CPCE POLICY

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

Beginning with the examination administered during the 2002-2003 academic year the following policies apply with respect to the CPCE and program completion:

1. A passing score be greater than 1 standard deviation below the national mean of the most recent norms for the examination
2. A student who does not make a passing score must meet with his/her advisor to discuss strategies for preparing to take the examination again
3. The faculty will determine when the examination will be administered again for those who failed the examination
4. A student who does not make a passing score on the second administration of the examination must meet with his/her advisor and the primary faculty of the student's specialty area. They will review the examination results and develop a remediation plan for the student to successfully complete those areas of the examination where the student did not meet competency level. This remediation plan will be incorporated into the student's portfolio.

ANNUAL REVIEWS OF STUDENT PROGRESS

In preparation for the annual review of students undertaken by the department each spring, CPS, CCA, and CED students will submit the Annual Review Data form to advisors via LiveText. Following the review, students will receive feedback through LiveText.

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

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

Academic: Maintain 3.0 GPA; complete program in timely manner in compliance with all program, graduate school requirements, and university policies and procedures; **take appropriate sequencing of coursework; progress in thesis/dissertation;** demonstrate creative problem solving, critical thinking and intellectual flexibility; progress in career role by developing **an** area of specialization and practice; professional affiliation (examples of problem behaviors; **include**-failure to maintain academic standards, academic dishonesty).

Clinical: Integrates theory and research to guide clinical practice; progress in ability to work with clients including: assessment, conceptualization, selection, implementation and evaluation of counseling interventions; progress in change agent skills; integrate multicultural awareness, knowledge and skills into professional interactions; establish professional interactions with clients and supervisors; maintain professional ethics (examples of problem behaviors **include:** unsatisfactory performance in counseling practice courses, failure to maintain security of assessment instruments, exploitive relationship with client; **not recognizing limits of competence or working outside boundaries of competence and/or holding oneself out to be a professional, not a counselor-in-training**).

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

ETHICAL STANDARDS

American Counseling Association (ACA) Ethical Guidelines

<http://www.counseling.org/Files/FD.ashx?guid=cf94c260-c96a-4c63-9f52-309547d60d0f>

American School Counselor Association (ASCA) Ethical Guidelines

<http://www.schoolcounselor.org/files/ethical%20standards.pdf>

American Mental Health Counselors Association (AMHCA) Ethical Guidelines

<http://www.amhca.org/pdf/CodeofEthics.pdf>

Association for Specialists in Groupwork

<http://www.asgw.org/best.htm>

National Board of Certified Counselors (NBCC) Ethical Guidelines

<http://www.nbcc.org/extras/pdfs/ethics/nbcc-codeofethics.pdf>

Professional Parameters / Issues

Informed Consent

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

Emergency Procedures

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

Ethical Guidelines

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

Professional Liability Insurance

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

Professional Behavior

Although the primary purpose of practicum is to assist you in the continued development and application of counseling skills, you are also an agent of the site. You are expected to operate under the norms of the site. This includes being punctual, dressing appropriately, and presenting oneself professionally. As you continue the development of your professional identity, it is very important to

be aware of current issues and trends. You can learn a lot about the profession through contact with counselors at your site, membership in ACA, and attendance at professional development workshops and seminars.

The Supervisory Relationship

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

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

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

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