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Graduate Student Handbook



AUBURN

College of Education

*Department of Special Education,
Rehabilitation, and Counseling*

Department of Special Education, Rehabilitation, and Counseling Graduate Student Handbook Table of Contents

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Welcome to SERC!

Hello SERC Graduate Students,

On behalf of the Department of Special Education, Rehabilitation, and Counseling (SERC), we are delighted you have decided to join us! You are joining a department that provides robust graduate coursework and clinical experiences designed to develop the professional knowledge and skills you will need to be successful in your future professional endeavors. We prepare students to be culturally responsive educators, counselors, and psychologists; our students are prepared to be leaders and advocates locally, nationally, and internationally.

The SERC Graduate Handbook is designed to be a resource that provides pertinent information about policies, procedures, and resources within SERC, the College of Education, the Graduate School, and Auburn University. This is not an exhaustive resource but is intended to provide general information to help you more easily navigate the complexities of a large research university. Content includes contact information, important foundational content (e.g., student rights, graduate student expectations), and graduate student resources (e.g., graduate assistantships, graduate student travel awards).

Please reach out to me or the SERC staff if needed. We are here to support you and help you be successful. Again, welcome to Auburn University, the College of Education, and SERC!

War Eagle!

Jeff Reese, PhD
Professor and Department Head

Key Contacts

We are here to support you. Please see SERC departmental faculty and staff listed below. Access the links below for department, program, and contact information (phone number, email, campus address)

Department of Special Education, Rehabilitation, and Counseling (SERC) Website

<https://education.auburn.edu/serc/>

Directory Website https://education.auburn.edu/directory/index.php?unit=dept_ser

SERC Department Office

Dr. Jeff Reese (Department Head)
Nancy Evans (Administrator III Academic Programs)
Freda Jackson (Administrator III Academic Programs)

Department Program Contacts

- Counseling Psychology
 - Dr. Marilyn Cornish (Director of Training)
- Counselor Education
 - Dr. Jill Meyer (Program Director)
 - Dr. Heather Delgado (Coordinator, Doctoral Program)

- Dr. Jinhee Park (Coordinator, Clinical Rehabilitation Counseling Program)
 - Dr. Margie Taylor (Coordinator, Clinical Mental Health Counseling)
 - Dr. Malti Tuttle (Coordinator, School Counseling)
- Special Education – Dr. Margaret Flores (Program Director)
- Dr. Kelly Brumbeloe Schweck (Bachelor’s Programs)
 - Dr. Margaret Flores (Master’s and Doctoral Programs)
 - Dr. Vanessa Hinton (Online Master’s Programs)
 - Dr. Suzanne Woods-Groves (Educational Specialist Program, Graduate Program Officer, Early Childhood Special Education Program Coordinator)

Auburn University Graduate School Website - <https://graduate.auburn.edu/>

Graduate School Contacts

Dr. George Flowers, Dean (334-844-2125)
Dr. Maria Witte, Associate Dean (334-844-0299)
Theresa Morgan, Director of Admissions (334-844-2133)
Sherry Ray, Director of Matriculation (334-844-2131)
Laura Fuller, International Student Services (334-844-2143)
Shaela McMahon, Receptionist (334-844-4700)

College of Education Website <https://education.auburn.edu/>

College of Education Contacts <https://education.auburn.edu/about/leadership/index.php>

Dean’s Office

Dr. Jeffrey Fairbrother, Dean
Dr. Jared Russell, Associate Dean for Academic and Faculty Affairs
Dr. Rodney Greer, Assistant Dean for Research
Dr. David Crow, Assistant Dean of Assessment and Certification Officer

Mission Statements

SERC Departmental Beliefs and Mission Statement

Mission: Through a combination of coursework and clinical experience our academic programs in Counseling Psychology, Counselor Education, Rehabilitation and Disability Studies, and Special Education help students develop the tools they need to address psychological, social, and environmental barriers to educational achievement and personal development.

Statement of Our Beliefs

We believe in the full rights, privileges, and opportunities for all people inclusive of race, religion, culture, creed, gender, orientation, or disability. We will embrace diversity in all its forms in our academic and service delivery programs.

We believe in the important contributions that special educators, rehabilitation professionals, counselors, and psychologists can make in assisting people in achieving their personal, educational,

social, and economic goals. We will recruit, prepare, and graduate qualified individuals who are committed and competent in helping individuals and groups attain their goals.

We believe that a theoretical, empirical, and best-practices knowledge base is essential. We will be current in our teachings of this knowledge and active in our contributions toward its advancement.

We believe it is essential to share our knowledge beyond the university. We will extend our teaching through distance education and by modeling our practices through community service, and mindfully expanding the professional boundaries of our leadership.

We believe in the importance of interdisciplinary collaboration in our teaching, research, and practices to assist all people to enhance their quality of life. Our attitudes and actions will support this end.

We believe that an integral part of our central mission is to promote social justice by serving all persons with disabilities and others who are disenfranchised and underserved. We hold diversity as a core value and will reflect this value in all we do.

Our mission is to reflect our core beliefs in all that we do in carrying out our responsibilities in research, instruction, service, and continuing education.

Access the College of Education Mission, Vision, and Core Values via the website below

<https://education.auburn.edu/about/mission-vision/index.php>

Access the College of Education Commitment to Diversity via the website below

<https://education.auburn.edu/about/diversity-statement.php>

Access Auburn University Vision and Mission Statement

<https://auburn.edu/about/visionandmission.php>

Overview of SERC Graduate Programs

The SERC website can be accessed - <https://education.auburn.edu/serc/>

All SERC Graduate Programs can be accessed - <https://education.auburn.edu/serc/academic-programs/index.php>

SERC Academic Graduate Programs

Special Education Graduate Programs

All Special Education programs including Masters' Programs, Ph.D. and Ed.S. Programs, and Graduate Certificate Programs

<https://education.auburn.edu/serc/academic-programs/special-education/index.php>

Counseling Graduate Programs

Counselor Education Programs

<https://education.auburn.edu/serc/academic-programs/counselor-education/index.php>

Counseling Psychology Program

<https://education.auburn.edu/serc/academic-programs/counseling-psychology/index.php>

Graduate Students

Graduate Student Rights

Discrimination and Harassment

It is the policy of the Program that students not be treated differently or unfairly as a function of ability status, age, ethnicity, gender identity, national origin, race, religion, sex, sexual or affectional orientation, or veteran status. The Program Faculty also emphasize their commitment to protect students from sexual harassment. Students who believe an individual, especially an individual holding power (whether at the University or at an off-campus practicum, externship, assistantship, or internship) has discriminated against them based on demographics listed above or has engaged in sexual harassment are encouraged to report this fact to any of the following: Major Professor, Director of Training or other trusted faculty member, SERC Department Head, and/or university supervisor. Students may also contact the Office for Auburn University Affirmative Action/Equal Employment Opportunity and/or the University Ombudsperson. When a problem is reported, the Program Faculty attempt to give students maximum control over the extent to which they wish to pursue their potential complaint and the type of action they want taken. The chief exception to this rule is if the report also includes information about harassment or other mistreatment of clients or minors. In this case, Program Faculty may be forced to act when provided with evidence. Furthermore, under certain conditions, responsible faculty members may be legally obligated to report issues of potential discrimination or harassment. In particular, students should be aware of Auburn University's Sexual and Gender-Based Misconduct policy (available in the Student Policy eHandbook)

<https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839&PageId=463585> that requires most university employees to report instances of Title IX violations involving a University student or employee or that occurred on property owned or controlled by the University. It is important to remember that in cases involving harassment or discrimination, several small incidents may, in combination, make a much stronger case against a perpetrator. Therefore, students are encouraged to report such instances even when they are unsure if they wish to pursue a complaint (or know for certain they do not want to pursue a complaint). The typical pattern of perpetrators is to offend against more than one person over a period of time. Students may not personally know of others who have been harassed or discriminated against and may therefore feel isolated. If all incidents are reported, Program Faculty are in a much better position to take definitive action, perhaps even in cases when students wondered if there was sufficient cause to move forward with a complaint. When incidents are reported to them, Program Faculty will, whenever possible, honor requests that information be kept confidential or private. The Faculty are also committed to honoring students' preferences regarding their level of involvement. For example, Program Faculty support students meeting individually with the Affirmative Action/Equal Employment Opportunity (AA/EEO) or Title IV Office or with one or more faculty members present. In addition to this Program Policy, the University has policies concerning discrimination and sexual harassment. The Program's policy is in addition to, and not intended to replace, University policies. Students should also see the Program's policy on Respect for Diversity for expectations of student behavior.

Graduate Student Rights are delineated in the Auburn University Graduate Student Handbook.

<https://graduate.auburn.edu/handbook/>

Within the Graduate School Handbook, you will find: <https://graduate.auburn.edu/handbook/>

Academic Policy

Code of Student Conduct

Discrimination/Harassment
Due Process for Graduate Students
Responsibilities of Graduate Assistants

Expectations for Graduate Students

Ethics

As we strive for excellence in the ethical treatment of persons with disabilities, we, as special educators must continually examine the attitudes, beliefs, and values of our profession and, most importantly, our personal beliefs and values as they relate to persons with disabilities. Special Education professionals must identify what is valued in terms of student goals and outcomes. On a practical level, service providers must assess if values guide the provision of services or if, in actuality, standard practices shape the values that professionals hold. Values have served as an impetus in the establishment of federal laws and regulations that concern themselves with the quality of life and civil rights of persons with disabilities. The constellation of values that steers an organization also govern how an organization functions daily and establishes the standards and goals that motivate employees (Wilson, 1988). Values are inherent in mission or goal statements, professional codes of conduct, and standards establishing competency requirements for certification, licensure, educational degrees, and the provision of services. Specifics regarding each of the above listed categories may be located in relevant professional organizations such as the Council for Exceptional Children and the Higher Education Consortium for Special Education.

University Policies and Rules

It is the responsibility of all Program students to be familiar with and to abide by the policies and rules of Auburn University. These policies and rules may be found in various publications and announcements by Auburn University and the Graduate School. Students must also be familiar with the Student Policy eHandbook, <https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839&PageId=463585> which is the Official Auburn University Student Handbook.

Academic and Professional Behavior

A minimum grade point average of 3.0 for all courses taken during the doctoral program is required in order to graduate. Students who do not maintain this minimum standard during the doctoral program will be placed on academic probation by the Graduate School. The following is the Graduate School's policy relative to this standard:

Only grades in Auburn University courses approved for graduate credit will be used in determining the overall GPA for continuation in the Graduate School. If at the end of any semester the cumulative graduate GPA (CGGPA) falls below 3.0, the student will be placed on **academic probation**. If the CGGPA remains below 3.0 after the next eleven credit hours of graduate enrollment (both graded and ungraded) or two consecutive terms [excluding the summer term] (whichever comes first), the student will be placed on **academic suspension**. The student may be readmitted only after completion of a remediation plan recommended by the academic unit and approved by the dean of the Graduate School. Course work taken as part of the remediation plan must be completed within two consecutive semesters (excluding the summer term) and may count toward both the student's degree and CGGPA with the recommendation of the department head and the approval of the graduate dean. Upon completion of the remediation plan, the student must have addressed academic deficiencies and have a CGGPA of 3.0 or above. Once approved by the graduate dean, remediation plans may not be amended or extended

beyond the original deadline. If a student fails to complete the remediation plan as approved or if the student earns a grade of C or below while completing the remediation plan, the student will be dismissed from the Graduate School and the designation ACADEMIC DISMISSAL will be placed on the student's official record.

Each graduate student's progress toward a degree is monitored by the student's doctoral committee, and issues of professional and personal development may be considered. While failure to maintain academic standards merits automatic dismissal, a student also may be dropped from the Graduate School if progress is unsatisfactory in other areas. In such cases, the doctoral committee will prepare a statement of deficiencies and/or grievances and discuss it in a meeting with the student. The statement must have the unanimous support of all members of the committee. The student will be warned that corrective measures must be taken within a specified time to avoid action that might result in dismissal. The committee determines the period allowed for correction. Copies of the statement of grievance and summary of the meeting will be provided the student, the department head, the academic dean, and the graduate dean. If the deficiency is not corrected within the time allowed by the committee, a statement reiterating the grievance and recommending dismissal should be sent to the graduate dean with copies to the student, the department head, and the academic dean. The graduate dean will give the student an opportunity to respond and will make a final determination. The student and the doctoral committee will be notified. The action taken will not appear on the student's official transcript, and release of information is restricted under the University's policy on the confidentiality of student records (See section entitled Student Performance Review, page 4).

Graduate Grade Point Average

The Graduate Grade Point Average (GGPA) at Auburn University is calculated on a 4.0 scale (each hour of A equals 4 points, B equals 3 points, C equals 2 points, D equals 1 point, and F equals 0 points). All grades earned as a graduate student at Auburn University are included in the GGPA except for S/U (satisfactory/unsatisfactory), TD (thesis/dissertation), NN (not graded), CO (cooperative education), NG (not graded), IN (incomplete), NR (no grade reported), and AU (audit) grades. Grades earned in undergraduate or professional courses do not count in the calculation of the GGPA. The official source for all GGPA is BANNER. Grades earned at other institutions, including those accepted for credit in meeting degree requirements, do not count in the calculation of the Auburn University GGPA. All graduate grades earned in different graduate degree programs at Auburn University are included in the GGPA.

No grade below C (including the grade of U) is acceptable for credit toward a graduate degree, but will be included in the calculation of the GGPA. Courses in which a failing grade has been earned (D, F, or U) must be repeated at Auburn University whether or not it is listed on the student's Plan of Study. Both the original grade and the grade for the repeated course will be counted in calculating the GGPA. Deferred grades of IN (incomplete) and NR (no grade reported) do not calculate in the GGPA.

Attendance and Tardy Policy

Students are expected to attend all their scheduled classes. College work requires regular class attendance as well as careful preparation. Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades. The student is expected to carry out all assigned work and to take examinations at the class period designated by the instructor.

Failure to carry out these assignments or to take examinations at the designated times may result in an appropriate reduction in grade. Instructors shall determine the policy regarding grading which they feel is best for the course. This policy shall be presented to the class, in writing, at the beginning of the term and will govern the actions of the instructor in the course. Arrangements to make up missed major examinations (e.g. hour exams, midterm exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence.

Normally, a make-up exam shall occur within two weeks from the time that the student initiates arrangements for it. Instructors are encouraged to refrain from giving makeup examinations during the last three days prior to the first day of final examinations. The format of make-up exams and opportunities for students to make-up work other than major examinations are at the discretion of the instructor whose make-up policies should be stated in writing at the beginning of the term.

Graduation Requirements

No student will be permitted to graduate who does not have an approved Plan of Study on file in the Graduate School or who fails to submit a graduation check request to the Graduate School prior to the semester of expected graduation. Graduation day is the official last day of each semester and, therefore, is the deadline for approved plans of study and graduation checks for graduation the following semester. It is the responsibility of graduate students to check records for compliance with graduation requirements. Students who have completed a Plan of Study and graduation check for a previous term must notify the Graduate School of pending graduation before the 15th class day of subsequent semesters. Graduate degrees are awarded at the end of each semester. Candidates wishing to graduate in absentia must inform the Office of Records and Admissions. Students who have in a previous term completed all requirements for the degree, upon receipt of a "certificate of completion" form from the Graduate School, will not be required to register in a future term if their graduation is delayed or postponed.

Incomplete Grades

Student (or appropriate representative) must contact the instructor in writing prior to the submission of final course grades to request a grade of Incomplete due to documented reason (illness/ death in family/ etc.). If a student does not request an IN, the instructor should grade the student based upon the percentage of course work completed to date and using a 0 for any exams/ assignments not completed. To be eligible for a grade of IN, the student must have completed (and have passed) more than half of all class assignments for the semester or summer term. A grade of "incomplete" must be removed within the following six months or it will be recorded permanently as an F and the course will have to be repeated. This applies regardless of the student's enrollment status. A student not enrolled during the following six months is not exempt from this rule. No student may graduate until "incomplete" and "no record" grades are removed, and the removal must be completed at least three weeks before the date of graduation, regardless of whether the course is included on the Plan of Study.

Registration Requirements

Every student expecting credit toward a graduate degree must be registered with the Graduate School, and no student is considered a candidate for a degree unless properly registered. A student must be registered in the term in which degree requirements are completed. Students who have completed all course requirements but who lack other requirements (non-thesis final exam, internship, etc.) must

register for the term in which those requirements are completed. The student also must register in any semester during which the staff or the facilities of the university are used for work on a thesis or dissertation, for the taking of oral examinations, or for removal of an "incomplete" grade. Thesis and dissertation students needing thesis or dissertation final approval and submission and the final examination, or non-thesis graduate students needing to complete projects, would register for 7990 Research and Thesis, 8990 Research and Dissertation, or 7980 Project, as applicable. Non-thesis graduate students requiring only a final examination would register for GRAD 7000.

A graduate student may carry a maximum course load of 16 hours per semester (14 in the summer term). This includes undergraduate courses, but does not include 7990 (Research and Thesis) and 8990 (Research and Dissertation) when required of all graduate students in a department each semester. Graduate students must carry nine hours per semester or enroll in GRAD 7220/8220 with concurrent enrollment for a minimum of one hour of 7990/8990 to be classified as full-time students. Enrollment in GRAD 7220/8220 requires the completion of a certification available at the Graduate School or on the web at www.grad.auburn.edu.

Master's (thesis option only) students are eligible for up to three semesters of GRAD 7220; doctoral students for up to six semesters of GRAD 8220 (this allows you to maintain continuing student status and be charged for only one semester hour of course credit).

Continuous Enrollment

All full-time and part-time degree seeking graduate students must be continuously enrolled. Continuous enrollment is defined as registration in at least two semesters in a given academic year (fall, spring, summer) until the degree is awarded or status as a degree-seeking student is terminated through an official university withdrawal (or resignation). * Students must register for GRAD 7890, Continuous Registration for Master's Students OR GRAD 8890, Continuous Registration for Doctoral Students (if not already registered in another graduate course). Students enrolled in GRAD 7890 and GRAD 8890 must pay the requisite continuous enrollment fee of \$450. Students must register for the term in which they take their examinations, defend their dissertations, and complete degree requirements (including summer term). Although the Graduate School and individual graduate programs will monitor the enrollment status of graduate students, it is ultimately the responsibility of graduate students to ensure that they are meeting the enrollment provisions of this policy.

*Students who enroll for the first time during spring or summer semesters will not be declared inactive if they register in at least two semesters during their first full and subsequent academic years.

Academic Engagement

Resident, on-campus study is the foundation for research-based graduate degree programs at Auburn University. Any graduate student enrolled in a degree program culminating in a thesis or dissertation must directly engage in research with the major professor, must have access to the research tools needed for the research activity, must be immersed in the culture of graduate education, must engage in the professional activities of the discipline, and must complete the research activity in a reasonable period of time. Graduation requires the major professor to certify compliance with these requirements.

Responsible Code of Research

The website for the *Graduate Students' Responsible Code of Research Training Requirement* can be accessed via <https://cws.auburn.edu/OVPR/pm/compliance/rcr/home>

All Graduate Students, Faculty, Personnel involved in research at Auburn University must complete the Responsible Code of Research CITI Training Modules. Information on the website pertains to but is not limited to the following:

- How to access CITI training
- How to create a CITI account
- How to access CITI training modules to complete the required Responsible Code of Research Training

Participation in Program Specific Student Organizations

Please see your specific Program Handbook for requirements for participation in your program's student organization(s), and employment/volunteer guidelines and requirements

Auburn University Intimate Relations with Students Policy

The Program endorses and calls attention to the Auburn University Consensual Relationships Policy, which includes the stipulation that graduate teaching assistants are prohibited from pursuing or engaging in romantic, intimate, or sexual relationships with students whom they are currently teaching or supervising. Furthermore, students in the Program are prohibited from engaging in sexual relationships with their supervisees or clients. Engaging in a sexual relationship with a supervisee or client is a violation of the APA Ethics Code (see Ethics & Respect policy). Students should further be aware that faculty who are currently teaching or supervising Counseling Psychology students are constrained in their behavior as per the Auburn University Policy as well as the APA Ethical Standards. Faculty members who violate this policy are subject to disciplinary action by the University.

Student Policy eHandbook

This handbook can be accessed via

<https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839&PageId=463585>. The *Student Policy eHandbook* is the official Auburn University Student Handbook and delineates policies pertaining to but not limited to the following:

- Academic Grievance
- Academic Honesty
- Code of Student Conduct
- Credit Hour Policy
- Email Policy

Additional Auburn University Academic Polices and Student Expectations can be accessed via

<https://bulletin.auburn.edu/Policies/Academic/>

Graduate School Polices can be accessed via

<https://bulletin.auburn.edu/thegraduateschool/other/#acadmengagement>

These polices pertain to but are not limited to the following:

- Academic Bankruptcy Policy

Academic Engagement
Academic Integrity & Student Conduct
Grades & Incomplete Policies
Attendance
Accommodation Policy for Students with Disabilities

Academic Grievance Policies

Grievance Procedures for Faculty

Program faculty and students should be aware of University policies related to due process and grievance procedures for University faculty. Relevant policies include those published by the Office of Affirmative Action/Equal Employment Opportunity (AA/EEO). Their website includes policies regarding prohibited harassment of employees, Accommodations for Employees under the American with Disabilities Act (ADA), and a Discrimination Complaint Form that may be used by faculty members who wish to file a complaint with the Office of AA/EEO.

Additional related material may be found in the University's Faculty Handbook. Article 6 of the University Senate Constitution outlines a procedure that can be used by any faculty member who has a grievance. Faculty members who have any job-related concern may also use the services of the University Ombudsperson. Any member of the Program Faculty who has a concern about the way the Program is administered, or who has specific concerns about any action anticipated or taken by the Program, is encouraged to talk first with the Program Director of Training. If this informal approach proves unsuccessful, faculty members may express concerns to the Department Head, or, if applicable, pursue one or more of the options noted above. All faculty members, including the Director of Training, are encouraged to be especially responsive to concerns that bear directly on student welfare.

Social Media and Public Representations

Students in the Program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Counseling Psychology PhD program; and the profession of counseling psychology. As such, students are expected to maintain professional standards of behavior in public settings, in conjunction with Program policies on Ethics and Respect, Respect for Diversity, and Discrimination and Harassment. Students must consider that all personal representations made on social media and other online platforms are inherently public behavior and thus also fall under the purview of this Policy. Students who engage in behavior that violates a client's confidentiality or creates the appearance of lack of privacy by discussing client-related issues in public (including social media) violate this Policy and will be subject to the Program's Due Process, Remediation, and Dismissal Policies. Social media and other public forums are not places to discuss how one feels about a client, one's students, one's work with clients or students, or one's training site(s).

In addition, students who engage in public behaviors (including on social media) that create a hostile environment for peers violate this Policy. Examples of behaviors that can create a hostile environment include, but are not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile environment. Students or prospective students found to have created a hostile environment will be subject to policies related to the Program's Due Process, Remediation, and Dismissal Policies.

This Policy reflects the need and desire to protect the rights and wellbeing of others, as well as the professional standing of the Program, College, University, and field of counseling psychology. In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with APA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as 'friends' on Facebook) with current students for whom the Counseling Psychology student is an instructor of record or with current or former clients. This policy does not prevent students from allowing their students to 'follow' them on academic sites like LinkedIn or ResearchGate.

Resources For Graduate Students

Graduate Student Travel Awards

SERC Graduate students are eligible for up to \$1,500 for the fiscal year (October – September). The COE will provide up to \$500 and SERC will provide up to \$1,000. The purpose of these funds is to support the travel of graduate students presenting scholarly work at domestic and international professional conferences. The funding is awarded in the form of a *travel fellowship*. If awarded, you will receive an e-mail with details provided.

Directions for applying: <https://education.auburn.edu/about/graduate-students/travel-awards.php>. Please note that completed application forms must be received at least 2 weeks before your travel. The form must also be approved by your major professor/advisor.

Research Support - SERC Student Seed Grants

Graduate students can apply for a seed grant for up to \$1,500 for research support annually. Applications for support are sent via e-mail to all students in the department head early in the fall semester. The application will also include a deadline.

Technology Resources

Microcomputer lab equipment, learning resources, and media resources and equipment are available in the [College of Education Learning Resources Center](#).

Office of Information Technology <https://auburn.service-now.com/it?id=students>

AU Access

Auburn Email

Financial Resources

Information regarding financial aid can be accessed via the Auburn University Financial Aid website <https://www.auburn.edu/enrollment/financial-aid/index.php>

Within this website you will find the information concerning the following:

Free Application for Federal Student Aid (FAFSA)

Types of Financial Aid

Applying for Financial Aid

Forms

Supports

Satisfactory Academic Progress for Financial Aid: <https://auburn.edu/enrollment/financial-aid/manage/index.php>

Credit Hour Requirements: <https://auburn.edu/enrollment/financial-aid/cpsr/index.php>

Assistantships

SERC Graduate Assistantships

Graduate Assistantships are paid work positions at the University (or at an off-site location contracted with the University) that relate in some way to the student's field of study. Graduate Assistantships are offered in full-time equivalents (FTEs) ranging from .25 to .50 FTE (10 to 20 hours per week) and include a monthly income stipend set by the hiring unit. Most Assistantships also offer a Graduate Tuition Fellowship that removes some or all of the student's tuition costs (student fees are still assessed). Students should consult the Graduate School's Guidelines for Graduate Assistantships webpage <https://graduate.auburn.edu/current-students/> for the most up-to-date information on qualifications for tuition fellowships, including any limitations on the percentage of credits beyond those credits required by the Program of Study that can qualify for a tuition fellowship.

Program Faculty collaborate with other departmental faculty and units on campus to assist students in identifying graduate assistantships. There is also a departmental person who serves as the point of contact for assistantships coordinated through the Department of Special Education, Rehabilitation, and Counseling (SERC). If students are uncertain about who that individual is, they should ask the Director of Training. There is currently a single application completed for all SERC-funded assistantships that students must complete annually if they wish to be considered for a SERC-funded assistantship.

Barring significant financial changes in SERC, the department currently guarantees all 1st year students a .25 full-time equivalent (FTE)-minimum assistantship for the 9-month academic year. Students can hold up to a .50 FTE assistantship and some positions are 12-month. Assistantships after Year 1 are not guaranteed, and students are expected to take responsibility in securing an assistantship for later years in the program (if they so desire one). In the process of assisting students, the Program and the SERC Department prioritize placement of incoming students (1st year), followed by 2nd year, then 3rd year, and then 4th year students. The Department will rarely place a student in their 5th year in an assistantship, though students may apply for assistantships that are not affiliated with the department.

SERC does not place students who are beyond their fifth year in SERC-funded assistantships. This does not prohibit students from identifying assistantships funded by units other than SERC. Students earlier in the Program may also elect to pursue assistantship opportunities outside of SERC, which often come with multi-year funding when performance is satisfactory. Once a student has an assistantship placement, it is expected that the student will strive to perform well and will fulfill the duties of the assistantship as outlined in the job description for that assistantship. Because units outside of SERC often wish to keep their graduate assistants for multiple years, the program does not require individuals to vacate positions they have held, so it may be possible that a more advanced student keeps a non-SERC assistantship that they have already held even though they are not a Program priority in funding.

When students decide to vacate a non-SERC assistantship and want to apply for a SERC-funded assistantship, the priority in placing the student will generally reflect the priority listed above (first year students have the highest priority and students who have been in the program longest have the lowest priority). Exceptions to the priority policies include when an assistantship has specific qualifications only found among advanced students (e.g., assistantships where students provide clinical services, assistantships where students must have completed specific courses to qualify) and when a student who has not previously been funded through SERC later wants a SERC-funded assistantship (those students would receive higher priority within their cohort). When students are considering assistantship options,

they should be aware that SERC assistantships are not carried forward from year-to-year. Students currently holding a SERC assistantship should assume that they will need to identify and apply for other assistantship options for the following year. Program Faculty recognize that students often have specific professional interests that make a particular assistantship more desirable than others. Students are encouraged to pursue those assistantship opportunities, but the Program also expects that students who need the financial benefits provided by an assistantship will be open to applying to all assistantship opportunities for which they are qualified, as limited numbers of positions may mean the desired assistantship is not an option in any particular year. Program Faculty will assist students in identifying assistantship opportunities (including those outside of SERC), but the responsibility to secure funding ultimately resides with the student.

Any student dismissed from an assistantship for failure to perform or whose assistantship is not renewed due to poor work performance will be evaluated by Program Faculty to determine whether subsequent efforts to assist the student in assistantship placement are appropriate. In general, any student who performed in an unsatisfactory manner in a previous assistantship will not be provided with opportunities to apply for SERC-funded assistantships in the future.

Graduate School Assistantships and Funding

The Graduate School website <https://graduate.auburn.edu/current-students/> has up to date information concerning Graduate Student Assistantships & Funding. Information in this site pertains to But is not limited to the following:

- Assistantship Listings (non-academic units)
- Graduate Assistant Fees
- Graduate Assistant Guidelines
- Graduate Student Health Insurance
- Graduate Tuition Fellowships
- Fellowships & Financial Aid
- Loan Deferment Form
- Types of Graduate Assistantships
- Required training for GAs, GRAs, GTAs Title IX Discrimination: Identifying & Responding to sexual misconduct.

Graduate School Resources

Students can access all current Auburn University Graduate School [General Policies](#) as published in the [Auburn Bulletin](#).

Graduate School Forms can be accessed via the website <https://graduate.auburn.edu/current-students/forms-directory/>

Graduate School Timelines, Checklists, & Forms can be accessed via the website <https://graduate.auburn.edu/current-students/> The information pertains to but is not limited to the following:

- Graduate School Calendar
- Doctoral Completion Checklists
- MEd, EdS, and Certificate Completion Checklists

Commencement Information
Frequently Asked Questions
Getting Through and Getting Out Videos
Graduate Student Awards
Graduate Student Handbook
New Graduate Student Orientation Information
Scheduling Meeting with Graduate Staff
Assistantships & Funding
Academic Forms
Campus Organizations
Student Life

University Resources

Campus Safety & Security

<https://www.auburn.edu/administration/campus-safety/index.php>

Emergency Procedures

<https://auburn.edu/administration/campus-safety/emergency/index.php>

Other resources available on campus include, but are not limited to:

Health & Wellness

- 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.
- [Campus Recreation](#): Student fees provide students with access to a wide range of recreational services, programs, and facilities.
- Auburn Cares <https://aucares.auburn.edu/>
- Office of Health Promotion and Wellness <https://graduate.auburn.edu/health-wellness-resources/>
- Safe Harbor (resource related to power-based personal violence) <https://studentaffairs.auburn.edu/safe-harbor/>
- Student Pharmacy <https://pharmacy.auburn.edu/pharmacy/student.php>

Technology

- Microcomputer lab equipment, learning resources, and media resources and equipment are available in the [College of Education Learning Resources Center](#).
- Office of Information Technology <https://auburn.service-now.com/it?id=students>
Au Access
Auburn Email

Academics

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- Auburn University Libraries <https://www.lib.auburn.edu/>
- Office of Inclusion & Diversity <https://diversity.auburn.edu/>
- International Students & Scholars Services <https://auburn.edu/academic/international/iss/>
- Miller Writing Center <https://www.auburn.edu/academic/provost/university-writing/what-we-do/miller-writing-center.php>
- Office of Accessibility <https://accessibility.auburn.edu/>
- Student Financial Services <https://www.auburn.edu/enrollment/financial-aid/index.php>