

**Counselor Education
and Supervision
Doctoral Program
Handbook
2025-26**



AUBURN
College of Education

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WELCOME

Welcome to the Auburn University Counselor Education & Supervision doctoral program. The Auburn CED doctoral program is designed to support advanced professional preparation in the five core areas outlined by CACREP (2024), Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy

As a student in a R1 institution, you will engage in rigorous research training and ongoing scholarly activity throughout your program. Doctoral students participate actively in faculty-led research labs, contribute to presentations and publications, and develop the methodological and conceptual expertise necessary to conduct independent, ethical, and culturally responsive research. Our faculty maintain strong research agendas, multidisciplinary collaborations, and professional leadership roles, creating opportunities for you to engage in high-impact experiences and scholarship.

This handbook provides an overview of the expectations, policies, and resources that will guide your doctoral experience. It outlines your program of study, key progression milestones, professional standards, and the dissertation process. Additional information related to doctoral fieldwork, practica, internship, evaluation, and Portfolio requirements is available in the *CED Fieldwork Experiences Handbook*. These materials will be introduced during New Student Orientation and further discussed in COUN 8510: Contemporary Issues in Counselor Education during your first semester.

The handbook is a living document and is updated periodically to reflect current university policies, accreditation requirements, and best practices. Students will be notified when substantive updates occur. We encourage you to review the handbook regularly and to become familiar with the resources and structures designed to support your development.

A central strength of the Auburn CED doctoral program is its emphasis on mentorship, collaborative research, interdisciplinary engagement, and professional identity development. You will work closely with faculty advisors, research mentors, and fellow doctoral students as you cultivate your identity as a counselor educator and scholar. We encourage you to take full advantage of the relationships, opportunities, and resources available to you throughout the department and the university.

Our goal as faculty is to provide you with a challenging, developmentally sequenced doctoral experience that strengthens your competence in research, teaching, supervision, leadership, and advanced clinical practice. We are committed to supporting you as you refine your scholarly interests, advance your professional identity, and prepare for impactful careers in academia, clinical leadership, and professional service.

We are honored to welcome you to Auburn University and look forward to supporting your growth as a scholar, educator, and leader in the counseling profession.

Sincerely,

Dr. Lindsay Portela

Assistant Professor & CED Doctoral Program Co-Coordinator

Dr. Jill Meyer

Professor, CED Director, & CED Doctoral Program Co-Coordinator

SECTION 1. PROGRAM OVERVIEW

1.1 WELCOME TO THE COUNSELOR EDUCATION & SUPERVISION DOCTORAL PROGRAM

The Counselor Education and Supervision (CED) doctoral program at Auburn University prepares advanced counseling professionals to become skilled counselor educators, supervisors, researchers, scholars, leaders, and advocates. The program is designed to foster professional identity development, support the advancement of the counseling profession, and prepare graduates for faculty, clinical leadership, and research positions in a range of academic, clinical, and community settings.

Our curriculum and training approach are grounded in the CACREP (2024) doctoral standards, emphasizing five core domains that guide the structure and expectations of the program:

- Counseling
- Supervision
- Teaching
- Research & Scholarship
- Leadership & Advocacy

Students in the CED doctoral program receive comprehensive training across these competencies through coursework, supervised practica, teaching experiences, research mentorship, professional involvement, and a culminating dissertation.

PROGRAM MISSION

The mission of the Auburn University Counselor Education & Supervision doctoral program is to prepare culturally responsive, ethically grounded, research-informed counselor educators who contribute to the counseling profession through high-quality teaching, supervision, scholarship, leadership, and advocacy. The program is committed to:

- Advancing the counseling profession through scholarly inquiry and evidence-based practice
- Preparing students for academic and leadership positions in counselor education and clinical settings
- Equipping students to train, supervise, and mentor the next generation of counselors
- Supporting professional identity development as counselor educators
- Promoting ethical, culturally informed, and socially responsible practice

PROGRAM PHILOSOPHY

The CED program emphasizes:

- Development of a strong professional identity as a counselor educator
- Commitment to the values of the counseling profession
- Integration of research, theory, and practice
- Reflective and intentional professional growth
- Ethical decision-making aligned with the ACA Code of Ethics (2014)
- Use of contemporary technologies in teaching, supervision, and research
- Development of leadership skills in advocacy, consultation, and professional service

Students and faculty work collaboratively to build a mentoring-based learning environment that supports critical thinking, professional engagement, and ongoing development.

PROGRAM LEARNING OUTCOMES

Upon completion of the CED doctoral program, students will demonstrate advanced competence in:

Teaching

- Designing, implementing, and evaluating counselor education learning experiences
- Applying culturally responsive and pedagogically sound teaching strategies
- Supporting student development and professional identity formation

Supervision

- Providing developmentally appropriate and multiculturally informed clinical supervision
- Evaluating supervisee performance and facilitating growth
- Applying supervision models, ethics, and best practices

Counseling

- Demonstrating advanced clinical competence
- Applying evidence-based and culturally responsive interventions
- Integrating theory and research into clinical practice

Research & Scholarship

- Designing and conducting rigorous quantitative, qualitative, or mixed-methods research
- Engaging in scholarly dissemination
- Applying research to improve counselor education, supervision, and practice

Leadership & Advocacy

- Engaging in advocacy at individual, systemic, and professional levels
- Contributing to professional organizations

- Demonstrating leadership within academic, clinical, and community settings

PROGRAM STRUCTURE

The doctoral program requires:

- 64 credit hours beyond the master's degree
- Required courses across all CACREP domains
- Elective opportunities aligned with individual goals
- Four distinct COUN 8910 doctoral practicum experiences (Teaching, Supervision, Research, and Counseling)
- A minimum of one year (3 semesters) of doctoral internship (COUN 8920)
- Completion of the CED Doctoral Portfolio (written comprehensive exam + oral exam)
- Completion and defense of the doctoral dissertation

Students typically complete the program in 3–4 years depending on enrollment status, internship workload, and dissertation timeline.

ACCREDITATION

The Counselor Education and Supervision doctoral program is fully accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and follows all associated standards for doctoral-level preparation.

PROGRAM MISSION

Although this handbook primarily serves enrolled doctoral students, the Counselor Education and Supervision program is committed to maintaining clear, transparent admissions standards aligned with Auburn University Graduate School policy and CACREP guidance.

ADMISSIONS REQUIREMENTS

Applicants must meet the Graduate School's minimum requirements and program-specific expectations, including:

- A completed master's degree in counseling or a closely related field
- CACREP-accredited master's degree
- Evidence of foundational counseling knowledge and skills
- Graduate GPA indicating strong academic potential
- A professional résumé documenting relevant counseling, clinical, teaching, leadership, or research experience
- A professional statement of goals
- Three letters of recommendation addressing readiness for doctoral-level work

- Interview participation with program faculty

EVALUATION PROCESS

The program uses a holistic review emphasizing academic readiness, counseling identity, research interest alignment, professional maturity, and commitment to difference, fairness, access, belonging, and socially responsible practice. Applicants are strongly encouraged to review current admissions requirements on the [Auburn University Counselor Education Program website](#) and the Auburn Graduate School portal, as procedures may be updated annually.

STUDENT LEARNING OUTCOMES (SLOS)

The program's Student Learning Outcomes (SLOs) guide curriculum design, assessment, and evaluation. By program completion, students will demonstrate advanced competence in:

1. **Teaching:** Ability to design, implement, evaluate, and reflect on counselor education pedagogy using culturally sustaining, evidence-based approaches.
2. **Supervision:** Ability to deliver intentional, ethical clinical supervision grounded in developmental and multicultural models.
3. **Counseling:** Ability to demonstrate advanced clinical expertise across diverse settings and populations.
4. **Research & Scholarship:** Ability to design, conduct, and disseminate rigorous research contributing to counselor education, supervision, counseling, or related disciplines.
5. **Leadership & Advocacy:** Ability to engage in meaningful leadership, consultation, systemic advocacy, and service to the counseling profession.

These outcomes inform the Comprehensive Assessment Plan (Section 7) and are evaluated systematically through coursework, practica, annual reviews, the doctoral portfolio, internship, and the dissertation.

SECTION 2. PROGRAM EXPECTATIONS & PROFESSIONAL CULTURE

PROFESSIONAL IDENTITY AS A COUNSELOR EDUCATOR

Doctoral students in the CED program are expected to cultivate a strong, intentional professional identity as counselor educators, leaders, and scholars. Professional identity is developed through engagement in coursework, supervised experiences, research activities, conference involvement, and ongoing reflection.

Students are expected to:

- Identify as members of the counseling profession
- Engage with state, regional, and national counseling organizations
- Demonstrate the professional behaviors expected of counselor educators
- Integrate research, teaching, supervision, advocacy, and counseling practice
- Approach professional development with curiosity, initiative, and accountability

The program emphasizes lifelong learning and professional stewardship—preparing students to contribute to the next generation of counselors and counselor educators.

PROFESSIONAL AND ACADEMIC EXPECTATIONS

Doctoral students are expected to uphold high standards of academic integrity, ethical decision-making, interpersonal professionalism, and readiness to participate in the learning community.

ACADEMIC CONDUCT

Students are responsible for:

- Adhering to the ACA Code of Ethics (2014) and Auburn University's academic integrity policies
- Demonstrating graduate-level scholarship in all written and oral work
- Meeting deadlines and following through on academic responsibilities
- Communicating proactively with faculty when challenges arise

PROFESSIONAL BEHAVIOR

As emerging counselor educators, students are expected to:

- Demonstrate maturity, cultural humility, and ethical insight
- Engage in respectful and professional communication
- Respond appropriately to feedback from faculty, supervisors, and peers
- Manage personal and professional boundaries
- Seek supervision or consultation when needed

Students' professional behavior is evaluated continuously through coursework, supervision, practica, internship, and the annual evaluation process.

COMMITMENT TO ETHICAL PRACTICE AND RESPECT FOR INDIVIDUAL AND GROUP DIFFERENCES

The Counselor Education program is committed to fostering a professional learning environment grounded in ethical practice, respect, fairness, and responsible engagement with all individuals, communities, and perspectives. Doctoral students are expected to follow all relevant policies and ethical codes, including the **ACA Code of Ethics (2014)** and Auburn University standards, in every instructional, supervisory, clinical, and research context.

Students are responsible for:

- Demonstrating professionalism and respect when engaging with individuals and groups whose identities, backgrounds, or experiences differ from their own
- Responding appropriately to concerns related to fairness, misunderstandings, or interpersonal conflict
- Recognizing and addressing behaviors or interactions that create barriers to learning or well-being
- Practicing within the scope of one's competence and seeking supervision or consultation when needed
- Maintaining clear and appropriate professional boundaries
- Safeguarding confidentiality in all teaching, supervision, clinical, and research activities
- Using technology in secure, responsible, and ethically aligned ways
- Demonstrating honesty, accuracy, and accountability in academic work and research
- Following established procedures for reporting concerns related to misconduct, discriminatory behavior, harassment, or other violations of university policy

Auburn University prohibits discrimination, harassment, and retaliation. Information regarding the University's [policies on student conduct](#), reporting processes, accessibility, and campus support resources is available on official AU websites. Students are encouraged to access these resources as needed. Failure to adhere to professional and ethical expectations may result in remediation, or program dismissal in accordance with departmental and university procedures.

EXPECTATIONS FOR ENGAGEMENT AND COMMUNITY PARTICIPATION

The CED program functions as a collaborative learning community. Students are expected to participate actively through:

- Attendance and engaged participation in all classes, meetings, and supervision
- Contribution to group learning and respectful dialogue
- Engagement with program events, professional development opportunities, and scholarship activities
- Mentorship and collaboration with peers across cohorts

Students are also encouraged to contribute to program culture through leadership in working groups, student organizations, research teams, and service activities.

USE OF TECHNOLOGY IN COUNSELOR EDUCATION

The CED program integrates a variety of technologies for teaching, supervision, assessment, and professional communication. Students are required to use these systems responsibly, following all confidentiality, data security, and ethical guidelines.

These include (but are not limited to):

- **Canvas** (course learning management)
- **Tevera** (clinical documentation, site management, evaluations)
- **VALT / video observation technologies** (as applicable by course)
- **Auburn University Box** (secure file storage and portfolio materials)
- **Electronic assessment systems** used for the CED Doctoral Portfolio

Students must safeguard all confidential client or student information in accordance with FERPA, HIPAA (when applicable), ACA ethics, and site policies.

ATTENDANCE AND COMMUNICATION EXPECTATIONS

Attendance

- Students are expected to attend all scheduled classes and supervision meetings.
- If an unavoidable conflict arises, students should notify the instructor or supervisor **before** the scheduled meeting time.
- Repeated absences may impact course grades, professional evaluations, and progression in the program.

Communication

- Students are expected to regularly check their Auburn University email, Canvas announcements, and communications from program faculty.
- Professional email etiquette is required in all student and faculty communications.
- Students should communicate proactively when support is needed or when circumstances may affect academic or clinical performance.
- Email is the official communication of Auburn University.

ANNUAL EVALUATION PROCESS

Doctoral students participate in a yearly evaluation conducted by the Counselor Education faculty. The program uses this evaluation to support student growth, identify

strengths, and provide guidance for professional development. When concerns arise, students may be referred to remediation consistent with the program's policies. This evaluation includes:

- Review of academic progress
- Review of professional and interpersonal behaviors
- Review of performance in teaching, counseling, supervision, research, and advocacy
- Assessment of readiness for practicum, internship, portfolio submission, and dissertation
- Recommendations for continued development

STUDENT CONDUCT, CONCERNS, AND REMEDIATION

The CED program is committed to supporting student success and addressing issues in a fair, respectful, and developmentally appropriate way. If concerns arise regarding academic performance, professional behavior, ethical practice, or interpersonal functioning:

- Faculty may initiate a formal or informal review
- A remediation plan may be developed
- Additional supervision or support may be required
- Continued enrollment may be contingent upon timely and satisfactory completion of remediation

Remediation processes follow CACREP standards, ACA ethics, and Auburn University policies.

ACADEMIC GRIEVANCES AND STUDENT RIGHTS

Students have the right to pursue academic grievances through Auburn University's formal procedures. Grade appeals, academic disputes, or concerns regarding academic decision-making follow the [Auburn University Student Academic Grievance Policy](#). This process is separate from the program's remediation and professional fitness procedures. Students should first discuss concerns with the instructor or faculty member involved and may then pursue the formal grievance process as outlined by the University if resolution is not achieved.

UNIVERSITY SUPPORT, ACCESSIBILITY, AND WELL-BEING RESOURCES

Doctoral students have access to a variety of Auburn University student support resources. Students are encouraged to utilize these offices throughout their program:

- [Office of Accessibility](#): Coordinates academic accommodations and accessibility needs for students with documented disabilities.
- Student Counseling & Psychological Services: Offers confidential counseling, crisis services, workshops, and wellness support.

- Graduate School Resources: Offers professional development, writing support, and graduate student services.
- Auburn University Libraries: Provides research consultations, statistical support, and discipline-specific resources.
- Miller Writing Center: Offers writing consultations for course assignments, manuscripts, dissertation chapters, and presentations.

Students seeking accommodations must contact the Office of Accessibility directly. Faculty cannot independently grant accommodations outside of the official AU process.

AUBURN CARES & STUDENT CONDUCT

Auburn Cares and Student Conduct provides coordinated support for students navigating personal, academic, or crisis-related challenges. The office assists with well-being concerns, medical or personal emergencies, academic disruptions, and situations that may affect a student's safety or ability to remain engaged in the university community. The team partners with students, families, faculty, and staff to address concerns early, connect students with appropriate resources, and promote responsible decision-making and community standards. Students may contact Auburn Cares for help with:

- Personal or family crises
- Mental health or well-being concerns
- Referrals to campus and community resources
- Academic or attendance disruptions
- Guidance regarding conduct expectations or reporting processes

SOCIAL MEDIA, DIGITAL PRESENCE, AND BOUNDARY EXPECTATIONS

Professional boundaries extend to digital spaces. Doctoral students must maintain appropriate online presence and communication practices consistent with the ACA Code of Ethics and AU policy. This includes but is not limited to:

- Avoiding dual relationships through social media (e.g., "friending" clients, supervisees, or students)
- Maintaining professional tone and confidentiality in all online interactions
- Avoiding public commentary that compromises professional reputation or client/student privacy
- Using only secure, AU-approved platforms for storage or discussion of any confidential material

Violations may result in remediation or disciplinary action.

SECTION 3. COURSEWORK & PROGRAM PLANNING

The Counselor Education and Supervision (CED) doctoral program is a 64-credit hour sequence designed to prepare students for advanced practice as counselor educators, scholars, supervisors, and leaders. This section outlines required coursework, program planning expectations, committee formation, Graduate School requirements, practicum and internship milestones, and key policies that impact academic progression.

3.1 PROGRAM OF STUDY & ADVISING

MAJOR PROFESSOR / ADVISOR

Upon admission, each student is assigned a Major Professor, identified in the Graduate School admission letter. Students may request to change Major Professors at any time. Changes should be discussed with the current and proposed Major Professor before submitting a formal request. The Major Professor:

- Serves as the student's primary academic advisor
- Guides course planning, professional development, and career preparation
- Supports the student's early exploration of research interests
- Serves as the Dissertation Chair

Students are expected to:

- Schedule an initial advising meeting during their first semester
- Maintain regular communication with their Major Professor
- Seek guidance proactively regarding teaching, supervision, research, and professional opportunities
- Review program policies and Graduate School requirements each semester

3.2 DOCTORAL COMMITTEE

Students must form a doctoral committee **no later than the summer after Year 2**. The committee:

- Reviews and approves the CED Doctoral Portfolio (Oral Comprehensive Exam)
- Guides and approves the dissertation proposal and dissertation
- Serves as evaluators during proposal defense and dissertation defense

COMMITTEE COMPOSITION (PER AU GRADUATE SCHOOL POLICY)

- At least 4 members
- At least 2 CED core faculty
- A Majority Level-2 Graduate Faculty
- Additional outside members allowed with approval and CV submission
- The Major Professor / Chair must be a core Counselor Education faculty member

CTEC FORM

Once committee members agree to serve, students complete the Committee, Transfers, Exceptions, and Candidacy (CTEC) Form through AU Access.

The form requires:

- Full names and AU emails of all committee members
- CVs for external committee members
- Committee Chair designation

3.3 REQUIRED COURSEWORK

The required 64-credit hour program of study is outlined in the Auburn University Bulletin and on the CED website. Course substitutions are not permitted. Electives may be taken in consultation with the Major Professor.

Course Sequencing Guidance

Certain courses have recommended timing due to prerequisites or clinical alignment.

- **COUN 8300 – Research Design**
 - Prerequisite: ERMA 7300
 - Typically taken in Spring of Year 1 and; Year 2 for part-time students
- **COUN 8910 – Teaching Practicum**
 - Typically taken Spring of Year 2
 - Students may repeat or engage in additional supervised teaching during internship
- **COUN 8910 – Counseling, Supervision, Research, Teaching Practica (four distinct practica)**
 - Offered in semesters designated by faculty
 - Sequencing depends on readiness and advising recommendations
- **Internship (COUN 8920)**
 - Typically begins Year 3
 - Requires completion of all required coursework except dissertation hours
- **Dissertation Hours (COUN 8990)**
 - Students must register for at least **1 credit hour** in the semester they defend
 - Students must maintain continuous enrollment

3.4 PROGRAM PLANNING GUIDE

Because students enter with different backgrounds and paces, each student should create a personalized program plan with their Major Professor. The following guidance supports program planning:

- **FULL-TIME STUDENTS (RECOMMENDED STRUCTURE)**
 - **Year 1:** Foundations in teaching, supervision, counseling, leadership, multicultural development; begin research involvement
 - **Year 2:** Complete advanced coursework; supervised teaching practicum; begin supervised research practicum; form doctoral committee
 - **Year 3:** Internship; portfolio submission; begin dissertation proposal
 - **Year 4:** Dissertation research, writing, and defense
- **PART-TIME STUDENTS**

Part-time sequencing must be developed with the Major Professor. The program supports flexibility but maintains CACREP and Graduate School timelines.

3.5 GRADUATE SCHOOL REQUIREMENTS & TIMELINES

Doctoral students must comply with all AU Graduate School policies.

CONTINUOUS ENROLLMENT

Students must enroll in at least 1 credit hour for 2 semesters each year to remain active. Failure to do so results in inactive status and requires formal reactivation.

CANDIDACY

Students must achieve candidacy within 6 years of beginning coursework by:

- Completing all required coursework (excluding internship & dissertation)
- Passing the Written Comprehensive Exam (CED Doctoral Portfolio)
- Passing the General Oral Examination

Once candidacy is achieved, students have 4 years to finish the dissertation.

GRADUATION REQUIREMENTS

- One semester is required between the oral exam and dissertation defense
- Students must apply for graduation one semester before their intended graduation
- Students must be enrolled for at least 1 credit hour during the semester they graduate

3.6 FINANCIAL AID & FEE WAIVERS

FINANCIAL AID ENROLLMENT CERTIFICATION

Students who need full-time certification for loan deferment may submit the GRAD 8@@@0 Loan Deferment Form.

GRADUATE STUDENT FEE WAIVER

The CED Coordinator will contact eligible students each semester. Students may be eligible during internship if:

- They are enrolled only in internship (3 credit hours) and/or dissertation hours
- They hold no Graduate Assistantship appointment
- They are not funded through SERC

3.7 USE OF TEVERA, CANVAS, BOX, AND PROGRAM TECHNOLOGIES

Students must follow all confidentiality, FERPA, HIPAA, and ACA ethical guidelines when using program technologies. Students are responsible for engaging with required systems throughout the program:

- **Canvas:** Course content & announcements
- **Tevera:** Clinical logs, evaluations, site agreements, supervision documentation
- **AU Box:** Secure portfolio materials, research files, program forms
- **VALT systems:** Applied in supervision and practicum courses
- **Email:** Official communication channel; students must check regularly

3.8 SPACE USE IN THE COLLEGE OF EDUCATION BUILDING

The Counseling Supervision Rooms (3241, 3244, 3246, 3248) are available for teaching, supervision, and clinical learning.

ROOM RESERVATION PROCESS

Students must email **Edroom@auburn.edu** to reserve any supervision room. Becky or Claudia will respond to confirm availability.

3.9 LAB MAINTENANCE EXPECTATIONS

- Lab use is limited to class requirements
- Labs must be kept clean and locked when not in use
- Students should avoid interrupting classes or supervision sessions
- Viewing or listening to others' sessions without permission is strictly prohibited

- Loss of unsupervised lab access may occur if policies are not followed

SECTION 4. CLINICAL TRAINING: PRACTICUM & INTERNSHIP

Clinical training is a core component of the Counselor Education and Supervision (CED) doctoral program and is designed to prepare students for advanced professional roles in **counseling, clinical supervision, teaching, and research**. Doctoral students complete four distinct practica followed by a doctoral internship that integrates advanced competencies across the five CACREP (2024) domains. This section outlines requirements, policies, expectations, documentation procedures, and evaluation processes for all doctoral-level fieldwork experiences.

4.1 OVERVIEW OF DOCTORAL CLINICAL TRAINING

Doctoral clinical training includes:

Required Practica (COUN 8910 – Four Variants)

Students complete four separate practica, each focused on a core domain of counselor education:

1. **Counseling Practicum**
 - Advanced counseling practice with clients
 - Integration of theory, multicultural competence, and case conceptualization
2. **Supervision Practicum**
 - Supervising master's-level counseling students under faculty supervision
 - Development of supervision models, feedback skills, and ethical decision-making
3. **Research Practicum**
 - Participation in supervised research involving design, data collection, analysis, and dissemination
 - Development of scholarly identity
4. **Teaching Practicum**
 - Teaching an undergraduate or graduate course with supervision
 - Development of teaching philosophy, instructional design, assessment, and classroom management

Each practicum is separately graded and evaluated.

4.2 DOCTORAL INTERNSHIP (COUN 8920)

After successfully completing required coursework (excluding dissertation hours) and all four practica, students complete a doctoral internship.

INTERNSHIP REQUIREMENTS

- Minimum: **600 hours**, distributed across CACREP domains
- Must include significant engagement in:
 - **Counseling** (150 required hours)
 - **Supervision** (150 required hours)
 - **Teaching** (150 required hours)
 - **Research & Scholarship**
 - **Leadership & Advocacy**

Students often focus internship hours in settings that align with their professional goals (e.g., university teaching, training settings, clinical agencies, student affairs, research centers, athletic departments).

INTERNSHIP PLANNING

Internship plans are completed **the semester before internship enrollment**. Detailed information will be provided to you throughout the program and housed in the AU CED Doctoral Command Center Box Hub which students are granted access to at the New Student Orientation. The program uses:

- A structured Internship Plan
- A Site Agreement / MOA
- Supervisor Qualifications documentation
- Tevera-based evaluation and logging requirements

4.3 CLINICAL SUPERVISION REQUIREMENTS

SUPERVISION DURING PRACTICA

Each practicum requires:

- Weekly individual or triadic supervision with a CED faculty member
- Group supervision as outlined in the syllabus
- Use of audiovisual recordings, case presentations, and written reflections is required in the Counseling and Supervision practicum experiences.

SUPERVISION DURING INTERNSHIP

Internship includes:

- Regular supervision with a qualified site supervisor
- Regular faculty supervision
- Completion of supervisor evaluations

All supervisors must meet CACREP requirements for advanced practice, licensure, or training.

4.4 SITE REQUIREMENTS & DOCUMENTATION

SITE SELECTION

All sites must:

- Provide appropriate experiences aligned with practicum or internship focus
- Allow access to audiovisual recording where applicable
- Support student participation in counseling, supervision, research, teaching, or leadership
- Provide supervision by qualified personnel

REQUIRED SITE DOCUMENTS

All fieldwork sites must have:

- Memorandum of Agreement (MOA)
- Site information sheet
- Site supervisor verification
- Internship plan (for internship only)

All documents are housed and submitted via Tevera unless otherwise specified.

4.5 CLINICAL DOCUMENTATION & USE OF TEVERA

Tevera is the official system used for:

- Hour logs
- Supervisor evaluations
- Student self-evaluations
- Case documentation related to fieldwork
- Tracking CACREP-required competencies
- Submission of site agreements and internship plans

STUDENT RESPONSIBILITIES

Students must:

- Log hours weekly
- Submit logs for supervisor approval
- Maintain accuracy and ethical documentation
- Communicate proactively about concerns with faculty supervisors

Failure to complete logs or evaluations may result in a non-passing grade.

4.6 CLINICAL EVALUATION & KEY PERFORMANCE INDICATORS

Students are formally evaluated on:

ACADEMIC AND CLINICAL PERFORMANCE

- Counseling skills
- Professional behavior and dispositions
- Supervision skills
- Teaching competencies
- Research engagement
- Leadership and advocacy behaviors

ASSESSMENT TOOLS MAY INCLUDE

- Direct observation
- Audio/video recordings
- Written assignments
- Supervisor evaluations
- Faculty evaluations
- KPI-linked rubrics
- Counseling & supervision session analysis

Unsatisfactory evaluations may result in remediation following program policies.

4.7 USE OF COUNSELING & SUPERVISION SPACES

The CED program maintains designated labs and supervision rooms in the College of Education Building.

Supervision Rooms (3241, 3244, 3246, 3248)

Used for:

- Supervision sessions
- Teaching practicum demonstrations

- Counseling or mock sessions
- Recording practice

ROOM RESERVATIONS

Students must email [Education Room Requests](#) to request scheduling. Claudia Hendrix will confirm availability.

LAB USE EXPECTATIONS

- Use is limited to coursework and program requirements
- Maintain cleanliness and order
- Protect confidentiality at all times
- Do not observe or record others without explicit permission
- Labs must remain locked when not in use
- Violations may result in restricted access

4.8 RECORDINGS, CONFIDENTIALITY, AND ETHICAL STANDARDS

Students are required to uphold ACA (2014), ACES (2023), and Auburn University ethical and legal standards.

CONFIDENTIALITY

- All recordings must be uploaded and stored **only** in secure, program-approved systems (VALT, secure Box folders, Tevera where appropriate).
- No recordings may be stored on personal laptops, phones, or external drives.
- Students must follow all FERPA and HIPAA requirements.

CLIENT/STUDENT PERMISSION

All recordings require:

- Informed consent
- Proper explanation of purpose and storage
- Appropriate forms as outlined in the Fieldwork Handbook

4.9 REMEDIATION & PROFESSIONAL FITNESS

Concerns identified during practicum or internship will be addressed through the program's Retention and Remediation Policy. Reasons for remediation may include:

- Skill deficits
- Ethical concerns
- Documentation issues
- Professional behavior or dispositional concerns
- Boundary or communication concerns

- Lack of responsiveness to supervision

Remediation plans are collaborative and developmentally tailored. Failure to successfully complete remediation may result in program dismissal.

4.10 STUDENT RESPONSIBILITIES DURING CLINICAL TRAINING

Students must:

- Attend all scheduled supervision and group meetings
- Complete logs and evaluations by deadlines
- Demonstrate openness to feedback
- Engage in reflective practice
- Maintain professional communication
- Adhere to program, site, and university policies
- Protect confidentiality at all times
- Inform faculty of site concerns immediately

4.11 PROGRAM RESPONSIBILITIES DURING CLINICAL TRAINING

The Counselor Education faculty will:

- Provide qualified supervision
- Offer developmentally appropriate assignments
- Support students in locating appropriate practicum/internship sites
- Provide training on required technologies (Tevera, VALT, Canvas)
- Monitor progress and provide timely feedback
- Uphold CACREP, ACA, and university standards

4.12 PROFESSIONAL RESPONSIBILITY AND LIABILITY INSURANCE

All doctoral students must maintain **individual professional liability insurance** throughout all practicum and internship experiences. This requirement aligns with CACREP standards and university expectations for clinical training. The department maintains a limited professional liability policy; however, individual coverage is required for all counseling, supervision, teaching-related practice, and any clinical activity completed as part of the program. Students may obtain student liability insurance through organizations such as ACA, ASCA, or NBCC-affiliated providers. Proof of coverage must be provided before beginning any fieldwork placement.

5. DOCTORAL PORTFOLIO & ORAL EXAMINATION

The Counselor Education Doctoral Portfolio serves as the written component of the doctoral comprehensive examination and functions as a central organizing vehicle for assessing a doctoral student's professional readiness across all CACREP (2024) domains. The portfolio is formative and summative, demonstrating competence, reflecting growth, and integrating experiences from across the entirety of the program.

Students are expected to develop their portfolios throughout their matriculation by collecting artifacts, reflecting on their learning, and documenting progressive competence in teaching, supervision, counseling, research, leadership, and advocacy. The portfolio must demonstrate the student's ability to synthesize knowledge, apply theory to practice, and articulate a professional counselor educator identity.

5.1 PORTFOLIO COMPETENCY AREAS

Aligned with CACREP (2024) doctoral standards, the portfolio evaluates student learning across five competency areas:

1. Teaching
2. Clinical Supervision
3. Counseling Practice
4. Research & Scholarship
5. Leadership & Advocacy

Each section includes required prompts. Students must submit an original written response for each prompt and upload relevant artifacts or reproductions as supporting evidence.

PORTFOLIO TRAINING & ONGOING SUPPORT

Students receive dedicated training and support in developing the Counselor Education Doctoral Portfolio throughout their doctoral program. Initial portfolio training occurs in **COUN 8510 – Contemporary Issues in Counselor Education**, where faculty provide an overview of the portfolio purpose, structure, competency areas, prompts, expectations, and scoring criteria. This session is designed to help students understand the scope of the portfolio and begin planning for the types of artifacts, reflections, and experiences that will be important to collect over time.

A second structured training occurs during students' first semester of **COUN 8920 – Internship**, with a focus on the **technical and procedural components** of creating, organizing, and submitting the portfolio. This includes guidance on compiling artifacts, preparing written responses, formatting requirements, accessing the submission platform, and reviewing timelines and deadlines for submission.

In addition to these formal training sessions, faculty, supervisors, and major professors regularly provide individualized guidance on portfolio expectations during advising meetings, coursework, supervision, and annual reviews. Students are encouraged to seek ongoing feedback on their developing materials to strengthen their work and ensure they are strategically preparing for successful completion of the written portfolio and subsequent oral defense.

5.2 ARTIFACT & REPRODUCTION REQUIREMENTS

ARTIFACTS

Materials normally generated through coursework, clinical experiences, or professional development (e.g., treatment plans, research papers, course syllabi, conference proposals, supervision contracts, teaching materials).

REPRODUCTIONS

Evidence demonstrating actual practice (e.g., video clips, audio recordings, annotated transcripts, supervision recordings). Recording access and storage must follow FERPA, HIPAA, CACREP, and departmental policies.

RATIONALE STATEMENTS

For each artifact/reproduction, students should include a brief rationale explaining:

- Why the item was selected
- How it demonstrates competence
- What growth or change it reflects

Providing artifacts without an original written response to each prompt is considered insufficient and will result in a non-passing score.

5.3 COLLECTING AND ORGANIZING PORTFOLIO MATERIALS

Students should gather materials continuously across coursework, supervision, teaching experiences, research involvement, and professional development. Strong portfolios reflect:

- Integration of learning across multiple program areas
- Evidence of growth over time
- Culturally responsive, ethical, and reflective practice
- Use of technology where appropriate
- A selective rather than exhaustive compilation of materials

5.4 PORTFOLIO SUBMISSION TIMELINE & PROCESS

1. Submission Window

- Eligible beginning Fall of Year 3
- **Required** no later than Fall of Year 4
- Submission is due **Monday of the second full week of the Fall semester at 4:00 PM CST**

2. Intent to Submit

Students must notify the CED Coordinator of their intent to submit.

- **Student signs Portfolio Consent form acknowledging the process and requirements**
- Failure to submit after indicating intent = **automatic non-pass**
- Students have two opportunities total to submit a portfolio

3. Submission Platform

Portfolios are submitted through the designated departmental platform (with transition resources available during updates).

4. Evaluation Timeline

Students receive compiled evaluator feedback and scores within **2–3 weeks**.

5.5 EVALUATION & SCORING

Portfolios are evaluated by CED Core Faculty and approved contributing faculty using a 4-point rubric:

- 4 – Exemplary
- 3 – Competent
- 2 – Marginal
- 1 – Unsatisfactory

PASSING REQUIREMENTS

- Each competency area is reviewed by **three evaluators**
- To “pass” a Section, students must receive an average rating of “**Competent**” **(3)**
- Students must pass **at least 3 of 5** portfolio sections to proceed to the Oral Examination

IF A STUDENT DOES NOT PASS

Students receive support from the CED program coordinators and their advisor, complete the Portfolio work, and may resubmit during the next Fall review cycle.

IF THE WHOLE PORTFOLIO DOES NOT PASS TWICE

Failure to pass after the second submission results in dismissal from the program.

5.6 ORAL EXAMINATION (GENERAL ORAL EXAM)

Students who pass the written Portfolio move to the Oral Defense, which serves as the oral component of the doctoral comprehensive examination.

SCHEDULING THE ORAL EXAM

- Scheduled in collaboration with the **Major Professor/Chair**
- Must follow Graduate School requirements, including submitting the **Request for the Report on the General Oral Exam** at least **5 business days** before the meeting

PREPARATION REQUIREMENTS

Students must:

1. Prepare a PowerPoint presentation summarizing:
 - Key strengths from each competency section
 - Items/sections not passed and how competence will be demonstrated verbally
 - Integrative reflections on professional identity
2. Provide committee members outside CED with electronic or physical access to the evaluations.

DURING THE DEFENSE

- Students present an overview of their portfolio
- Committee members ask questions across any area of coursework, professional development, research, clinical practice, supervision, or program standards
- Students exit the room while the committee deliberates

PASSING THE ORAL EXAM

Students who pass the written and oral examinations become Doctoral Candidates and may proceed to the Dissertation Proposal stage.

IF THE ORAL EXAM IS NOT PASSED

- Committee provides a remediation plan
- Students are allowed one additional attempt
- Failure to pass on the second attempt results in dismissal

5.7 TRANSITION TO DISSERTATION STAGE

Upon successful completion of both:

1. Written Comprehensive Exam (Portfolio)
2. General Oral Exam

Students achieve **Candidacy** and may schedule their Dissertation Proposal meeting, following Graduate School and program timelines.

6. DISSERTATION POLICIES & PROCEDURES

The doctoral dissertation represents the culminating scholarly product of the Counselor Education & Supervision program. It allows students to contribute original research to the counseling profession, demonstrate methodological competence, and develop a sustained line of inquiry aligned with counselor education, clinical practice, supervision, teaching, leadership, or advocacy.

Students are responsible for understanding the [Auburn University Graduate School policies](#), departmental requirements, and the Counselor Education Dissertation Guide. The dissertation process is completed in close collaboration with the Dissertation Chair and Doctoral Committee.

6.1 DISSERTATION SCOPE & EXPECTATIONS

All dissertations must include research with clear implications for counseling and/or counselor education, which may focus on:

- Counseling practice
- Counselor education pedagogy or training
- Supervision
- Advocacy and leadership
- Professional identity
- Mental health counseling issues
- Program development or evaluation

Projects may use quantitative, qualitative, or mixed-methods designs. Students are expected to produce a rigorous, integrative, and ethically grounded scholarly manuscript consistent with Graduate School and departmental standards.

6.2 DISSERTATION CHAIR & COMMITTEE ROLES

DISSERTATION CHAIR

The Chair must be a **Core Counselor Education Faculty member** and typically serves as the student's Major Professor. The Chair:

- Guides topic development and methodological decisions
- Supports proposal preparation and revisions
- Reviews draft chapters and provides targeted feedback
- Helps identify committee members and University Reader
- Approves readiness to move to proposal defense and dissertation defense

DOCTORAL COMMITTEE

A minimum of four members:

- At least two must be Counselor Education faculty
- The majority must be Graduate Faculty Level 2
- May include an external member with relevant expertise

Committee responsibilities include:

- Providing methodological and content expertise
- Reviewing and approving the proposal
- Evaluating the final dissertation and oral defense
- Supporting the student's scholarly development

Students must officially record their committee through the CTEC Form (AU Access).

6.3 DISSERTATION PROPOSAL REQUIREMENTS

The proposal outlines the study's purpose, significance, theoretical grounding, method, and plans for data collection and analysis.

Students may use one of two approved formats:

A. Traditional Format

Proposal includes **Chapters 1–3**:

1. **Chapter 1:** Introduction, significance, purpose, research questions
2. **Chapter 2:** Comprehensive literature review
3. **Chapter 3:** Method (design, participants, data collection, analysis)

B. Alternative Format (Manuscript + Supporting Chapters)

Proposal includes:

1. **Chapter 1:** Combined introduction and literature review
2. **Chapter 2:** Method

(The final dissertation includes an additional manuscript chapter.)

Both formats must include:

- Instruments, measures, protocols
- Recruitment materials
- Data collection procedures
- IRB-aligned consent forms
- Any supplemental documents needed to demonstrate research integrity

6.4 PROPOSAL DEFENSE

Students must defend the dissertation proposal in a formal meeting with their committee. Students are encouraged to discuss defense plans with their advisors and schedule defense dates early with their committee members to avoid missing graduate school deadlines.

SCHEDULING REQUIREMENTS

- Students must give the committee adequate time (typically 2–3 weeks) to review the proposal
- A brief proposal presentation is usually required (Chair determines format)

OUTCOMES

Committee may:

1. Approve the proposal as written
2. Approve with minor revisions
3. Require substantial revisions before approval
4. Require a second proposal meeting

When the proposal is approved, students may submit for IRB review (if required) and begin data collection.

6.5 DISSERTATION WRITING & PROGRESSION

Students may register for:

- **GRAD 8@@@0 (Dissertation Registration Completion)** after completing at least 1 credit hour of COUN 8910/8920/8980/8990.
- Dissertation hours must be taken during any semester students are actively working on or defending their dissertation.

There is to be **one full semester minimum** between comprehensive exams and the dissertation defense. Students must demonstrate:

- Integrative writing
- Mastery of APA 7th edition
- Ethical research practices
- Methodological accuracy
- A clear contribution to counselor education or counseling

Students are strongly encouraged to utilize:

- Miller Writing Center
- Quantitative/qualitative consultation (EFLT, department resources)
- Citation management tools (Zotero, EndNote)

6.6 OUTSIDE READER (GRADUATE SCHOOL REQUIREMENT)

Once the Chair approves the dissertation draft for review:

1. Student submits the First Draft Submission Form
2. The dissertation is sent to the University Reader, an external Graduate Faculty member
3. The Reader must approve the dissertation before scheduling the final defense

Students also submit a full draft to the Thesis & Dissertation Office for formatting review. Committee and Reader revisions must be fully addressed before the defense.

6.7 DISSERTATION DEFENSE

The dissertation defense serves as the final oral examination.

SCHEDULING

- Must be scheduled at least 5 business days before the defense using the Graduate School form provided upon Reader approval
- Students provide the committee with a clean draft and any revision notes ahead of the meeting

DEFENSE STRUCTURE

1. Student presentation (overview of study, findings, implications)
2. Committee questioning across methodology, findings, implications, and limitations
3. Student exits for committee deliberation
4. Committee announces decision

OUTCOMES

- Pass with no revisions
- Pass with minor or major revisions
- Re-defense required (rare)
- Non-pass (may result in dismissal in severe cases)

All revisions must be completed before electronic submission to AUETD.

6.8 ELECTRONIC SUBMISSION & GRADUATION

To graduate, students must:

- Be enrolled in at least 1 credit hour the semester of graduation
- Submit the Electronic Thesis & Dissertation Publishing Approval Request
- Upload the final approved dissertation to AUETD

- Complete the Survey of Earned Doctorates
- Meet Graduate School deadlines for the intended graduation cycle

6.9 STUDENT RESPONSIBILITIES

Students are responsible for:

- Conducting ethical research aligned with counseling and CED standards
- Maintaining continuous enrollment
- Tracking deadlines and Graduate School requirements
- Creating an integrative, literature-grounded dissertation
- Incorporating feedback from Chair and committee
- Preparing effectively for proposal and final defenses
- Practicing self-care and maintaining professional behavior throughout the process

6.10 CHAIR RESPONSIBILITIES

The Chair provides:

- Guidance on topic development and methodology
- Support in evaluating readiness for proposal and defense
- Feedback on drafts appropriate for doctoral-level work
- Collaboration in scheduling proposal/defense meetings
- Oversight to ensure the dissertation meets departmental and Graduate School standards

6.11 GENERAL STUDENT TIPS

- Use APA formatting carefully and consistently
- Develop a citation management system early
- Create a writing outline and timetable
- Stay in communication with Chair and committee
- Seek writing or methodological support proactively
- Back up all documents regularly
- Balance productivity with self-care

6.13 LICENSURE AND CERTIFICATION INFORMATION

Doctoral students are encouraged to maintain or pursue professional licensure (e.g., Licensed Professional Counselor) in accordance with state requirements. Licensure

standards vary by state; students are responsible for reviewing the requirements of the state in which they intend to practice.

The doctoral program builds upon the preparation received at the master's level and does not replace the requirements for professional counseling licensure. Faculty advisors may assist with planning, but students hold responsibility for ensuring all licensure and certification requirements are met.

7. STUDENT ASSESSMENT, RETENTION & REMEDIATION

The Counselor Education & Supervision (CED) Doctoral Program maintains a comprehensive, developmentally informed assessment system aligned with CACREP (2024) Standards, Auburn University policies, and the professional expectations of the counseling profession. Student progress is evaluated holistically across academic performance, professional dispositions, counseling and supervision competencies, teaching and research skills, and engagement in professional identity development. This section outlines the key assessment components, expectations, and procedures used to support student growth, identify concerns, and ensure readiness for professional practice as counselor educators.

7.1 OVERVIEW OF THE CED ASSESSMENT SYSTEM

The following assessment practices ensure student competence and inform ongoing program development. Assessment occurs continuously throughout the program and includes:

- Course-based evaluations
- Clinical practice evaluations (practicum and internship)
- Teaching and supervision assessments
- Research and scholarship milestones
- Annual Review of Student Progress
- Portfolio and Oral Comprehensive Examination
- Dissertation proposal and defense
- Professional dispositions monitoring
- Stakeholder (students, alumni, supervisors, employers) feedback loops

7.2 KEY ASSESSMENT AREAS

Assessment tools include rubrics, performance evaluations, dispositions ratings, and competency indicators embedded across coursework, clinical experiences, and professional development. The doctoral program evaluates student learning across the five CES domains required by CACREP (2024):

1. Counseling
2. Supervision
3. Teaching
4. Research & Scholarship
5. Leadership & Advocacy

7.3 ANNUAL REVIEW OF STUDENT PROGRESS

All students participate in a yearly Annual Review of Student Progress, which evaluates academic performance, dispositions, professional competence, and progression through program milestones.

COMPONENTS OF THE ANNUAL REVIEW

1. Student Annual Report

Students complete a self-reflective report each spring outlining:

- Academic progress
- Clinical practice hours and training
- Professional development (teaching, presentations, leadership, committee work, service)
- Research and scholarship activities
- Emerging professional identity
- Goals for the coming year

2. Faculty Evaluation

CED faculty evaluate students using the **Annual Review Rubric** across:

a. Academic Quality & KPI Progress

- GPA and academic performance
- Completion of required coursework
- Key Performance Indicators (KPIs) across the five CES domains
- Demonstration of content mastery and application of course concepts

b. Professional Dispositions

Based on counseling literature (e.g., Spurgeon, Gibbons, & Cochran, 2012), evaluated in three categories:

i. Academic & Professional Behavior

- Responsibility, punctuality, reliability, meeting deadlines
- Ethical behavior and use of supervision
- Communication skills and professionalism

ii. Reflective Practice & Self-Awareness

- Openness to feedback
- Insight into personal growth areas
- Capacity for self-monitoring and self-correction

iii. Respect for Individual and Group Differences

- Cultural humility
- Capacity to work with diverse clients, students, and colleagues
- Broaching and bracketing skills

c. Professional Competency Areas

Evaluating functioning in:

- Counseling

- Supervision
- Teaching
- Research & Scholarship
- Leadership & Advocacy
- Doctoral Practicum & Internship performance
- Portfolio progress

d. **Overall Matriculation and Milestones**

Tracking:

- Committee formation
- Completion of practicum and internship requirements
- Portfolio preparation and submission
- Proposal and dissertation progress
- Continuous enrollment status

ANNUAL REVIEW OUTCOME

If concerns are identified, the Retention & Remediation process may be initiated.

Students receive:

- Completed Annual Review rubric
- Narrative feedback
- Required or recommended action steps
- Verification of receipt

7.4 ONGOING IDENTIFICATION OF CONCERNS

Concerns are documented following program and University policies. Faculty follow a developmental, transparent process grounded in ethical guidelines and best practices in counselor education. Concerns related to academic performance, professional dispositions, ethical behavior, or clinical competence can be identified:

- By faculty or supervisors at any time
- During coursework or supervision
- Through review of clinical work samples
- During Annual Review
- Through student self-disclosure
- Via site supervisor input

7.5 RETENTION & REMEDIATION POLICY

REMEDICATION AND RETENTION POLICY

The Counselor Education Programs' Retention, Remediation, and Dismissal Policy integrates the Auburn University Graduate School policy pertaining to annual evaluation of student progress and due process when concerns or issues are identified. This process is also in line with the American Counseling Association's *Code of Ethics* (ACA, 2014; Standard F.6.b. *Gatekeeping and Remediation*), CACREP 2024 standards (Standard 1.O) and related FERPA and HIPAA compliance. This includes expectations of professional behavior that adheres to ethical and legal standards, academic standards, and University, COE, and Program standards.

If a student's progress in the program is deemed unsatisfactory or a significant concern is identified, the student will be notified of the concerns, following FERPA compliant policies related to sharing student educational and evaluation information. The student will be asked to contact their Faculty Advisor to discuss these concerns. Concerns may be identified throughout enrollment in the program and as a component of the Annual Review of Student Progress. This process will be the same for all digital delivered programs including both the on-campus and distance education tracks.

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

Engaging in unethical or illegal behavior in clinical practice, breaking the Auburn University Code of Student Conduct or Student Academic Honesty Code (e.g., plagiarism), being suspended due to academic GPA, not completing degree requirements in the specified time provided by the Graduate School, engaging in unethical or illegal practices in conducting research, engaging in peer or faculty harassment, breaking professional confidentiality agreements, being fired from a clinical practice training site, falsifying clinical documentation, or demonstrating behavior that is disrespectful to individual and group differences. Failure to meet expectation on Key Performance Indicators related to academic, dispositional, and skills capacities (i.e. site supervisor evaluations, skills demonstrations) may result in the initial of early intervention or remediation processes.

In instances of remediation or dismissal, the student's Remediation Committee prepares a statement of concerns outlining the problem(s). The statement of concerns must have the unanimous support of all members of a student's committee. These concerns are then addressed in a meeting with the student. Students will be provided with the option of attending this meeting through zoom (privacy compliant) or in-person. This process is developmental and can lead to outcomes including transferring or leaving the program,

remediation, or dismissal when necessary. If remediation is recommended by the committee, the potential steps for addressing concerns are outlined and discussed with the student. The student will be informed of their rights and sign an informed consent document.

REMEDIATION COMMITTEE

Doctoral-level students will have a Remediation Committee comprised of their Doctoral Committee Chair/Advisor, the Counselor Education Program Director, and relevant CED faculty. All students have the right to choose one additional Counselor Education faculty member for their remediation committee, if desired.

REMEDIATION PROCESS

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

The **remediation plan** is provided and discussed with the student (following FERPA compliant policies) and within a format meeting the students requested delivery (in-person or through secured Zoom meeting). This plan must include, but is not limited to, the following:

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

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

- Documentation of the grievances, the plan for remediation, and a summary of the Remediation Committee meeting will be given to the student, Department Head, and when appropriate the Academic Dean and the Dean of the Graduate School.
- If the student's Remediation Committee determines that the remediation efforts have been successful at the end of the designated timeline, each of the individuals listed above will be notified by letter.
- If the student's Remediation Committee determines that the conditions for remediation have not been met in the time designated, the student will be

- given time to prepare and present his/her case to the full Counselor Education faculty and Committee members. The faculty and Committee will make a recommendation based on input from the student. If the recommendation is made to dismiss the student from the Counselor Education program, the committee will prepare a statement reiterating the grievances and forward it to the same individuals listed in "A" above.
- The Dean of the Graduate School will give the student an opportunity to respond and will then make a decision regarding the committee's recommendation. If the final decision is to dismiss the student from the program, the student's Remediation Committee will be responsible for facilitating this transition for the student.

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

The Retention & Remediation Policy provides a structured process for addressing concerns, supporting student development, and ensuring protection of client/student welfare and program integrity. Decisions are guided by program faculty, legal/ethical standards, and Graduate School policies.

STEP 1: IDENTIFICATION & INFORMAL FEEDBACK

Faculty provide early, specific feedback to support growth. Examples include:

- Patterns of missed deadlines
- Difficulty integrating feedback
- Inconsistent professional behavior
- Struggles in counseling or supervision skills
- Ethical or boundary-related concerns

Faculty document concerns and may provide informal corrective strategies.

STEP 2: FORMAL REMEDIATION PLAN

If concerns persist, are significant, or involve ethical issues, a Formal Remediation Plan is initiated.

The plan may involve:

- Written narrative of concerns
- Measurable behavioral goals
- Specific action steps or assignments
- Required supervision or skill-building activities
- Timeline for monitoring progress
- Criteria for successful completion
- Identification of potential consequences (e.g., repeating practicum, probation)

Remediation plans are developed collaboratively with:

- The student
- Major Professor
- Relevant faculty/staff
- Program Coordinator (when appropriate)
- Site supervisor (if applicable)

Students must sign and acknowledge the plan.

STEP 3: EVALUATION OF PROGRESS

Faculty monitor the student's improvement relative to the plan.

Outcomes include:

1. Successful completion → student returns to normal standing
2. Partial completion → plan may be modified or extended
3. Insufficient progress → may result in further action including dismissal

STEP 4: PROGRAM-LEVEL ACTION

If remediation is unsuccessful or the concern is severe, potential actions may include:

- Repeating courses or clinical experiences
- Delay of practicum/internship
- Delay of portfolio, proposal, or dissertation processes
- Leave of absence
- Dismissal from the program

7.6 PROGRAM-LEVEL ASSESSMENT & QUALITY IMPROVEMENT

The CED program maintains multiple mechanisms for collecting and using assessment data:

1. CED Comprehensive Assessment Plan

Available on the program website, it outlines:

- Assessment goals
- Key Performance Indicators (KPIs)
- Assessment methods

- Analysis processes
- Use of data for program modification

2. CED Program Outcomes Report

Includes:

- Annual assessment outcomes
- Graduate and employer evaluations
- Credentialing exam pass rates
- Completion and matriculation rates
- Job placement rates

Findings inform curriculum changes, resource allocation, and program improvements.

7.7 STUDENT & STAKEHOLDER FEEDBACK MECHANISMS

COURSE EVALUATIONS - Students complete evaluation surveys for every course and instructor.

PRACTICUM/INTERNSHIP FEEDBACK - Clinical site supervisors evaluate student performance. Students evaluate site placements and supervision quality.

ALUMNI SURVEYS

Collected on a **two-year cycle**, assessing:

- Program strengths and improvements needed
- Graduate preparedness
- Professional experiences since graduation

EMPLOYER SURVEYS - Employers and supervisors evaluate graduate performance and readiness.

PROGRAM ADVISORY COMMITTEE - External stakeholders provide ongoing consultation and feedback to ensure relevance and alignment with the needs of the counseling profession.

7.8 VERIFICATION OF CLINICAL HOURS

Students are responsible for retaining:

- Logs
- Evaluations
- Site documentation
- Supervisor information

The University does **not** retain these documents after graduation. Without documentation, the program cannot verify hours for licensure or employment. Tevera users retain lifetime access to their logged hours.

7.9 POLICY ON AI USE, ACADEMIC HONESTY, AND PROFESSIONAL CONDUCT

The Counselor Education Program maintains a clear position on the use of generative Artificial Intelligence (AI) in order to protect academic integrity, foster reflective capacity, and support the development of original scholarly and clinical thinking.

PROHIBITED USE OF AI

AI-generated content may **not** be used for:

- Generating written content
- Reflection, insight, or reaction papers
- Personal growth assignments
- Discussion posts
- Supervision reflections or process notes
- Counseling case conceptualizations or treatment reflections
- Teaching philosophy statements
- Professional identity statements

Rationale: These assignments rely on self-awareness, metacognition, and reflective practice, skills critical to the development of professional counselors and counselor educators.

8. CLINICAL PRACTICE POLICIES (PRACTICUM & INTERNSHIP)

Clinical training is a core component of the Counselor Education Doctoral Program. In alignment with CACREP (2024) standards, Auburn University policies, and the ethical codes that govern counseling practice, this section outlines the expectations, requirements, procedures, and resources for doctoral students engaged in Counseling Practicum, Supervision Practicum, Teaching Practicum, Research Practicum, and Doctoral Internship. These experiences are designed to support the development of advanced clinical skills, supervisory competence, teaching capacity, multicultural attunement, ethical decision-making, and the professional identity expected of counselor educators.

8.1 OVERVIEW OF DOCTORAL CLINICAL TRAINING

Doctoral-level clinical practice includes the following courses:

- **COUN 8910 – Counseling Practicum**
- **COUN 8910 – Supervision Practicum**
- **COUN 8910 – Research Practicum**
- **COUN 8910 – Teaching Practicum**
- **COUN 8920 – Doctoral Internship**

Each course has distinct goals and assessment requirements. All practica must be successfully completed prior to beginning the doctoral internship.

8.2 ELIGIBILITY FOR PRACTICUM AND INTERNSHIP

To enroll in any doctoral practicum or internship experience, students must:

1. Maintain Continuous Enrollment per Graduate School policy
2. Remain in good academic standing
3. Have completed required prerequisite courses
4. Demonstrate appropriate professional dispositions and readiness for advanced practice
5. Meet ethical and legal expectations (ACA Code of Ethics, HIPAA, FERPA)
6. Submit all required site and supervisor documentation
7. Receive approval from the Program Coordinator
8. Complete all university-required trainings (e.g., HIPAA/FERPA, Title IX)

Concerns in any of these areas may delay or prohibit enrollment.

8.3 CLINICAL HOURS REQUIREMENTS

DOCTORAL ADVANCED COUNSELING PRACTICUM

Minimum of **100 total hours**, including:

- **40 hours** of direct client contact for Counseling Practicum
- Or appropriate direct activities aligned with specialization for Supervision, Teaching, or Research Practicum

DOCTORAL INTERNSHIP

Minimum of **600 total hours**, including:

- Experiences must include activities in all five doctoral domains:
 1. Counseling (**150 required hours**)
 2. Supervision (**150 required hours**)
 3. Teaching (**150 required hours**)
 4. Research & Scholarship
 5. Leadership & Advocacy

All hours must be accurately documented and verified through Tevera.

8.4 SUPERVISION REQUIREMENTS

During practicum and internship, students receive:

- Weekly individual or triadic supervision from an approved supervisor
- Regular group supervision led by CED faculty
- Formative and summative evaluations using program rubrics
- Support and feedback for clinical, supervisory, research, and teaching roles

SUPERVISOR QUALIFICATIONS

Supervisors must meet CACREP (2024) requirements, including:

- Doctoral-level training in counseling or a related helping profession
- Professional counseling licensure (or equivalent)
- Demonstrated competence in supervision
- Adherence to ACA Ethical Standards

Advanced doctoral students *may not* supervise other doctoral students due to dual-role ethical conflicts.

8.5 CLINICAL SITE REQUIREMENTS

All clinical sites must demonstrate that they:

- Provide opportunities aligned with doctoral competencies
- Offer access to diverse clients, supervisees, or teaching experiences
- Maintain appropriate facilities for confidential counseling or supervision
- Offer consistent on-site supervision
- Provide opportunities for leadership, consultation, advocacy, or program evaluation
- Utilize technology and storage systems compliant with HIPAA, FERPA, and Auburn University policy

Sites must be formally approved before clinical hours begin.

8.6 DOCUMENTATION IN TEVERA

Tevera is the official platform for clinical documentation and evaluation. Students are required to:

- Log all direct and indirect hours
- Record weekly supervision
- Upload site paperwork, evaluations, and learning contracts
- Complete required assessments
- Maintain accurate records for licensure verification

Tevera serves assessment and program evaluation functions only. All work samples must be stored in secure Box folders, not in Tevera.

8.7 USE OF TECHNOLOGY IN CLINICAL PRACTICE

Students must follow all technology-related policies described earlier in this handbook and must:

- Use HIPAA-compliant Zoom for clinical and supervision sessions requiring confidentiality
- Store all recordings and work samples in secured Box folders
- Maintain confidentiality in accordance with ACA Ethics, HIPAA, and FERPA
- Never store identifying client information on personal devices or non-secure platforms

Violations may result in remediation or removal from clinical activities.

8.8 COUNSELING & SUPERVISION LAB USAGE

Doctoral students have access to updated Counseling and Supervision Lab facilities located in the **College of Education building**. These spaces are used for:

- Clinical practice demonstrations
- Live or recorded supervision
- Teaching demonstrations
- Skills assessments
- Faculty and supervisor observations

LAB SCHEDULING

To reserve Counseling Supervision Rooms (**3241, 3244, 3246, 3248**):

Email: Edroom@auburn.edu (staff will process the request.)

LAB POLICIES

Students must adhere to the following:

- Use labs only for approved academic or clinical purposes
- Maintain confidentiality at all times
- Keep spaces clean and professional
- Respect other students' lab time and privacy
- Never leave lab rooms unlocked when unattended
- Follow all guidelines for recording, uploading, and securing clinical materials

Failure to comply may result in loss of lab access and/or remediation.

8.9 RECORDING POLICIES

Because clinical and supervision sessions may involve sensitive information, the following rules apply:

- Instructors will inform students when a class or supervision session is recorded
- Confidential content will be stored in password-protected Box folders
- Students may request pauses in recording if appropriate
- Students must participate from private, confidential spaces
- Students must not record any session without faculty approval
- All recordings are for educational purposes only and may not be shared outside the program

Violating recording policies may result in removal from clinical practice, remediation, or academic sanctions.

8.10 POLICY ON VERIFYING HOURS

Students are responsible for retaining **all clinical documentation**, including:

- Logs
- Evaluations
- Site agreements
- Supervisor forms
- Clinical hour summaries

The program does **not** retain these materials after graduation. Without this documentation, the program cannot verify hours for external organizations or licensure boards. If hours were logged in Tevera, graduates may continue accessing their records through their Tevera account.

8.11 PROFESSIONAL CONDUCT IN CLINICAL PRACTICE

During all clinical experiences, students are expected to demonstrate:

- Ethical decision-making
- Multicultural competence
- Accurate clinical documentation
- Appropriate boundaries and professionalism
- Respectful collaboration with peers, supervisors, and clients
- Punctuality, reliability, and engagement
- Reflective practice and openness to supervision
- Responsible use of technology
- Clinical interventions grounded in the professional literature

Concerns may lead to remediation under the Retention and Remediation Policy (Section 8).

APPENDICES

Doctoral Key Performance Indicators (KPI) Assessment Table

6.B.1. Demonstrates ethical application of knowledge and skills utilizing evidence-based and culturally sustaining counseling practice.

Key Performance Indicator	Timing of Review	*Assessment	Minimum Outcome Benchmarks
COUN 8910 Advanced Counseling Practicum: Site Supervisor Final Evaluation	1 st year	COUN 8910 Site Supervisor Final Evaluation: Site Supervisor	Meets Expectations
COUN 8620 Advanced Theories: Advanced Theories – Counseling Theory Conceptualization and Application Module	1 st year	COUN 8260 Advanced Theories – Counseling Theory Conceptualization and Application Module Rubric: Faculty Instructor	Meets Expectations
CED Doctoral Portfolio: Counseling Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Counseling Section: CED Doctoral Program Faculty	Competent

6.B.2 Demonstrates knowledge and skills for effective and culturally sustaining counseling supervision practice.

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 8540 Counseling Supervision Theories and Practices: Clinical Supervision Model assignment	1 st year	COUN 8540 Clinical Supervision Model Rubric: Faculty Instructor	Meets Expectations
COUN 8910 Practicum - Supervision: Final Individual University Supervisor Evaluation	2 nd year	COUN 8910 Practicum - Supervision: Final Individual University Supervisor Evaluation: University Supervisor	Meets Expectations

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
Doctoral Portfolio: Supervision Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Supervision Section: CED Doctoral Program Faculty	Competent

6.B.3. Applies knowledge and skills to engage in culturally sustaining and effective pedagogy in counselor education.

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 8550 Counselor Education Pedagogy: Teaching Demonstration	1 st year	COUN 8550 Final Teaching Demonstration Rubric: Faculty Instructor	Meets Expectations
COUN 8910 Practicum – Teaching Demonstration	2 nd year	COUN 8910 Final Teaching Practicum Demonstration Rubric: Faculty Instructor	Meets Expectations
CED Doctoral Portfolio -Teaching Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Teaching Section: CED Doctoral Program Faculty	Competent

6.B.4. Demonstrates knowledge and skills necessary to engage in research and scholarship in counselor education and counseling practice.

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 8300 Research Design and Counselor Education: Research Design Proposal	1 st year	COUN 8300 Research Design Proposal: Faculty Instructor	Meets Expectations
COUN 8910 Research Practicum: Research Module	2 nd year	COUN 8910 Research Module Rubric: Faculty Instructor	Meets Expectations

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
Doctoral Portfolio- Research Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Research Section: CED Doctoral Program Faculty	Competent

6.B.5. Demonstrates effective engagement in advocacy and leadership in counselor education.

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 8510 Contemporary Issues – Professional Development Plan	1 st year	COUN 8510 Professional Development Plan Rubric: Faculty Instructor	Meets Expectations
Doctoral Portfolio- Leadership and Advocacy Section	3 rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Leadership Section: CED Doctoral Program Faculty	Competent

DOCTORAL DISPOSITIONS ASSESSMENT TABLE

CED Doctoral Program – Dispositions (2.C.2.a.)

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

Dispositions: Respect for Individual and Group Differences
Demonstrates cultural awareness and sensitivity
Honors student and client differences
Able to collaborate and work with peers
Establishes and maintains positive rapport with peers
Communication with peers is appropriate
Establishes and maintains positive rapport with faculty and other professionals
Communication with faculty and other professionals is appropriate

Dispositions: Reflective Practice and Behavior
Is receptive to feedback
Ability to reflect on performance
Demonstrates self-awareness
Able to integrate and apply feedback
Demonstrates ability to engage in professional development
Demonstrates ability to engage in academic development
Awareness of the impact of their behavior on others