

Counselor Education (CED) Master's Degree Programs' Handbook 2026

Clinical Mental Health
Counseling Clinical
Rehabilitation Counseling
School Counseling



AUBURN
College of Education

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Counselor Education Master's Degree Programs' Handbook

Department Overview

The Counselor Education (CED) Program at Auburn University is housed in the Department of Special Education, Rehabilitation, and Counseling (SERC). This program consists of a doctoral program in Counselor Education and master's degree programs in Clinical Mental Health Counseling (CMHC), Clinical Rehabilitation Counseling (CRC), and School Counseling (SC).

The counselor education graduate programs at Auburn University prepare students to engage in counseling, research, supervision, and teaching. We develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area.

Mission Statement

The primary mission of the CED programs (CED, CMHC, SC, CRC) is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area. Therefore, our graduates address biopsychosocial, educational, environmental, and systemic barriers to wellness and human development. The programs embrace and advocate for differences in identity, culture, experience, and context, and commit to fairness, access, and belonging as foundational professional responsibilities.

Within a dynamic, pluralistic, and global society, our programs foster culturally-sustaining practice, inclusive learning environments, social justice awareness, and transformative leadership. Guided by scholarship, ethical integrity, and service, we engage in meaningful outreach, research, and partnerships that strengthen counseling professions and expand mental-health, educational, and rehabilitation services for different populations. A central foundation of this mission is the preparation of counselors and counselor educators to work in an increasingly different and complex society. The program's understanding of

difference encompasses culture, identity, race, ethnicity, socioeconomic status, ability, and other aspects of all individuals. The program strives to meet these goals by students and faculty investing in advocacy to support all others, fairness and access, belonging, and culturally sustaining practices.

These principles are in alignment with our professional, ethical, and accreditation standards including the Council for the Accreditation of Counseling and Related Programs (2024 standards), American Counseling Association's Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

Goal

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

Objectives

1. Students will demonstrate knowledge, awareness, and skills necessary for competent and ethical professional practice.
2. Students will demonstrate the skills, knowledge, and awareness to work within a diverse, multicultural, and global society.
3. Students will demonstrate the professional behavior, skills, and knowledge necessary for competent practice. This includes practice within their area of specialization (Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, or School Counseling).

Faculty

The Department of Special Education, Rehabilitation, and Counseling faculty represent the

disciplines of special education, rehabilitation, counselor education, and counseling psychology. Information regarding faculty research interests and areas of expertise can be found at the [Department of Special Education, Rehabilitation, and Counseling online directory](#).

Degrees Offered

- Counselor Education: Ph.D.
- Clinical Mental Health Counseling: M.Ed.
- Clinical Rehabilitation Counseling: M.Ed.
- School Counseling: M.Ed.

Application And Admission Requirements

Application Materials and Information

Students wishing to apply to the any of our programs (both On-Campus and Distance Education options) must complete Counselor Education program and Graduate School applications. More information about applying for these programs can be found at the following:

- [Counselor Education Application Information](#)
- [Clinical Mental Health Counseling Application Information](#)
- [Clinical Rehabilitation Counseling Application Information](#)
- [School Counseling Application Information](#)
- [Auburn University Graduate School Application Information](#)

Special Application Requirements

International students, who are admitted into any of the Counselor Education Programs, must have a TOEFL score that meets or exceeds the required score identified by the Auburn University Graduate School:

- Paper TOEFL 550
- Computer TOEFL 213
- iBT TOEFL 79

Minimum GPA Requirement for Each Program

- Clinical Mental Health Counseling: 2.75
- Clinical Rehabilitation Counseling: 2.75
- School Counseling: 2.75

Students applying to our programs may also be required to participate in an individual or group interview process. Admissions decisions are made by the Program Faculty and are based on the applicant's academic preparation, career goals, aptitude for graduate-level study, potential success in forming effective counseling relationships, and respect for cultural differences (CACREP 2024).

Program Policy Information

This handbook contains program policies and information shared across all programs as well as the policies and procedures specific to areas of specialization: Counselor Education (CED), Clinical Mental Health Counseling (CMHC), Clinical Rehabilitation Counseling (CRC), and School Counseling (SC). The [Auburn University Bulletin](#) provides descriptions of all courses offered within these program areas. The Auburn University [Graduate School](#) provides policies and requirements for graduate students.

Academic Integrity

Auburn University values academic integrity as an important part of the educational process. All Auburn University students are required to follow the [Auburn University Academic Integrity Policy](#).

Accommodations Statement

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the [AIM Student Portal on AU Access](#) and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive.

Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the [Office of Accessibility](#).

Students who have not established accommodations through the Office of Accessibility but need accommodations should [email the Office of Accessibility](#) or call (334) 844-2096 (V/TT). The Office of Accessibility is located in 1228 Haley Center.

AI Use for Counselor Education Assignments

The Counselor Education Program takes the ethical and professional stance that all professional counselors (students and faculty alike) should generate their own written work (e.g., classroom assignments, publications, presentations, etc.) and cite all professional references that are used in that work. Not only is this academically and professionally honest (giving credit to where it is due), it (a) develops strong writers, which in turn develops strong clinical minds and (b) leads to protecting the clients and students we serve (as it ensures that all interventions are ground in the professional literature). This is aligned with the ACA Code of Ethics (2014) Section G.5.

As it relates to use of AI-generated content (e.g., ChatGPT) [hereafter referred to as “AI”], the Counselor Education Program asserts that:

AI-generated content (as well as any other outside sources) should never be used in insight/reflection/reaction papers or discussion posts. The Program ascribes to the value of counselors being “reflective-practitioners;” the only way to grow in that area is to develop the ability to “reflect” without assistance from outside parties. Also, AI should never be used to generate answers for quizzes or exams, in any capacity.

If a course instructor allows for the use of AI-generated content in the completion of classroom assignments (e.g., research papers, presentations, etc.), then that content will need to be cited (and the content verified by the professional literature) as would any other source. Paraphrases and direct quotes from AI-generated content would need to follow APA formatting guidelines. Course instructors will indicate in the syllabus whether AI-generated content can be used in their class and students are responsible for both checking the syllabus and abiding by course policies.

Should it be determined that AI-generated content has been used in such a way that violates the above stipulations, this would be considered a form of plagiarism, which is a violation of academic honesty. This would result in such consequences as a failing grade on the assignment, a failing grade in the class, and/or dismissal from the Counselor Education Program.

Use of AI in dissertations in the Counselor Education program is limited and will be in compliance with the Auburn University Graduate School AI Policy and Counselor Education AI Policy. AI will not be allowed or accepted as a source of information in dissertations. AI can be used as guidance to sources of information and data, but each source must be disclosed (cited) and referenced according to APA style. AI cannot be used for writing of dissertations or analyses of data, in any way. The Graduate school disclosure statement will also be provided if AI is used.

AI Use Disclosure Statement: Graduate School Dissertation Example

In the preparation of this thesis / dissertation, the following Artificial Intelligence (AI) tools

were used: [list specific tools]. These tools were used primarily to [describe specific functions, e.g., generate initial drafts, check grammar, suggest relevant literature]. The author acknowledges full responsibility for the intellectual content of this work and has ensured that all AI-assisted sections have been reviewed and revised for accuracy and appropriate academic style. All AI-generated content was reviewed and validated for relevance, appropriateness, and accuracy before incorporation into the final document to maintain scholarly integrity of this research, and in accordance with the Counselor Education Programs AI Policy.

AI Usage by Auburn University Graduate Students Guidelines

A. Permissibility

- a. Each graduate program may develop guidelines for the permissible usage of AI in research and/or writing of theses, dissertations, and other works by graduate students.
- b. Program specific guidelines must adhere to overarching Auburn University principles and guidelines, which can be found at the [Auburn University Office of Audit, Compliance & Privacy Guidance for Responsible Use of Artificial Intelligence](#).
- c. Program GPOs are responsible for ensuring that the program specific guidelines remain in accordance with the overarching AU principles and guidelines, which may evolve in response to this rapidly advancing technology.
- d. Such guidelines should follow the normative expectations for graduates in their specific discipline.
- e. Students writing for external publications should follow the guidelines and requirements of those publications.

B. Disclosure

- a. Students are responsible for understanding and following AU and program-specific guidelines regarding the usage of AI.

- b. Usage of AI by graduate students in research and writing must be disclosed and approved by the student's advisory committee and GPO.
- c. The disclosure will include the various ways AI tools have been used in conducting the research and/or writing the thesis, or dissertation, or other academic documents.
- d. AI use disclosure will be included as part of the official thesis/dissertation format requirements.

C. Guidance

- a. Graduate programs will provide guidance to graduate students on the responsible and ethical use of AI tools to protect students from future academic and professional risks.
- b. Graduate programs will provide training resources for faculty and graduate students on the responsible use of AI tools in their respective fields.
- c. Graduate faculty will work closely with their mentees to verify the authenticity and originality of their research and writing.

Difference, Fairness, Belonging and Access Statement

The Auburn Counselor Education Program (CED) works to welcome and represent the differences and complexity of our society through its curriculum, learning environments, clinical experiences, students, and personnel. The CED program is committed to actively seeking a student body and a faculty and staff who represent the differences of our region, nation and world in alignment with the land grant mission of Auburn University. We strive to build a community that includes all individuals regardless of differences. We believe in emphasizing the strengths found within students' unique identities and backgrounds and recognize the valuable contributions they bring to our academic community. By acknowledging and honoring these unique experiences and perspectives, we create an inclusive environment that fosters mutual respect, understanding, and appreciation for different perspectives. In the Counselor Education program, students commit to

understanding their own prejudices and preconceptions, processing power and privilege, growing their self-reflection and critical thinking skills, and learning to communicate more effectively with different human beings. In doing so students are prepared to meet the standards of the counseling profession and to work effectively and ethically with all clienteles.

The Counselor Education program is deeply committed to fostering an environment of belonging where every student feels valued, respected, and supported. Our appreciation of differences is consistent with the profession of counseling as mandated by the American Counseling Association's (ACA) Code of Ethics and the ethical principles and guidelines developed by the American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), and the American School Counselor Association (ASCA). As counseling professionals, we are called to "respect the diversity of clients, trainees, and research participants" (ACA, 2014, A.4.b., p.5), develop multicultural social justice counseling competencies (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2016), and advocate for our clients as well as the counseling profession.

The Auburn CED program takes these ethical codes related to differences and belonging seriously. Therefore, students will find themselves both challenged and supported in the areas of differences, belonging, and social justice counseling in all experiences across the curriculum. Courses integrate literature and research developed and conducted by individuals with different beliefs, values, and perspectives that may challenge our biases and personal values. This is congruent with the practical experiences students encounter in clinical settings and provides opportunities for the development of personal awareness and the bracketing and broaching skills necessary for professional growth and competency for working with all individuals.

Our program's commitment to student support is rooted in a strengths-based approach that celebrates the richness of our complex student body and helps build resilience for challenges ahead extending beyond academics to promote holistic well-being and personal and professional growth.

Discrimination and Harassment

The Department of Special Education, Rehabilitation, and Counseling adheres to the [Auburn University Policy Against Discrimination and Harassment](#). Any form of discrimination or harassment related to a person's race, color, sex, religion, national origin, age, or physical or mental disability is a violation of this policy. This policy protects all university students, staff and employees.

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

Grade Grievances

In all instances, the Department of Special Education, Rehabilitation and Counseling adheres to the [Auburn University Student Academic Grievance Policy](#). This policy provides a means for students to resolve academic grievances resulting from actions from faculty and administration. This policy provides information about the types of grievances, grievance committee description and procedures, and policy revisions.

New Student Orientation

All programs within Counselor Education provide students with a formal orientation session during Fall Residency Training. The aim of the orientation is to provide an overview of policies and procedures, review ethical and professional obligations, discuss personal growth expectations and eligibility for licensure/certification. In addition, an opportunity is provided for new students to meet faculty and other students within and outside of their respective program areas. As part of the orientation meeting a copy of the Counselor Education Programs' Student Handbook is disseminated. This handbook is also provided to all students interested in applying to the program through the program's website.

During the Counselor Education Program orientation process, students are provided a **Counselor Education Program Informed Consent Document**. This handbook outlines program expectations and requirements; licensure/certification eligibility; endorsement

policies; personal growth activities and expectations; Auburn University, College of Education, and Department of Special Education, Rehabilitation, and Counseling policies; and responsibilities of the Counselor Education Program faculty. These areas are covered in the orientation meeting, this handbook, and as part of the program's orientation courses completed by students in their first semester.

Policy of Verifying Hours

Students are required to retain all documentation related to practicum and internship (e.g., Logs, Evaluations, Site and Supervisor Information). University policy does not require that we retain this information once students have completed the program. We will be unable to verify your hours in practicum and internship to an external site or for licensure without this documentation. If you are a student who used Tevera while in the program this information is available to you through Tevera.

Program Advisement

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

Each program also provides the student with information about their Academic Advisor. This Advisor is assigned at the time of admission. The Academic Advisor can assist students with questions about the program, degree requirements, and program requirements. The Academic Advisor may also provide information about professional development and service opportunities. It is recommended that all students schedule an initial meeting with their Advisor at the start of their program and then again during their matriculation in the program.

Students may change their advisor throughout their enrollment in the program, and this change must be submitted on the student's plan of study form in [DegreeWorks](#), a degree-auditing and degree-tracking online tool. Students will have to confirm agreement to

change from the proposed new Academic Advisor.

Program Completion

Students in all Counselor Education programs must complete and pass a comprehensive portfolio and complete other academic and clinical practice requirements designed to evaluate students' skills and knowledge in areas related to program goals and student learning indicators. All program objectives and student learning indicators are in line with accreditation standards and academic standards (CACREP, 2024; SACs, and Alabama State Department of Education). Please note that the Clinical Rehabilitation program will require students to take the CRC exam before graduation and Students in the School Counseling program must take the School Counselor Praxis 5422 exam before graduation.

Recording Sessions

Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:

- a. Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students and speakers)
- b. Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
- c. Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. In areas such as supervision this may not be possible.
- d. You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
- e. As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.

- f. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.

Residency Training

All master's students in the Counselor Education programs, both On-Campus and Distance Education, are required to attend virtual Residency Training. Residency Training is provided at the beginning of the Fall semester and some Spring semesters. Students should attend the one-day virtual training, which generally occurs the first or second week of the semester. This training gives students time to complete clinical and technical program requirements and training, in addition to interacting with their program faculty and fellow students virtually on Zoom.

Social Media and Public Representation

Students in this program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Clinical Mental Health Counseling, School Counseling, and Clinical Rehabilitation Counseling programs; and the profession of counseling. As such, students are expected to maintain professional standards of behavior in public settings; students must also consider that all personal discourse on social media and other online platforms is inherently public behavior and thus also fall under the purview of this policy. These public domains are to be considered an extension of professional and academic domains. Social media and other public forums are not places to discuss how you feel about a client or your work with clients or students. Students who engage in behavior that violates a client's confidentiality or creates the appearance of lack of privacy and disregard for the client by discussing client-related issues in public (including social media) will be considered to have violated this policy.

In addition, students who engage in public behaviors (including on social media) that create a hostile or uncollegial environment for peers will be considered to have violated this policy. This environment can result from, but is not limited to using derogatory terms,

insults, telling derogatory jokes, taunting, threatening, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile or uncollegial environment. Students found to have created such an environment will be subject to policies related to remediation and dismissal. This policy reflects the desire to protect the rights and wellbeing of others, as well as the professional standing of the program, college, university, and profession of counseling.

In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with ACA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as 'friends' on Facebook or Instagram) with current or former clients.

Statement about Course Scheduling

The CED Programs cannot make accommodations for individual student work schedules. Understand that it is the student's responsibility to adjust their work and/or other (including assistantship) schedule to attend courses as offered. Understand that most practicum and internship sites offer clinical opportunities during the week, (Monday - Friday, 8:00 – 5:00) and it is the individual student's responsibility to make the necessary schedule adjustments to be in attendance.

Student Conduct

Auburn University is committed to providing a nurturing and vibrant community in an environment that promotes integrity, responsibility and mutual respect. The [Auburn University Code of Student Conduct](#) establishes a baseline of expectations through its standards of community conduct. The Code of Student Conduct also contains students' rights and responsibilities as members of the community, processes that will be used to address students when they do not uphold their responsibilities, and potential outcomes a student may face for not meeting the standards of community conduct.

Student Recruitment

The Counselor Education programs recruit students from all backgrounds and groups included in the counseling profession. The Counselor Education programs have an ethical responsibility to integrate issues related to differences, social justice, and advocacy for all individuals throughout the curriculum, within clinical practice experiences, and through the engagement of students in professional development and leadership activities.

Technology Competency Statement

Students will require competency with certain technology to succeed in the Counselor Education programs including but not limited to familiarity and capacity with Microsoft Office Suite (Word, PowerPoint), Outlook, Zoom, Blackboard, Canvas online learning portfolio software, and Canvas curriculum delivery software. Success also requires students to demonstrate ethical and professional practices related to FERPA, HIPAA, ACA, ASCA, CRCC, AMCA, and program policies related to technology. This includes adhering to program, college, and university policies related to the use of technology (the use of AI, Zoom). The Auburn University Office of Information Technology (OIT) provides assistance to students with any technology training or concerns.

Transferring Program and Course Policy

The Counselor Education Master's Degree Level Programs Transfer Policy requires that students who wish to transfer to another program area (e.g., Clinical Rehabilitation Counseling to School Counseling, or Clinical Mental Health Counseling to Clinical Rehabilitation Counseling) can only do so by applying to and being admitted to the new transfer program.

Transferring within Counselor Education Master-level Program Areas

Specifically, based on the detailed requirements of individual programs and the sequence of courses students wishing to transfer, students who wish to transfer within Counselor Education will need to:

1. Apply to the new program by the deadline for applications. These deadlines may differ across programs.
2. Complete all required application forms and materials (the Graduate School will waive your application fee during this process).
3. If selected, participate in program interviews.
4. Be offered admission into the new transfer program.

If the student is accepted into the new program following the standard application and admissions requirements, they will be permitted to transfer into the new program.

- Courses you have already completed that are part of the curriculum of the new transfer program will be counted towards degree requirements for the new program.
- You will need to complete all course requirements for Practicum and Internship prior to being able to complete these courses.
- Meeting the requirements of the new transfer program will add additional time to your degree completion.

Transferring from other Auburn University Program Areas

Students who are currently enrolled as a graduate student at Auburn University and wish to apply to a counseling master's degree must adhere to the admissions policies as advertised on the program webpage. If accepted, transferring students can only begin pursuing their master's degree in the fall of that following year when all new students begin their academic program.

Transferring in a Course

This policy applies to a) students who enter the Clinical Mental Health Counseling, School Counseling, or Clinical Rehabilitation Counseling programs having already completed a course they believe to be the equivalent of a required program course and b) currently enrolled students who want to complete a course through another institution. Requesting

transfer course credit means that the course credits will count toward the total degree credit hours. The following guidelines apply:

1. Must be a graduate level course
2. Must have been completed within 4 years of when the student plans to graduate from Auburn University
3. Must have been completed through a CACREP-accredited counseling program
4. Grade received must be no less than a B
5. Specialty area orientation course, skills course, individual or group counseling courses, or multicultural courses will not be eligible for transfer credit
6. Clinical courses such as practicum and internship will not be eligible for transfer credit
7. A maximum of 12 hours from a CACREP-accredited program could possibly be approved for transfer credit

Students who have completed coursework that meets the criteria above must follow the procedures below to request transfer course credit.

1. Prior to or during the student's first semester in the program (or prior to registering for a class at another institution while enrolled in the master's degree program at Auburn University), the student submits a written request (see sample below) to their advisor requesting to transfer in a course. The request should:
 - a. List the name and course number of the course to be considered for transfer credit as well as the semester/year and institution where the course was or will be completed
 - b. Indicate the name and number of the required program course at Auburn University that the student believes is the course equivalent

2. Student signs and dates the written request
3. Student attaches a syllabus from the transfer course(s), and if completed, an unofficial copy of a transcript showing completion of the course with the grade of B or higher
4. Student's advisor reviews the syllabus, seeking input from an instructor who currently teaches the equivalent course when needed in order to determine whether the courses are equivalent and the transfer course meets relevant CACREP requirements
5. Student's advisor signs the request, indicating approval or rejection of the request at the department level.
6. Student's advisor then submits the request to the Graduate School for review.
7. Student's advisor makes copies of the final, signed request, giving one to the student and retaining a copy of the original.
8. If the request is approved (by the advisor and Graduate School) the student must have an official graduate transcript, clearly identifying this course as completed, sent directly to the Graduate School.

Please note the following information about transferring a course or courses:

- The faculty reserve the right to request additional information (e.g., assignment descriptions, etc.) to help them make a determination regarding transfer credit
- Transfer credit will only be approved for courses the counseling program faculty believe to be equivalent to Auburn courses in content and credit hours and in relation to the faculty's ability to assess acquisition of knowledge and/or skills related to CACREP standards.
- Currently enrolled students who wish to pursue transfer coursework are strongly encouraged to seek approval prior to enrolling in any course outside of Auburn

University (with the understanding that even if pre-approved, a final grade of B or higher must be achieved in the potential transfer course).

Transfer in a Course Request – Sample Letter

Dear (advisor’s name),

I am requesting to transfer in a course to meet the COUN 7200 Introduction to Measurement and Assessment requirement because I completed an equivalent graduate level course, CPSY 607 Appraisal Methods in Counseling, during the summer of 2016 at Ball State University, which has a CACREP-accredited program in Clinical Mental Health Counseling. I have attached the syllabus from that course.

Student signature: Enter signature

Date: Select date

Advisor signature: Enter signature

Date: Select date

Zoom

Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.

- If you have a need for technology to support your participation in this class or do not have a space conducive for participating, the Department of Special Education, Rehabilitation, and Counseling provides private individual counseling spaces (Counseling Labs) that you can reserve and use for class sessions.
- Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
- Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
- Students can turn off their cameras briefly if needed (e.g., break). These pauses should be short. Having students on camera provides a higher level of engagement for all participants.

- If you have questions during class, you can raise your hand (in real time or via Zoom).

Although you may be participating from your domicile, our Zoom meetings are professional interactions.

- You should dress and behave as you would in a normal face-to-face classroom.
- Please minimize distractions in the background as much as possible.
- Participating in spaces that are not conducive to Zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.

Remediation and Retention Policy

The Counselor Education Programs' Remediation and Retention Policy integrates the Auburn University Graduate School policy pertaining to annual evaluation of student progress and due process when concerns or issues are identified. This process is also in line with the American Counseling Association's Code of Ethics (ACA, 2014; Standard F.6.b. Gatekeeping and Remediation) and CACREP (2024) standards.

Retention and Remediation

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

Examples of issues which may lead to remediation or dismissal from the Counselor Education program include a) engaging in unethical or illegal behavior in clinical practice, b) breaking the [Auburn University Code of Student Conduct](#) or the [Auburn University Academic Integrity Policy](#) (e.g., plagiarism), c) being suspended due to academic GPA, d) not completing degree requirements in the specified time provided by the Graduate

School, e) engaging in unethical or illegal practices in conducting research, f) engaging in peer or faculty harassment, g) breaking professional confidentiality agreements, h) being fired from a clinical practice training site, i) falsifying clinical documentation, and j) 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.

Remediation Process

As required by the Auburn University Graduate School, the remediation process involves:

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

Statement of Concern

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

Remediation Plan

When remediation is recommended by the student's Academic Committee, the following steps are involved in developing, implementing, and assessing the outcomes of the remediation. The remediation plan must include, but is not limited to, the following:

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

Due Process

Graduate students have the right to [due process](#) and to grieve outcomes or decisions related to remediation or dismissal. Students can address concerns about their evaluation, the remediation process and plan, or recommendations related to dismissal.

The first step is to address their concerns in meetings with their Major Professor and Academic Committee. If these concerns cannot be addressed, the students have the right

to address their concerns with the Department Head, Department of Special Education, Rehabilitation, and Counseling. 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.

Campus Student Services

Auburn University Housing

[Auburn University Housing](#) cultivates and supports living environments rooted in tradition with a commitment to providing well-maintained residence halls that are safe, welcoming, and inclusive. Our staff foster holistic student development to prepare residents for success in a global society. [Auburn University Housing Email](#) is the best way to contact.

Career Discover and Success

[Career Discovery and Success](#) believes career development occurs in all facets of the student experience, and that all students are entitled to comprehensive, high quality career services that supports career decision-making, academic planning, the development of and articulation of career competencies, and connections with industry opportunities. We support successful student career outcomes through comprehensive services, programs, and industry engagement that empowers and equips the Auburn University community to engage in and support students' career development. The office is located at 101 Mary Martin Hall, phone (334) 844-4744.

Office of Accessibility

The [Office of Accessibility](#) provides support and assistance for issues related to accessibility and accommodations. The office is located in Haley Center 1228; phone (334) 844-2096. The best way to contact is via [Office of Accessibility email](#).

Medical Center

Medical assistance is available at the [Auburn University Medical Clinic](#), 400 Lem Morrison Drive, Auburn Alabama, 36830; phone (334) 844-4416.

Recreation and Wellness

[Recreation and Wellness](#) provides fitness, wellness, sports, and outdoor recreation opportunities for enrolled students.

Student Counseling & Psychological Services

[Student Counseling & Psychological Services](#) is the primary counseling center for Auburn University. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. The Student Counseling & Psychological Services staff is comprised of experienced, caring, licensed mental health professionals including psychologists, counselors, and consulting psychiatrists. They have two locations on campus 1) second floor of the Auburn University Medical Clinic, 400 Lem Morrison Dr., Suite 2086 and 2) at 351 Thach Concourse, Suite 0326. Ground Floor of Haley Center beneath the Auburn Bookstore. Phone: (334) 844.5123

Student Support and Technology Assistance

Financial Assistance

All students are provided financial assistance information in their admissions information packet.

The Department of Special Education, Rehabilitation, and Counseling (SERC) publishes [Financial Support](#) information about departmental assistantships and other Auburn University financial aid information.

Graduate Assistantships

A limited number of part-time graduate assistantships are available each year in the Special Education, Rehabilitation and Counseling. Preference is usually given to students enrolled in the doctoral program. The Auburn University [Working at Auburn](#) website can be used to search for graduate assistantship positions.

University Employment

Part-time employment at Auburn University is available to both undergraduate and graduate students. Application may be made by contacting [Auburn University Human Resources Student Employment](#).

Integra Mental Health System

The [Integrea Community Mental Health System](#) is the local, comprehensive provider of mental health, substance use, and developmental disabilities for the East Alabama community. Our integrated system of mental healthcare is comprised of a full range of clinical, therapeutic, psychiatric, crisis, residential, and community-based support services throughout Lee, Russell, Chambers, and Tallapoosa counties.

Counseling Practice and Supervision Labs

All students in the Counselor Education program are provided access to counseling lab space located in the College of Education Building, Rooms 3241, 3242, 3243, 3244, 3245, 3246, and 3248. These spaces have the facilities and technology to allow for the development of counseling and supervision skills.

Included in the Counseling Labs are recording technology (linked to the University VALT system to provide secured storage and access to recordings), observation technology and observation facilities, and well as supervision technology. The large group and classroom space also contain smart classroom technology.

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

Counseling Lab Facilities

The Counseling Lab facilities are located in the College of Education Building, Rooms 3241, 3242, 3243, 3244, 3245, 3246, and 3248.

A. Room Descriptions:

- a. Two medium labs (3242 and 3243) and one large lab (3245) have an interactive display, observation, and video recording equipment. While group or individual sessions can be taped in the 3245 room, it is most appropriate for a large group. This room is also used for viewing videotaped materials and for practicum group supervision. This room can only be reserved with Faculty permission.
- b. Four small counseling lab rooms (3241, 3244, 3246, and 3248) allow for the supervision or digital recording of individual sessions.

B. Scheduling and Use

- a. Requests to schedule a "small" Counseling Room on the third floor should be made by sending an email to [Education Room Request](#).
- b. Information for the request needs to include:
- c. Subject line of email: Request to Schedule A Small Counseling Lab with VALT
- d. Course and Instructor
- e. Date needed (if scheduling a recurring day/time, please note that in email)
- f. Start time & stop time
- g. When scheduling a block of time to record with your partner, add their name to email **and** copy them on email
- h. Someone reviews each room request, and if there is any question, the person requesting the space will be contacted for clarification.
- i. Please remember to schedule only for the actual space you will be using.
- j. Access to the lab is managed through student and faculty ID card.

- k. Students unfamiliar with the use of the counseling lab and its equipment should be supervised or instructed by a faculty member in the use of the lab equipment.
- l. Students using the lab for counseling or supervision need to ensure client/supervisee confidentiality. This includes how demonstration clinical practice tapes are used and stored.

Counseling Lab Maintenance

When using the counseling lab facilities, remember the following information:

- a. Use of lab facilities by students is limited to only class purposes or requirements.
- b. Students using the lab should be considerate of others including; not interrupting class or individual activities, monitoring noise level when using facilities, and not viewing others' sessions without supervision or permission.
- c. Lab facilities are to be maintained and kept clean.
- d. Lab facilities must be kept locked when not in use. It is not permissible to leave the lab open at any time when someone is not using the lab. Failure to follow this policy may result in loss of unsupervised use of the lab.
- e. Report any Counseling Lab technology issues to [Education Technology Services](#).
When reporting a counseling lab technology issue, please include the Counseling Lab Room number in the request.

The Ralph Brown Draughon Library

The Ralph Brown Draughon Library (RBD Library) is named in honor of Ralph Brown Draughon, president of Auburn University from 1947 to 1965 and a driving force behind the construction of the original portion of the library that was completed in 1963. The RBD Library was expanded in 1991 with a 207,000 square foot addition, effectively doubling the building size. In 2017 the Mell Classroom Building addition was added to the front of the building, bringing together active student learning classrooms with library spaces to support it. The RBD Library now has more than 4850 study seats and other facilities

designed to serve the study, teaching, and research needs of Auburn students, faculty, and staff.

Reference desks staffed by subject-specialist librarians and archivists are located in each of the departments of the RBD Library, along with reference materials which correspond to the subject focus of the book and periodical materials found in that department.

The library also provides online for articles, journals, books, and more via [Discovery](#) as well as library specialist training sessions for students and classes. A library training session is normally conducted during student's orientation courses. These training sessions can provide skills on conducting searches and research using the library services, programs and technology.

Students can also request time with the Education Library Specialist in their program area of study. The Education Librarian is [Todd Shipman](#)

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

The [Innovation & Research Commons \(I&RC\)](#) is open to the entire Auburn University community and is located on the 1st floor of RBD Library. The I&RC provides access to high-end tools, technologies, and in-person expertise to support innovative teaching, learning, and research at Auburn.

The libraries are committed to providing access to information resources and services to all library users on an equal basis. To arrange appropriate individualized services at the Ralph Brown Draughon (RBD) Library, contact the RBD Helpdesk at 334-844-1737.

The Miller Writing Center

The [Miller Writing Center](#) staff provides special programs for [graduate student writers](#). The center is located at 3436 RBD Library; phone (334) 844-7475.

The Learning Resources Center

The [Learning Resources Center](#) provides curriculum resources and serves as the distributed IT unit for the College of Education. The [online catalog](#) provides access to the Level B counseling assessment collection. Request access to [Psychotherapy.net](#) to use online training videos for mental health professionals.

The Office of Information Technology (OIT)

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

IT Service Desk

The [IT Service Desk](#), located on the 3rd floor of the RBD Library, provides Auburn University students with an effective primary point of contact for Auburn University's recommended software and computing resources. The IT Service Desk staff are available to help you with technology-related questions or problems. You can [report an IT issue](#), call, or [email the IT Service Desk](#), or visit in person. The IT Service Desk will resolve the issue or distribute the call to the appropriate staff, technology group, or appropriate resource in order to best meet the needs of the client.

Adobe Express and Creative Cloud

Enrolled students automatically receive an [Adobe Express](#) subscription. If the Adobe Express license does not meet a student's needs, they may request a free [Adobe Creative Cloud subscription](#).

AU Access

[AU Access](#) is where students connect to almost all online Auburn University resources. A link to AU Access is located at the top right of the Auburn University homepage, or you can log in directly to [AU Access](#) using your AU username and password. For more information about navigating AU Access as a student, review the [Home Page Basic Navigation and Card Customization](#) article.

Auburn University Email

[Auburn University email](#) is considered an official means of communication on campus. For incoming students, AU email accounts become active once the admissions application is accepted.

The Office of Information Technology supports Microsoft Outlook as the university's preferred email application. For information about using Outlook email can be found in these articles:

- [Email Overview](#)
- [Email System Requirements](#)
- [Email Alias](#)

Graduate students should check their Auburn University email account regularly because departmental communication, course information from your professors, and other important information will be disseminated through this account.

AU Network

The [Overview of Network and Wireless Connectivity at Auburn University](#) article provides information about the wired and wireless networks across the campus. The [Connecting to Eduroam](#) article has information about connecting to eduroam, the preferred secure roaming wireless network.

Canvas

[Canvas](#) is the central platform for managing courses, delivering educational content, and assessing student learning at Auburn University. Supported by the Biggio Center, students can leverage Canvas' features and functionalities to enhance teaching and learning experiences. Auburn University's Learning Management Policy can be found by visiting the [Learning Management Systems \(LMS\) Policy](#).

Cloud Storage

[Microsoft OneDrive](#) is the preferred cloud storage solution that works alongside the

Microsoft 365 apps. Each Auburn student is allotted 1 TB of storage, accessible on multiple devices via the OneDrive app.

[Box](#) is an additional cloud storage service provided to all students upon enrollment in classes. Box can be used to store AU academic or administrative data and is a great resource for sharing files and folders between other users.

DegreeWorks

Auburn [DegreeWorks](#) is a degree-auditing and degree-tracking tool. It is an online program that compares your academic achievement to your major requirements as found in the Auburn Bulletin. You can use it to track your academic progress toward a degree, review the requirements you have satisfied, and plan the courses you can take to complete your remaining requirements. You can also use Auburn DegreeWorks to do a "what if" analysis, that is to see how the courses you have taken fit into a different major. Auburn DegreeWorks provides the basic information you need so that you and your advisor can focus on your goals and plan how to achieve them.

Duo Security

Auburn University uses Duo Security as multi-factor authentication (MFA) to securely access various Auburn resources. Instructions for setting up Duo Security can be found in the [Setting Up Duo Mobile for the First Time](#) article.

Microsoft 365

Auburn students have access to Microsoft 365 applications. Once enrolled in courses, students can install [Microsoft 365 desktop apps](#).

Student Computer Recommendations

The College of Education publishes [minimum computer recommendations](#) so students can be able to use Canvas, Chrome, Firefox, Microsoft O365, Panopto, Respondus, and Zoom.

Student Printing

[TigerPrint by Ricoh](#) is a service that allows students to print files from anywhere to networked printers located across Auburn's campus.

Microsoft Office Apps: OIT has partnered with Microsoft to provide the full Microsoft 365 suite, including Outlook Email for current students. Microsoft Office Apps include Word, Excel, PowerPoint & OneNote. OneDrive is a password protected online storage for personal files "in the cloud".

Zoom

Zoom is a video conferencing platform that integrates with Canvas and Outlook, allowing users to host video meetings for up to 300 participants and schedule meetings right in the calendar. Student can sign up for a licensed [Auburn University Zoom account](#).

Counselor Education Student Learning Assessment

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

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

Student Learning Indicators

Student learning assessment is focused on assessing student's development of knowledge and skills reflective of the eight CACREP foundation areas and their identified

specialty area. Assessment is focused on Key Student Learning Indicators. Assessment of student learning indicators includes assessment that is summative and formative, across time and across program requirements.

Student learning indicators include program specific requirements and external assessments (e.g., a comprehensive portfolio, CRC). Course specific learning indicators are reflective of the requirement that all courses in the Counselor Education Master's Programs have assignments that directly evaluate learning indicators reflective of the CACREP 2024 foundation and specialty standards.

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

Master's Degree Program Key Performance Indicators (KPIs)

Foundation – Key Performance Indicators

1. Understands ethical and legal standards relevant to professional counseling (CACREP 3.A.).
2. Demonstrates awareness and skills necessary for culturally sustaining practice (CACREP 3.B.).
3. Demonstrates knowledge of theories and counseling practices related to lifespan development (CACREP 3.C.).
4. Demonstrates knowledge related to career theories and counseling practice (CACREP 3.D.).
5. Demonstrates knowledge and skills needed for facilitating counseling relationships (CACREP 3.E.)
6. Demonstrates knowledge and skills needed to conduct group counseling and group work (CACREP 3.F.).
7. Demonstrates knowledge and skills related to assessment and diagnostic processes in counseling (CACREP 3.G.).

8. Demonstrates knowledge of program evaluation and use of research within counseling (CACREP 3.H.).

Specialty Area – Key Performance Indicators

- Clinical Mental Health Counseling: Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Mental Health Counseling. (CACREP 5.C)
- Clinical Rehabilitation Counseling: Demonstrates skills and knowledge necessary to engage in competent counseling practice in Clinical Rehabilitation Counseling. (CACREP 5.D)
- School Counseling: Demonstrates skills and knowledge necessary to engage in competent counseling practice in School Counseling. (CACREP 5.H).

The learning outcomes integrate the eight [CACREP Common Core Foundational Knowledge areas](#) required of all entry-level counselor education graduates and found in the appendices of this handbook:

1. Professional Counseling Orientation and Ethical Practice
2. Social And Cultural Identities and Experience
3. Lifespan Development
4. Career Development
5. Counseling Practice and Relationships
6. Group Counseling and Group Work
7. Assessment and Diagnostic Processes
8. Research and Program Evaluation
9. Annual Review of Student Progress

Annual Review of Student Progress

Students are consistently evaluated across all academic, clinical practice, professional

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

The areas evaluated are reflective of CACREP (2024) student learning indicators. As part of this process students are required to complete and submit a Student Annual Report. This report is requested by the Program Area Coordinators prior to the Annual Review and is submitted to the student's Academic Advisor. After the evaluation is completed, the student is provided a copy of their Assessment Rubric for the Counselor Education Programs' Annual Review. Students are required to verify receipt of the review.

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

The Annual Review of Student Progress includes evaluation of:

- A. Academic Indicators that include student's GPA, stage in program, and matriculation through program coursework and requirements.
- B. Dispositions that are defined as core values, attitudes, behaviors, and beliefs needed to become an effective and competent professional (Damon, 2007, as cited in Spurgeon, Gibbons, & Cochran, 2012, p. 97). Assessed in the Annual Review are students' professional and academic dispositions related to preparation and practice in counseling. The three areas of dispositions assessed in the Annual Review are:
 - 1. Academic and Professional Behavior
 - 2. Reflective Practice and Behavior
 - 3. Respect for Individual and Group Differences

C. Professional Skills and Knowledge Competency areas that are based on the eight CACREP (2024) foundation areas and linked to the identified key student learning indicators, students are evaluated on their performance and outcomes across these areas:

1. Professional Orientation and Ethics Practice
2. Social and Cultural Identities and Experiences
3. Lifespan Development
4. Career Development
5. Counseling Practice and Relationships
6. Group Counseling and Group Work
7. Assessment and Diagnostic Processes
8. Research and Program Evaluation

Student Evaluations of the Program

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

In addition to current students, program alumni are contacted on a two-year cycle to solicit their feedback about the program, faculty, department, and clinical experiences.

Additionally, students have an opportunity to evaluate individual courses and instructors throughout their enrollment. Supervisors of our students and employers of our alumni are also contacted on a two-year cycle to gather feedback on the preparation, skills, and professional competencies of our graduates.

Evaluation of Program and Advisement

On an annual basis students will be provided an opportunity to evaluate the program in

reference to advisement, informational and registration support, and overall program evaluation.

Evaluation of Instruction

As per Auburn University policies students will have an opportunity to evaluate individual courses and instructors throughout their enrollment via the online system that is integrated in Canvas (AU evaluate).

Certification and Professional Identity Endorsement

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

Credentialing as a Licensed Professional Counselor (LPC)

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

Alabama License

Students who earn a master's degree from one of Auburn University's CACREP accredited programs automatically meet the [State of Alabama educational requirements for licensure](#). Applicants are also required to have 3,000 hours of post-degree counseling

experience supervised by a Certified Counseling Supervisor (LPC-S).

The Alabama Board of Examiners in Counseling (ABEC) requires prior approval of the plan for meeting this supervised experience requirement. Once the supervision plan has been approved, the applicant must pay for and receive an associate license from ABEC before any supervised experience can be counted toward the supervised experience requirement. All necessary application forms, including those for submitting a plan for meeting the supervision requirement, are included in the initial application packet. A list of certified supervisors is available upon request from the [Alabama Board of Examiners in Counseling \(ABEC\)](#).

Nationally Certified Counselor

A satisfactory score on the [National Counselor Exam \(NCE\)](#) developed by the National Board of Certified Counselors (NBCC) is also required. If the candidate scores satisfactorily, and submits a final transcript and supervisor recommendation form, they qualify as a Nationally Certified Counselor (NCC). More information about the benefits of this certification can be found at the [National Board for Certified Counselors website](#). Students who are within 3 months of graduation from a CACREP accredited program at Auburn University may apply for and take the NCE on campus through [Biggio Testing Services](#).

Certified Rehabilitation Counselor

Concurrent with the supervised clinical experience, students complete the Certified Rehabilitation Counselor (CRC) Examination administered by the Commission on Rehabilitation Counselor Certification (CRCC), 1699 East Woodfield Road, Suite 300, Schaumburg, IL 60173 or telephone (847) 944-1325. Completion of the CRC Examination partially fulfills Auburn University's comprehensive examination requirement in Clinical Rehabilitation Counseling.

The CRC Examination is given three times yearly. Application materials may be obtained from the above-noted website. Students may sit for the examination once they have completed 75% of required coursework.

School Counselor Certification

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

Students who graduate from the CACREP accredited school counseling program at Auburn University, meeting all graduation requirements including passing the School Counseling Praxis Exam 5422, and who pass the *National Counseling Examination for Licensure and Certification are eligible for a Class A Professional Educator Certificate.

Application for School Counselor Certification

Current, completed official forms and supporting documents, including documentation of compliance with the requirements of the Alabama Educator Certification Assessment Program (AECAP) as prescribed in Rule 290-3-3-.01(3), to substantiate a request for certification. Effective August 1, 2021, and thereafter, at a minimum, documentation must include the application form, application fee, and an official transcript verifying a conferred degree at the level for which certification is sought. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months of the program completion date. Additional information about the time limit is provided in the current Educator Certification Chapter of the Alabama Administrative Code.

*NCE is not a requirement for those who already hold a professional educator certificate and two years of teaching experience.

Professional Organizations

Students are encouraged to join and become involved in state and national professional associations such as:

Alabama Counseling Association (ALCA)

The [Alabama Counseling Association](#) is an organization of counseling professionals who work in education, health care, residential, private practice, community agencies, government and business/industry settings. It is a state branch of the American Counseling Association.

American Counseling Association (ACA)

The [American Counseling Association](#) is a not-for-profit, 501(c)(3) organization dedicated to the growth and enhancement of the counseling profession.

American Mental Health Counselors Association (AMHCA)

The [American Mental Health Counselors Association](#) is an organization committed to establishing and promoting vigorous standards for education and training, professional practice, and professional ethics for clinical mental health counselors.

American Rehabilitation Counseling Association (ARCA)

The [American Rehabilitation Counseling Association](#) is an organization whose mission is to continually improve the professional of rehabilitation counseling in its service to person with disabilities.

American School Counselor Association (ASCA)

The [American School Counselor Association](#) supports school counselors' efforts to help each and every student focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development; publications; and other resources, research and advocacy to school counselors around the globe.

Chi Sigma Iota

[Chi Sigma Iota](#) is the international honor society of professional counseling and for professional counselors. Students are also encouraged to become involved in Iota Delta Sigma (IDS), the Auburn University chapter of Chi Sigma Iota. Student membership in IDS is

based on GPA, program matriculation and engagement.

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

Counselor Education Master's Program Specific Information

The [Counselor Education program](#) includes master's programs in Clinical Mental Health Counseling (CMHC), Clinical Rehabilitation Counseling (CRC) and School Counseling (SC), both On-Campus and Distance Education options. Our master's programs prepare individuals for counseling positions in mental health, rehabilitation and school settings. Graduates of our programs develop the tools to address developmental, emotional, psychological, social and environmental barriers to educational achievement and personal development. It is the mission of the program to offer a graduate curriculum which reflects the national preparation standards for the profession as articulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024).

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

Students in the Counselor Education master's degree programs development these foundational areas while also enhancing their professional knowledge and skills in one of the three specialization areas: Clinical Mental Health Counseling, Rehabilitation

Counseling, or School Counseling. To meet this goal, students engage in professional orientation, foundational courses, and clinical practice courses (practicum, internship) that focus on one of these areas of specialization.

Master's Degree Programs

CACREP accredited master's degrees in counseling are offered in Clinical Mental Health Counseling (CMHC), Clinical Rehabilitation Counseling (CRC), and School Counseling (SC). The School Counseling program is approved by the [Alabama State Department of Education](#) (for students who have Class B certificate) and by the [National Council on Accreditation of Teacher Education](#) (NCATE).

Evaluation System

In addition to the policies outlined in this handbook related to the [CED Comprehensive Assessment Plan](#), the master's programs in Counselor Education have some specific program-level assessment elements:

1. Documentation in the application file of meeting all program prerequisites.
2. Satisfactory performance in courses, clinical practice experiences and all degree requirements.
3. Performance evaluations of practicum by Site and University Supervisors.
4. Performance evaluations of internship by Site and University Supervisors.
5. Meeting Program requirements related to the Counselor Education Annual Review of Student Progress which includes demonstrating competency or developing competency in areas assessed and through the demonstration of appropriate professional and personal dispositions.
6. School counselors must also pass the Professional School Counselor Praxis Exam, and the National Counseling Examination for Licensure and Certification.

7. Successful completion and passing the Comprehensive Portfolio. For the Clinical Rehabilitation Counseling program, the CRC (Certified Rehabilitation Counseling) exam is also used to meet that requirement.

Counselor Education Master Comprehensive Portfolio

The Master Comprehensive Portfolio contains documentation and evidence of key student learning indicators, which integrate the eight foundation areas following the CACREP (2024) standards.

The Master Comprehensive Portfolio is a selective, reflective, and collaborative collection of evidence used to document an individual's development and accomplishments. The development of the portfolio includes materials collected from required and elective courses (e.g., course assignments) and clinical experiences for their clinical experiences.

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

The Master Comprehensive Portfolio will be submitted using an electronic assessment program used within Counselor Education.

Clinical Practice: Counseling Practicum and Internship

All Counselor Education (CED) program master's degree students have to complete clinical practice coursework. This includes Practicum (COUN 7910) and Internship (COUN 7920). These are supervised experiences that require both individual (and triadic) and group supervision. In accordance with accreditation standards, any student applying for a CED program (including those online) must complete all course work and field experiences (Practicum and Internships) in the United States, no exceptions will be made.

Students can find specific information about clinical practice experiences (Practicum and Internship) in the Master's Professional Practice Handbook which is available on the Counselor Education Master's programs websites. Students will also be introduced to requirements and specifics related to application for these experiences as part of their program area orientation and informational sessions. Students will be required to purchase insurance through the university and based on their specialty area.

Distance Education Course Delivery

Course delivery for distance education courses is at the discretion of the faculty member teaching the course. As such, some courses will be asynchronous (without required class meetings), and some will require students to meet live synchronously via Zoom. The format for distance education courses will be indicated in the Auburn Class Schedule Listing when registering for classes.

Clinical Mental Health Counseling (CMHC)

Mission

In addition to meeting the common core foundation areas (CACREP 2024) required of all students in Counselor Education (CED) master's degree programs, students in Clinical Mental Health Counseling (CMHC) will also take courses and participate in clinical practice experiences that focus on their training and professional identity as a Clinical Mental Health Counselor. These experiences provide the foundation for assessing student learning outcomes within the Clinical Mental Health Counseling specialty area.

CACREP 2024 Standards: Clinical Mental Health Counseling Specialty Area

The program is comprised of 60 credit hours and a minimum of 2 years (full-time) approved graduate study. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the curriculum.

The Specialty Curriculum is based on the CACREP 2024 standards. Key student learning outcomes are evaluated based on demonstrating skills and knowledge across these specialty foundation areas and within the specialty area:

1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
5. techniques and interventions for prevention and treatment of a broad range of mental health issues
6. strategies for interfacing with the legal system regarding court-referred clients
7. strategies for interfacing with integrated behavioral healthcare professionals
8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
9. third-party reimbursement and other practice and management issues in clinical mental health counseling

Program Of Study: Clinical Mental Health Counseling

Students in the Clinical Mental Health Counseling Program meet these specialization foundation, contextual dimensions, and practice, standards through courses and clinical practice:

Clinical Mental Health Counseling Specialty Area (18 credit hours)

- COUN 7510 Advanced Clinical Mental Health Counseling Interventions (3 credit hours)
- COUN 7410 Orientation to Clinical Mental Health Counseling (3 credit hours)

- COUN 7360 Advance Counseling Practice (3 credit hours)
- COUN 7500 Crisis Intervention (3 credit hours)
- COUN 7240 Counseling Children and Adolescents (3 credit hours)
- COUN 7370 Foundations of Substance Abuse Counseling (3 credit hours)

Clinical Mental Health Counseling Professional Practice (12 Credit Hours)

- COUN 7910-100 Clinical Mental Health Counseling Practicum (3 credit hours)
- *COUN 7920-200 Clinical Mental Health Counseling Internship (9 credit hours)

*Note: Internship is a 9-credit hour course. This course requires 40 hrs. per week of counseling experience (600 hrs.) during the 15-week semester. Students can choose to divide the experience over two semesters with approval from program faculty.

* Residency Training is a requirement of the program provided in a synchronous virtual format.

Preferred Course Sequence: Clinical Mental Health Counseling Students (60 Credit Hours)

First Year -Fall Semester – 12 credit hours

- COUN 7320 Counseling Theory (3 credit hours)
- COUN 7410 Orientation to Clinical Mental Health Counseling (3 credit hours)
- COUN 7400 Orientation to the Profession of Counseling (3 credit hours)
- ERMA 7200 Basic Methods in Education Research (Please enroll in a section that begins with “C” for counseling students.) (3 credit hours)

First Year - Spring Semester – 12 credit hours

- COUN 7330 Counseling Diverse Populations (3 credit hours)
- COUN 7340 Group Counseling (3 credit hours)
- COUN 7350 Introduction to Counseling Practice (3 credit hours)

- COUN 7250 Advanced Assessment and Diagnosis (3 credit hours)

First Year - Summer Semester – 12 credit hours

- COUN 7200 Introduction to Measurement and Assessment (3 credit hours)
- COUN 7500 Crisis Intervention in Counseling (3 credit hours)
- COUN 7310 Counseling Applications of Lifespan Development (3 credit hours)
- COUN 7510 Advanced Clinical Mental Health Interventions (3 credit hours)

Second Year - Fall Semester – 12 credit hours

- COUN 7230 Career Development and Vocational Appraisal (3 credit hours)
- COUN 7240 Counseling Children and Adolescents (3 credit hours)
- COUN 7910 Clinical Mental Health Counseling Practicum (3 credit hours)
- COUN 7370 Foundations of Substance Abuse Counseling (3 credit hours)

Second Year - Spring Semester – 12 credit hours

- *COUN 7920 Internship (credit hours may be modified depending on graduation plan) (9 credit hours)
- COUN 7360 Advanced Counseling Practice (3 credit hours)

Second Year - Summer Semester - 1 to 4 credit hours

- Alternate Option: COUN 7920 Internship (1 to 4 credit hours)

* Courses with the indicator “D01,” “D02,” “Distance,” or “Asynchronous” are reserved for the distance education cohort only. Please ensure you are registering for the correct section of each course based on being in the online or on-campus cohort. Distance courses are often listed as TBA as the course instructor will coordinate any live meeting portion with registered students.

Guidelines: Clinical Mental Health Counseling

[Auburn University Graduate School Master’s Degree Program Overview](#)

1. Meet with your Faculty Advisor: It is recommended that students contact their advisors every semester to check in on their progress, collaboration opportunities, and professional goals.
2. Materials for Practicum and Internship: Materials for graduate practicum (COUN 7910) and internship (COUN 7920) must be completed and submitted to the CMHC Practicum and Internship Coordinator during the Spring semester before starting a Fall practicum. On campus students will learn about the sites and meet site supervisors in their COUN 7410: Orientation to Clinical Mental Health Counseling course.
 - a. Online students must confirm placement at a site by June 1st completing their first year to the Practicum & Internship Coordinator.
 - b. Students must maintain a minimum 3.0 of GPA, which is required by AU graduate school.
3. Complete the Comprehensive Portfolio: Instructions about completing this graduation requirement will be discussed during Year 1 of the program and will be submitted by February 1st of a student's Internship semester. Auburn University's Counselor Education faculty will review these portfolios to determine the requirements that have been satisfactorily met.
4. Complete all required documentation for the master's Field Experience Folder. This folder contains all required materials used to demonstrate your competency in your required clinical counseling practice courses (practicum/internship). This includes your evaluations across these course experiences. Information about this requirement is included in the CMHC Professional Experiences Handbook located on the program website and disseminated to students when they are in their practicum/internship experiences (CMH Practicum and Internship Coordinator).
5. [Apply for Graduation](#) Check. Students must notify the Graduate School of their intent to graduate the semester prior to the semester in which they will graduate. This can be done as part of [the graduation registration process](#).

Clinical Rehabilitation Counseling Program (CRC)

Mission

In addition to meeting the common core foundation areas (CACREP 2024) required of all students in the Counselor Education (CED) master's degree programs, students in Clinical Rehabilitation Counseling (CRC) will also take courses and participate in clinical practice experiences that focus on their training and professional identity as a Rehabilitation Counselor. These experiences provide the foundation for assessing student learning outcomes within the Clinical Rehabilitation Counseling specialty area. This program has a distance and on-campus cohort, both cohorts complete the same educational and clinical practice requirements.

CACREP 2024 Standards - Clinical Rehabilitation Counseling Specialty Area

The program is comprised of 60 credit hours and a minimum of 2 years (full-time) approved graduate study. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the curriculum.

The Specialty Curriculum is based on the CACREP 2024 standards. Students are evaluated based on demonstrating skills and knowledge across these specialty foundation areas:

1. effects of the onset, progression, and expected duration of disability on clients' holistic functioning
2. environmental, attitudinal, and individual barriers for people with disabilities
3. impact of disability on sexuality
4. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
5. clinical rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, integrated behavioral healthcare, and the rehabilitation counseling services networks

6. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
7. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
8. assistive technology to reduce or eliminate barriers and functional limitations
9. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities
10. strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence
11. third-party reimbursement and other practice and management issues in clinical rehabilitation counseling

Program of Study: Clinical Rehabilitation Counseling

Students in the Clinical Rehabilitation Counseling Program meet these specialization foundation, contextual dimensions, and practice standards through courses and clinical practice:

Clinical Rehabilitation Counseling Specialty Area Courses (18 credit hours)

- COUN 7010 Medical, Vocational, & Psychosocial Aspects of Disability (3 credit hours)
- COUN 7110 Occupational, Career and Placement Services (3 credit hours)
- COUN 7130 Vocational Evaluation (3 credit hours)
- COUN 7520 Introduction to Rehabilitation and Case Management in Rehabilitation Counseling (3 credit hours)
- COUN 7930 Advanced Theories (3 credit hours)
- COUN 7950 Emerging Adulthood & Transition in Rehabilitation (3 credit hours)

Clinical Rehabilitation Counseling Professional Practice Courses (12 credit hours)

- COUN 7910 Clinical Rehabilitation Counseling Practicum (3 credit hours)
- COUN 7920 Clinical Rehabilitation Counseling Internship (9 credit hours)

Online Exams

It is a program requirement that all online exams (closed book exams) should be taken through a quality remote proctoring software, which is supported by Auburn University. Detailed instruction will be provided by course instructors. For those with an accessibility issue, an alternative option as an accommodation will be provided, which will be identified by the course instructor and discussed with the student.

Preferred Course Sequence: Clinical Rehabilitation Counseling Students (60 credit hours)

First Year -Fall Semester – Residency -12 credit hours

- COUN 7320 Counseling Theory (3 credit hours)
- COUN 7400 Orientation to the Professional Counseling (3 credit hours)
- COUN 7010 Medical, Vocational & Psychosocial Aspects of Disability (3 credit hours)
- COUN 7520 Introduction to Rehabilitation and Case Management in Rehabilitation Counseling (3 credit hours)

First Year – Spring Semester – Residency – 15 credit hours

- COUN 7330 Counseling Diverse Populations (3 credit hours)
- COUN 7340 Group Counseling (3 credit hours)
- COUN 7350 Introduction to Counseling Practice (3 credit hours)
- COUN 7130 Vocational Evaluation (3 credit hours)
- COUN 7950 Emerging Adulthood & Transition in Rehabilitation (3 credit hours)

First Year – Summer Semester – 12 credit hours

- COUN 7110 Occupational, Career and Placement Services (3 credit hours)
- COUN 7930 Advanced Theories in Counseling Practice (3 credit hours)
- COUN 7250 Advanced Assessment & Diagnosis in Counseling (DSM V) (3 credit hours)
- COUN 7500 Crisis Intervention in Counseling (3 credit hours)

Second Year -Fall Semester – Residency -9 credit hours

- COUN 7910 Practicum: Clinical Rehabilitation Counseling (3 credit hours)
- COUN 7370 Foundations of Substance Use Counseling (3 credit hours)
- ERMA 7200 Basic Methods in Educational Research (3 credit hours)

Second Year -Spring Semester – Residency -9 credit hours

- *COUN 7920 Internship Clinical Rehabilitation Counseling (9 credit hours)

Second Year -Summer Semester – 3 credit hours

- COUN 7310 Counseling Applications of Lifespan Development (3 credit hours)

*Note: Supervised Clinical Practice constitutes the CACREP (2024) Internship requirements. It is a 9-credit hour course. Internship requires a total of 600 hours of service, 240 direct hours and 360 indirect hours.

**Residency is mandatory training for all Clinical Rehabilitation Counseling master's students. It is usually half-day training offered virtually via Zoom during the first or second week of each Fall and/or Spring semester.

Guidelines: Clinical Rehabilitation Counseling

[Auburn University Graduate School Master's Degree Program Overview](#)

1. Meet with Faculty Advisor prior to enrollment for first semester. It is strongly recommended that students contact their advisors every semester before registration.
2. Maintain a minimum 3.0 of GPA, which is required by AU graduate school.
3. Applications for Practicum and Internship. Applications for graduate practicum (COUN 7910) and internship (COUN 7920) must be completed and submitted to the CRC Clinical Coordinator during the summer semester before starting a fall practicum, and in the fall before starting a spring internship. Announcements about application deadlines will be provided and will coincide with registration dates. Applications will be distributed electronically to students by the Clinical Coordinator.
4. Complete the Comprehensive Portfolio in Tevera. Starting with the August 2020 Cohort, the Clinical Rehabilitation Counseling program uses the comprehensive portfolio to meet the graduation requirement for students enrolled in the Clinical Rehabilitation Counseling program. Instructions about completing this graduation requirement will be discussed during Year 1 of the program and will be submitted by Friday before Spring Break of a student's Internship semester. Auburn University's Counselor Education faculty will review these portfolios to determine that the requirements have been satisfactorily met.
5. Complete the Certified Rehabilitation Counselor Examination. Students currently enrolled in the program need to sit for the examination once they have completed 75% of required coursework. Information about taking the exam is provided electronically by the Program Coordinator during the fall semester of their second year. Usually, registration takes place in the fall, with the exam taking place in the spring or summer semester. The exam is offered three times a year.
6. Complete all required documentation for the Masters Field Experiences. This documentation contains all required materials used to demonstrate your competency in your required clinical counseling practice courses

(practicum/internship). This includes your evaluations across these course experiences. Information about this requirement is included in the CRC Professional Experiences Handbook which will be disseminated to students when they are applying for practicum/internship experiences.

7. Application for Graduation. Students must notify the [Graduate School](#) of their intent to graduate the semester prior to the semester in which they will graduate. This can be done as part of the [registration process](#).

School Counseling (SC)

Mission

In addition to meeting the common core foundation areas (CACREP 2024) required of all students in the Counselor Education (CED) master's degree programs, students in School Counseling will also take courses and participate in clinical practice experiences that focus on their training and professional identity as a School Counselor. These experiences provide the foundation for assessing student learning outcomes within the School Counseling specialty area.

CACREP 2024 Standards - School Counseling Specialty Area

The program is comprised of 60 credit hours and a minimum of 2 years (full-time) approved graduate study. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the curriculum.

The Specialty Curriculum is based on the CACREP 2024 standards. Key student learning outcomes are evaluated based on demonstrating skills and knowledge across these specialty foundation areas and within the specialty area:

1. models of school counseling programs
2. models of PK-12 comprehensive career development
3. models of school-based collaboration and consultation
4. development of school counseling program mission statements and objectives

5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. qualities and styles of effective leadership in schools
8. advocacy for comprehensive school counseling programs and associated school counselor roles
9. school counselor roles and responsibilities in relation to the school crisis and management plans
10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources
11. skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement
12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
13. strategies for implementing and coordinating school-based interventions
14. techniques of social-emotional and trauma-informed counseling in school settings
15. evidence-based and culturally sustaining interventions to promote academic development
16. approaches to increase promotion and graduation rates
17. interventions to promote postsecondary and career readiness
18. strategies to facilitate school and postsecondary transitions
19. strategies to promote equity in student achievement and access to postsecondary education opportunities

Program Of Study: School Counseling

Students in the School Counseling Program meet these specialization foundation, contextual dimensions, and practice standards through courses and clinical practice.

Specialty Courses for School Counseling (15 Credit Hours)

- COUN 7420 Orientation to School Counseling (3 credit hours)
- COUN 7500 Crisis Intervention (3 credit hours)
- COUN 7240 Counseling Children and Adolescents (3 credit hours)
- COUN 7450 Foundations of School Counseling (3 credit hours)
- COUN 7460 Leadership and Advocacy for School Counselors (3 credit hours)

Professional Practice Courses for School Counseling (12 Credit Hours)

- COUN 7910-100 Practicum in School Counseling (3 credit hours)
- COUN 7920-200 Internship in School Counseling (9 credit hours)

Other Course (3 Credit Hours)

- RSED 6000 Advanced Study of Exceptionality (3 credit hours)

Exam Requirements for Class A School Counseling Certification

All students must submit passing scores on the School Counseling Praxis 5422 Exam prior to graduation. Additionally, students who do not hold a professional educator certificate and two full years of documented full-time satisfactory educational experience must submit a passing score on the [National Counseling Examination](#) (NCE) before being recommended for certification.

Application for Certification

Current, completed official forms and supporting documents, including documentation of compliance with the requirements of the Alabama Educator Certification Assessment Program (AECAP) as prescribed in Rule 290-3-3-.01(3), to substantiate a request for certification. Effective August 1, 2021, and thereafter, at a minimum, documentation must

include the application form, application fee, and an official transcript verifying a conferred degree at the level for which certification is sought. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months of the program completion date. Additional information about the time limit is provided in the current Educator Certification Chapter of the Alabama Administrative Code.

Preferred Course Sequence: School Counseling (60 credit hours)

Note: On-Campus students will register for courses having a -001 or -002 after the course number. Online Distance Education students will register for courses having a -D01 or -D02 after the course number.

First Year -Fall Semester -12 credit hours

- COUN 7320 Counseling Theory (3 credit hours)
- COUN 7420 Orientation to School Counseling (3 credit hours)
- COUN 7400 Orientation to the Profession of Counseling (3 credit hours)
- ERMA 7200 Basic Methods in Education Research (Please enroll in a section that begins with “C” for counseling students.) (3 credit hours)

First Year -Spring Semester -12 credit hours

- COUN 7330 Counseling Diverse Populations (3 credit hours)
- COUN 7350 Introduction to Counseling Practice (3 credit hours)
- COUN 7250 Advanced Assessment and Diagnosis (3 credit hours)3
- COUN 7340 Group Counseling (3 credit hours)

First Year -Summer Semester -12 credit hours

- COUN 7200 Introduction to Measurement and Assessment (3 credit hours)
- COUN 7310 Counseling Applications of Lifespan Development (3 credit hours)
- COUN 7500 Crisis Intervention in Counseling (3 credit hours)

- *RSED 6000 Advanced Survey of Exceptionality (3 credit hours)

* Note: RSED 6000 required for school counseling certification through the Alabama State Department of Education (ALSDE). May be taken in any other term the course is offered.

Second Year -Fall Semester -12 credit hours

- COUN 7450 Foundation of School Counseling (3 credit hours)
- COUN 7910 School Counseling Practicum (3 credit hours)
- COUN 7230 Career Development and Vocational Appraisal (3 credit hours)
- COUN 7240 Counseling Children and Adolescents (3 credit hours)

Second Year -Spring Semester –12 credit hours

- **COUN 7920 School Counseling Internship (9 credit hours)
- COUN 7460 Leadership and Advocacy for School Counselors (3 credit hours)

**Internship is a 9 credit hours course. This course requires 40 hrs. per week of counseling experience (600 hrs.) during the 15-week semester.

Guidelines: School Counseling

[Auburn University Graduate School Master’s Degree Program Overview](#)

1. Meet with your Faculty Advisor. It is recommended that students contact their advisors every semester to check in on their progress, collaboration opportunities, and professional goals.
2. Maintain a minimum of 3.25 and no grade C or below in all required courses to be qualified for school counselor certification. Students who receive a C or below will be required to retake the course.
3. Students must maintain a minimum 3.0 of GPA, which is required by AU graduate school.
4. Apply for Practicum. Students take Practicum (COUN 7910) after completing all prerequisites. Students apply during the Spring semester for Fall placement with

the program coordinator. Students typically take Practicum the first term of their second year. The Office of Professional Educational Services (3464 Haley Center) will process the applications.

5. Apply for Internship. Students take Internship (COUN 7920) after completing all prerequisites and Practicum. Students apply during the Fall semester of Practicum for Spring placement with the program coordinator. Students typically take Internship the second term of their second year. The Office of Professional Educational Services (3464 Haley Center) will process the applications.
6. Complete the Comprehensive Portfolio. Instructions about completing this graduation requirement will be discussed during Year 1 of the program and will be submitted by February 1st of a student's Internship semester. Auburn University's Counselor Education faculty will review these portfolios to determine if the requirements have been satisfactorily met.
7. Complete all required documentation for the Masters Field Experience Folder. This folder contains all required materials used to demonstrate your competency in your required clinical counseling practice courses (practicum/internship). This includes your evaluations across these course experiences. Information about this requirement is included in the School Counseling Professional Experiences Handbook located on the program website and disseminated to students when they are in their practicum/internship experiences (SC Practicum and Internship Supervisor and Coordinator).
8. Submit passing scores on the [School Counselor 5422 Praxis Exam](#). It is required to take the School Counselor 5422 Praxis Exam a semester prior to their internship enrollment. Completing the School Counselor 5422 Praxis Exam is a graduation requirement. Select to send Praxis scores to the Alabama State Department of Education and Auburn University.
9. Submit the passing score on the National Counselor Examination for Licensure and Certification (NCE). Students are advised to schedule the NCE in the final Fall

semester of their enrollment. A passing score on the [National Counselor Examination](#) is required for the Class A Professional Educator Certificate, but not for degree completion. The NCE is administered on campus in the Fall and Spring. This requirement does not apply to individuals with a professional educator certificate and two full years of documented full-time satisfactory educational experience.

10. Application for Certification. Current, completed official forms and supporting documents, including documentation of compliance with the requirements of the Alabama Educator Certification Assessment Program (AECAP) as prescribed in Rule 290-3-3-.01(3), to substantiate a request for certification. Effective August 1, 2021, and thereafter, at a minimum, documentation must include the application form, application fee, and an official transcript verifying a conferred degree at the level for which certification is sought. An individual who completes an Alabama State-approved program must apply for Alabama certification within 60 calendar months of the program completion date. Additional information about the time limit is provided in the current Educator Certification Chapter of the Alabama Administrative Code.
11. [Apply for Graduation](#) Check. Students must notify the Graduate School of their intent to graduate the semester prior to the semester in which they will graduate. This can be done as part of the [graduation registration process](#)

Appendix A: Informed Consent Agreement

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

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

I understand that I will be expected to demonstrate academic, clinical, and professional dispositions for prospective counselors and counselor educators-in-training. Failure to attain and demonstrate these competencies may result in faculty initiating a remediation process (please refer to the evaluation procedures in this handbook) or dismissal from the program.

As a prospective counselor or counselor educator-in-training, I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling profession ([American Counseling Association](#), 2014) and appropriate specialty areas. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers, faculty, site supervisors, and clients/students. This includes following the policies and procedures of student conduct and behavior at Auburn University [Auburn University Code of Student Conduct](#)

I understand that students are expected to maintain professional standards of behavior in public settings and must also consider that all personal discourse on social media and other online platforms are inherently public behavior and fall under standards of professional behavior. Students who engage in behavior that violates a client's

confidentiality or creates the appearance of lack of privacy and disregard for the client by discussing client-related issues in public (including social media) will be considered to violate this policy. See the social media and public representation statement in your program's handbook for further details.

I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Self-disclosures are common in experiential learning, but the content of such disclosures will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment or potential harm to clients, myself, or others; I understand the faculty will use this as part of the review of my overall academic and clinical growth.

I understand I will be formally reviewed at minimum once per year during the Student Annual Evaluation. This is one component of the Comprehensive Evaluation System that will be ongoing during my matriculation in the program. Students may also be reviewed as needed during other times outside of the Annual Evaluation. I understand that the Counselor Education Master's and Doctoral Degree handbooks provide specific information about this review process and the role of faculty and students.

I understand that there are specific requirements for graduation (specific exams) that require an application fee and registration form (e.g., comprehensive portfolio completed in Tevera, the Alabama Prospective Teacher Testing Program (APTTP), School Counseling Praxis, and the Certified Rehabilitation Counselor (CRC) Exam. I understand I will have an opportunity to take the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) while enrolled. This exam is required for graduates to be eligible for licensure as a professional counselor (e.g., LPC or LMHC) and for School Counseling Graduates to be eligible for state certification. In addition, students in the Clinical Rehabilitation Counseling program will be required to take the Certified Rehabilitation Counselor (CRC) Exam prior to graduation.

I understand that work products developed in this program may be viewed by external agencies (e.g., [CACREP](#), [CAEP](#), [SACSCOC](#), [Alabama State Department of Education](#)) to

assess program quality.

I understand that practicum and internship require the application of knowledge, skills, and professional dispositions that are developed in academic courses. During these clinical practice experiences, students are expected to consistently practice ethical behavior and demonstrate respect for individual differences.

I understand that I will not be licensed as a counselor upon completion of this program. It will be my responsibility to be fully informed of the licensure requirements in the state for which I intend to practice. In addition, Counselor Education faculty will not endorse students for practice outside their areas of training nor sign off on licensure documentation of clinical hours that they themselves did not supervise.

I understand that to assure students are properly supervised at all times, the CED programs require that a counselor with a graduate degree in counseling or a related profession with specialized expertise must provide supervision services. I understand that I can only see clients when the site supervisor is present and that students cannot provide in home services for any reason, nor are they permitted to provide on call/after-hours crisis services. All counseling services must be provided on site with a supervisor present.

I understand that I will not be certified as a school counselor unless I meet all requirements specified from the state that I seek to practice. Current, completed official forms and supporting documents, including documentation of compliance with the requirements of the Alabama Educator Certification Assessment Program (AECAP) as prescribed in Rule 290-3-3-.01(3), to substantiate a request for certification. Effective August 1, 2021, and thereafter, at a minimum, documentation must include the application form, application fee, and an official transcript verifying a conferred degree at the level for which certification is sought. An individual who completes an Alabama State-approved program must apply for Alabama certification within 60 calendar months of the program completion date. Additional information about the time limit is provided in the current Educator Certification Chapter of the Alabama Administrative Code.

I understand the Student Handbook with which I was admitted may be revised to reflect program, accreditation, and/or licensing revisions. I understand that it is my responsibility to maintain a copy of the handbook under which I was admitted and to be familiar with the policies and procedures outlined in the handbook at the time of my admission. I understand that I will be notified of any changes to the Student Handbook and related policies and program requirements, and that I will have an opportunity to engage in feedback on these proposed changes.

I understand that Auburn University email is the official communication method for students. The Department of Special Education, Rehabilitation, and Counseling will email students with information about departmental issues, announcements, and to maintain student contact. It is the student's responsibility to check their Auburn email regularly and respond to departmental requests.

I understand that the Counselor Education Programs cannot make accommodations for individual student work schedules. I understand that it is my responsibility to adjust my work and/or other (including assistantship) schedule to attend courses as offered. I understand that most practicum and internship sites offer clinical opportunities during the week (Monday - Friday, 8:00 a.m. – 5:00 p.m.), and it is my responsibility to make the necessary schedule adjustments to be in attendance.

Students should be aware that under the [Family Educational Rights and Privacy Act](#) (FERPA) policies they have a right to access their educational records. Students should also be aware that educational records pertain to evaluation and academic records. The Department of Special Education, Rehabilitation, and Counseling follows Auburn University guidelines for how long these records, outside of transcripts, are maintained. Students are expected to keep all practicum and internship related information for future use.

My signature on this document indicates that I have received and reviewed this document.
I am also verifying that I have received a copy of the Student Handbook.

Student signature: Enter signature

Date: Select date

Printed name: Print name

This informed consent agreement is adapted from the Acknowledgement of Policies and Procedures for Students Enrolled in the University of Northern Colorado Professional Counseling Programs. Revision 2024.

Appendix B: Foundational Counseling Curriculum (CACREP 2024)

The eight foundation Student Learning Outcomes (SLOs) for all Counselor Education master's degree programs include the following:

1. Professional Counseling Orientation and Ethical Practice
 - history and philosophy of the counseling profession and its specialized practice areas
 - the multiple professional roles and functions of counselors across specialized practice areas
 - counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
 - the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
 - the role and process of the professional counselor advocating on behalf of the profession
 - professional counseling organizations, including membership benefits, activities, services to members, and current issues
 - professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas

- legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
- current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
- ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
- self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
- the purpose of and roles within counseling supervision in the profession

2. Social and Cultural Identities and Experiences

- theories and models of multicultural counseling, social justice, and advocacy
- the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
- the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
- the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
- the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
- the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness

- disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities
- principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
- strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
- the role of religion and spirituality in clients' and counselors' psychological functioning

3. Lifespan Development

- theories of individual and family development across the lifespan
- theories of cultural identity development
- theories of learning
- theories of personality and psychological development
- theories and neurobiological etiology of addictions
- structures for affective relationships, bonds, couples, marriages, and families
- models of resilience, optimal development, and wellness in individuals and families across the lifespan
- models of psychosocial adjustment and adaptation to illness and disability
- the role of sexual development and sexuality related to overall wellness
- biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness

- systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
- the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
- effects of crises, disasters, stress, grief, and trauma across the lifespan

4. Career Development

- theories and models of career development, counseling, and decision-making
- approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors
- processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
- approaches for assessing the conditions of the work environment on clients' life experiences
- strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
- career development program planning, organization, implementation, administration, and evaluation
- developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities
- strategies for advocating for employment support for individuals facing barriers in the workplace
- strategies for facilitating client skill development for career, educational, and life-work planning and management

- career and postsecondary training readiness and educational decision-making
- strategies for improving access to educational and occupational opportunities for people from marginalized groups
- ethical and legal issues relevant to career development and career counseling

5. Counseling Practice and Relationships

- theories and models of counseling, including relevance to clients from diverse cultural backgrounds
- critical thinking and reasoning strategies for clinical judgment in the counseling process
- case conceptualization skills using a variety of models and approaches
- consultation models and strategies
- application of technology related to counseling
- ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
- culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
- counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
- interviewing, attending, and listening skills in the counseling process
- counseling strategies and techniques used to facilitate the client change process
- strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
- goal consensus and collaborative decision-making in the counseling process

- developmentally relevant and culturally sustaining counseling treatment or intervention plans
- development of measurable outcomes for clients
- evidence-based counseling strategies and techniques for prevention and intervention
- record-keeping and documentation skills
- principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources
- classification, effects, and indications of commonly prescribed psychopharmacological medications
- suicide prevention and response models and strategies
- crisis intervention, trauma-informed, community-based, and disaster mental health strategies
- processes for developing a personal model of counseling grounded in theory and research

6. Group Counseling and Group Work

- theoretical foundations of group counseling and group work
- dynamics associated with group process and development
- therapeutic factors of group work and how they contribute to group effectiveness
- characteristics and functions of effective group leaders
- approaches to group formation, including recruiting, screening, and selecting members
- application of technology related to group counseling and group work

- types of groups, settings, and other considerations that affect conducting groups
- culturally sustaining and developmentally responsive strategies for designing and facilitating groups
- ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities
- direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. Assessment and Diagnostic Processes

- historical perspectives concerning the nature and meaning of assessment and testing in counseling
- basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- reliability and validity in the use of assessments
- culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
- ethical and legal considerations for selecting, administering, and interpreting assessments
- use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes

- use of assessments in academic/educational, career, personal, and social development
- use of environmental assessments and systematic behavioral observations
- use of structured interviewing, symptom checklists, and personality and psychological testing
- diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
- procedures to identify substance use, addictions, and co-occurring conditions
- procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
- procedures for assessing clients' experience of trauma
- procedures for identifying and reporting signs of abuse and neglect
- procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
- procedures for using assessment results for referral and consultation

8. Research and Program Evaluation

- the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
- identification and evaluation of the evidence base for counseling theories, interventions, and practices
- qualitative, quantitative, and mixed methods research designs
- practice-based and action research methods
- statistical tests used in conducting research and program evaluation
- analysis and use of data in research

- use of research methods and procedures to evaluate counseling interventions
- program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
- culturally sustaining and developmentally relevant outcome measures for counseling services
- ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
- culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

Appendix C: Counselor Education Master's Program Annual Review

Student Annual Evaluation Form

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

General Information

In this section, please provide the following information:

- Name: Enter name
- Academic Year and Semester Evaluation Submitted: Enter year and semester submitted
- Advisor: Choose advisor

Academic Program Area

In this section, please provide the following information:

- Academic Program: Choose academic program
- Academic Year and Semester First Enrolled: Enter year and semester first enrolled

Academic Areas - Knowledge and Clinical Skills

In this section, please provide the following information:

Current GPA

Hours completed

(Select one from the list

below.)

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

Academic Recognitions or Honors (ex: induction into Chi Sigma Iota):

Have you completed and passed the Introduction to Counseling Skills course? (Select one from list):

If yes, did you pass the comprehensive portfolio? (Select one from list):

- Yes
- No

For Clinical Rehabilitation Counseling students, have you passed the CRC exam? (Select one from list):

- Yes
- No

Professional Development and Dispositions

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

1. Please identify any Professional Development activities you may have participated in this academic year: (ex: conferences or training sessions you have attended, workshops, professional meetings): [Click or tap here to enter text.](#)
2. Please identify any Professional Advocacy activities you may have participated in during this academic year: (ex: volunteering in community or school programs, participating in IDS activities, advocating for your students/clients/consumers): [Click or tap here to enter text.](#)

3. Please identify any Professional Research or Scholarship activities that you may have participated in during this academic year: (ex: research teams, presenting at conferences/workshops, publications/submissions to professional journals, professional newsletter submissions):
4. Please identify any Professional Leadership activities you may have participated during this academic year: (ex: officer in IDS, committee member or officer in a professional organization, volunteering with a professional organization):
5. Please identify all Professional Counseling Organizations you currently belong to:

Assessment Rubric for the Counselor Education Masters' Program Student Annual Report

- Student Name:
- Program:

Select one from list:

- Program: Clinical Mental Health Counseling
 - Program: Clinical Rehabilitation Counseling
 - Program: School Counseling
- Program year: (Select one from the list below.)

Select one from list:

- First Year
- Second Year
- Third Year
- Fourth Year

Academic Indicators Rubric Overview

The Academic Indicators Rubric is used during the annual student review process to rate Academic Indicators. The indicators focus on core markers of academic progress. It uses a

three-level scale—Unsatisfactory, Developing, and Target. Results provide a structured snapshot of student progress and are used to document strengths, identify areas needing support, and determine whether follow-up or remediation is warranted.

A four-level scale is used to rate the rubric indicators:

- **Unsatisfactory:** Student has not demonstrated any indicators of this evaluation area or has demonstrated knowledge, skills or dispositions that identify significant areas of concern related to professional development, required competencies, or ethical behavior.
- **Developing:** Student has demonstrated some indicators of this evaluation area but has not demonstrated all aspects of the skills, knowledge or dispositions required of the evaluation area. An inability to reach TARGET in any skill, knowledge or disposition area may result in remediation.
- **Target:** Student has demonstrated the required skills, knowledge or dispositions in this evaluation area.

Counselor Education faculty place an “X” in the appropriate rating cell for each indicator and add notes in the Comments section.

Academic Indictors Rubric

Counselor Education faculty place an “X” in the appropriate rating cell for each indicator and add notes in the Comments section.

Indicators	Unsatisfactory	Developing	Target
Maintains 3.0 GPA			
Maintains appropriate matriculation through the program (meeting program and academic requirements)			

Indicators	Unsatisfactory	Developing	Target
Takes appropriate sequencing of coursework			

Comments:

Dispositions Rubrics Overview

Dispositions reflect students' professional and academic dispositions related to preparation and practice in counseling. Three rubrics are used for evaluation:

1. Academic and Professional Behavior Dispositions Rubric
2. Respect for Individual and Group Differences Dispositions Rubric
3. Reflective Practice and Behavior Dispositions Rubric

A four-level scale is used to rate the rubric indicators:

- **Unsatisfactory:** Student has not demonstrated any indicators of this evaluation area or has demonstrated knowledge, skills or dispositions that identify significant areas of concern related to professional development, required competencies, or ethical behavior.
- **Developing:** Student has demonstrated some indicators of this evaluation area but has not demonstrated all aspects of the skills, knowledge or dispositions required of the evaluation area. An inability to reach TARGET in any skill, knowledge or disposition area may result in remediation.
- **Target:** Student has demonstrated the required skills, knowledge or dispositions in this evaluation area.
- **Exceeds Target:** Student exceeded target competencies in the required skills, knowledge or dispositions in this evaluation area.

Disposition: Academic and Professional Behavior

The Academic and Professional Behavior Dispositions Rubric assesses academic and professional dispositions expected of counseling students, including professionalism,

timely completion of responsibilities, appropriate technology/classroom behavior, honesty, ethical practice, confidentiality, and adherence to school/agency policies. It uses a four-level scale—Unsatisfactory, Developing, Target, and Exceeds Target. Results provide a snapshot of student progress related to academic and professional behavior and are used to document strengths, identify areas needing support, and determine whether follow-up or remediation is warranted.

Academic and Professional Behavior Dispositions Rubric

Counselor Education faculty place an “X” in the appropriate rating cell for each indicator and add notes in the Comments section.

Indicators	Unsatisfactory	Developing	Target	Exceeds Target
Appropriate professional dress				
Attends to and completes academic and professional responsibilities in a timely manner				
Appropriately uses technology (cell phones, computers)				
Appropriate behavior in class				
Academic and professional honesty				
Demonstrates ethical behavior and practice				

Indicators	Unsatisfactory	Developing	Target	Exceeds Target
Protects confidentiality				
Follows school and agency policies				

Comments:

Disposition: Respect for Individual and Group Differences

The Respect for Individual and Group Differences Dispositions Rubric is used to rate counseling students on professional behaviors related to respect for individual and group differences (e.g., cultural awareness and sensitivity, honoring student and client differences, ability to collaborate and work with peers, ability to maintain a positive rapport with peers, and appropriate communication with faculty and other professionals). It uses a four-level scale—Unsatisfactory, Developing, Target, and Exceeds Target—to document strengths and identify areas needing support or possible follow-up.

Respect for Individual and Group Differences Dispositions Rubric

Counselor Education faculty place an “X” in the appropriate rating cell for each indicator and add notes in the Comments section.

Indicators	Unsatisfactory	Developing	Target	Exceeds Target
Demonstrates cultural awareness and sensitivity				
Honors student and client differences				

Indicators	Unsatisfactory	Developing	Target	Exceeds Target
Is able to collaborate and work with peers				
Establishes and maintains positive rapport with peers				
Communication with faculty and other professionals is appropriate				

Comments:

Dispositions: Reflective Practice and Behavior

The Reflective Practice and Behavior Dispositions Rubric used to rate counseling students on key reflective-professional behaviors (e.g., receptiveness to feedback, self-awareness, integrating feedback, and awareness of impact on others). It uses a four-level scale—Unsatisfactory, Developing, Target, and Exceeds Target—to document strengths and identify areas needing support or possible follow-up.

Reflective Practice and Behavior Dispositions Rubric

Counselor Education faculty place an “X” in the appropriate rating cell for each indicator and add notes in the Comments section.

Indicators	Unsatisfactory	Developing	Target	Exceeds Target
Is receptive to feedback				
Is able to reflect on performance				

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

Comments:

Professional Skills and Knowledge Competencies Rubric Overview

The skills and knowledge competencies are based on CACREP 2024 standards.

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

The Professional Skills and Knowledge Competency Areas Rubric is used in the annual student review to evaluate students' development across key CACREP-aligned competency areas (e.g., professional development, ethics/legal practice, advocacy, and multicultural competence). Counselor Education faculty rate each indicator on a four-level scale from **Unsatisfactory** to **Exceeds Target**. **Not Applicable** is used when students have not yet had the opportunity to demonstrate the competency. Results help document progress toward end-of-program proficiency and identify areas that may require support or remediation.

A four-level scale is used to rate the rubric indicators; not applicable is used when a student has not yet had the opportunity to demonstrate the competency.

- **Unsatisfactory:** Student has not demonstrated any indicators of this evaluation area or has demonstrated knowledge, skills or dispositions that identify significant areas of concern related to professional development, required competencies, or ethical behavior.
- **Developing:** Student has demonstrated some indicators of this evaluation area but has not demonstrated all aspects of the skills, knowledge or dispositions required of the evaluation area. An inability to reach TARGET in any skill, knowledge or disposition area may result in remediation.
- **Target:** Student has demonstrated the required skills, knowledge or dispositions in this evaluation area.
- **Exceeds Target:** Student exceeded target competencies in the required skills, knowledge or dispositions in this evaluation area.
- **Not Applicable:** Student has not had the appropriate course work or opportunity to demonstrate the required skills, knowledge or dispositions in this evaluation area.

Professional Skills and Knowledge Competency Areas Rubric

Counselor Education faculty place an “X” in the appropriate rating cell for each indicator and add notes in the Comments section.

Indicators	Unsatisfactory	Developing	Target	Exceeds Target	Not applicable
Demonstrates ability to engage in professional development					

Indicators	Unsatisfactory	Developing	Target	Exceeds Target	Not applicable
Demonstrates ethical and legal behavior in the counseling process					
Knowledge of ethical and legal professional standards					
Demonstrates engagement in professional social justice and advocacy					
Knowledge of multicultural characteristics within diverse groups and multicultural counseling competencies					
Demonstrates skills and competencies necessary to work with students, clients, and consumers within a diverse society					

Comments:

Participation in the Annual Review is a required component of the program and indicates matriculation through program requirements. Signing and returning the evaluation denoted

engagement in this process. Students have the option to respond to their evaluation and are asked to refer to the Student Handbook and the Auburn University Graduate School Due Process policy relevant to this process.

Academic Advisor Signature:

Date: _____

Student Signature:

Date: _____

Printed Name: _____

Appendix D: Assessment Plan for the Counselor Education Master's Degree Programs

The Counselor Education master's degree programs assessment plan uses a Key Performance Indicator (KPI) assessment system to evaluate whether students demonstrate the knowledge, skills, and professional dispositions aligned with **CACREP (2024) Standards**. KPI data are collected at multiple points across the curriculum to support (a) student learning assessment, (b) remediation and gatekeeping decisions when needed, and (c) ongoing program improvement.

Faculty review aggregate results annually to determine whether students demonstrate the expected level of cultural responsiveness. Results may lead to changes such as additional practice activities, revised prompts, enhanced feedback structures, or curricular adjustments across multiple courses.

Key Performance Indicator Structure

Each KPI is written as a measurable student learning expectation aligned to a CACREP standard. For each KPI, the program identifies a) the course(s) where the KPI is taught and assessed, b) the assignment or assessment item used as evidence, c) when the evidence is collected, d) who evaluates performance, and e) the benchmark that indicates acceptable performance.

Key Performance Indicators and CACREP Standards

Note: In the following Key Performance Indicator (KPI) tables, CMHC represents the Clinical Mental Health Counseling program, CRC represents the Clinical Rehabilitation program, and SC represents School Counseling.

KPI #1 (CACREP Standard 3.A.) - Understands Ethical and Legal Standards Relevant to Professional Counseling

KPI #1 (CACREP Standard 3.A.) is assessed at two key points in the curriculum to ensure students demonstrate competency in ethical and legal standards relevant to professional

counseling. First, during the first-year fall semester in COUN 7400 Orientation to the Profession of Counseling, students complete an Ethical and Legal Case Study Group Project evaluated by the course instructor using the COUN 7400 Case Study Group Project Rubric. Second, during COUN 7910 Practicum in the second year spring semester, students are evaluated on ethics through the final practicum evaluation completed by the site supervisor and university instructor. Across both assessment points, the minimum benchmark for acceptable performance is 80% (Meets Expectations).

KPI #1 Assessment Plan

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7400 Orientation to the Profession of Counseling	Ethical and Legal Case Study Group Project	First Year Fall Semester	COUN 7400 Case Study Group Project Rubric	Faculty Instructor	80% Meets Expectations
COUN 7910 Practicum	Site & University Supervisor Final Evaluation	Second Year Spring Semester	COUN 7910 Final Practicum Evaluation Ethics Section	Site Supervisor & Individual University Instructor	80% Meets Expectations

KPI #2 (CACREP Standard 3.B.) - Demonstrates Awareness and Skills Necessary for Culturally Sustaining Practice

KPI #2 (CACREP Standard 3.B.) is assessed at three key points in the curriculum to ensure students demonstrate awareness and skills for culturally sustaining practice. competency in ethical and legal standards relevant to professional counseling. Across COUN 7330 (Cultural Interview), COUN 7250 (Cultural Bias in Diagnosis Case Conceptualization), and COUN 7920 Internship (Site Supervisor Final Evaluation), students are expected to score at least 80% “Meets Expectations.”

KPI #2 Assessment Plan

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7330 Counseling Diverse Populations	Cultural Interview	First Year Spring Semester	COUN 7330 Cultural Interview Rubric	Faculty Instructor	80% Meets Expectations
COUN 7250 Advanced Assessment and Diagnosis in Counseling	Cultural Bias in Diagnosis Case Conceptualization	First Year Spring Semester (CMHC, SC) First Year Summer Semester (CRC)	COUN 7250 Cultural Bias in Diagnosis Case Conceptualization Rubric	Faculty Instructor	80% Meets Expectations

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7920 Internship	Site Supervisor Final Evaluation	Second Year Spring Semester	COUN 7920 Internship Final Evaluation: Culturally Sustaining Practice Section	Site Supervisor	80% Meets Expectations

KPI #3 (CACREP 3.C) — Demonstrates Knowledge of Theories and Counseling

Practices Related to Lifespan Development

KPI #3 (CACREP Standard 3.C.) is assessed at three key points in the curriculum to ensure students demonstrate knowledge of theories and counseling practices related to lifespan development.. Across COUN 7310 (Lifespan Developmental Paper), COUN 7240 (Child and Adolescent Paper Rubric), and COUN 7950 (Emerging Adulthood Paper Rubric), students are expected to score at least 80% “Meets Expectations.”

KPI #3 Assessment Plan

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7310 Lifespan Development	Developmental Theory Paper	First Year Summer Semester (CMHC, SC) Second Year Summer Semester (CRC)	COUN 7310 Lifespan Developmental Theory Paper Rubric	Faculty Instructor	80% Meets Expectations
COUN 7240 Counseling Children and Adolescents	Case Conceptualization Project	Second Year Fall Semester (CMHC, SC)	COUN 7240 Child and Adolescent Paper Rubric	Faculty Instructor	80% Meets Expectations
COUN 7950 Emerging Adulthood & Transition	Emerging Adulthood Interview Paper	First Year Spring Semester (CRC)	COUN 7950 Emerging Adulthood Paper Rubric	Faculty Instructor	80% Meets Expectations

KPI #4 (CACREP 3.D) — Demonstrates Knowledge Related to Career Theories and Counseling Practice

KPI #4 (CACREP 3.D.) focuses on students’ knowledge of career development theories and career counseling practice, including how work, education/training, and life roles interact with wellness and opportunity. Evidence for this KPI is collected across designated coursework/assignments and used to document student progress toward program benchmarks. Students are expected to meet the stated performance threshold (typically at least 80% “Meets Expectations”) on the identified KPI measures.

KPI #4 Assessment Plan

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7230 Career Development and Vocational Appraisal	Career Counseling Theory Self-Assessment	Second Year Fall Semester (CMHC, SC)	COUN 7230 Career Theory Self-Assessment Rubric	Faculty Instructor	80% Meets Expectations
COUN 7920 Internship	Career Counseling Assessment Project	Second Year Spring Semester (CMHC)	COUN 7920 Career Counseling Assessment Project Rubric	Faculty Instructor	80% Meets Expectations

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7460 Leadership and Advocacy for School Counselors	College and Career Readiness Project	Second Year Spring Semester (SC)	COUN 7460 College and Career Readiness Project Rubric	Faculty Instructor	80% Meets Expectations
COUN 7110 Occupational, Career and Placement Services	Vocational Profile	First Year Summer Semester (CRC)	COUN 7110 Vocational Profile Rubric	Faculty Instructor	80% Meets Expectations
COUN 7520 Introduction to Rehabilitation and Case Management in Rehabilitation Counseling	Case Analysis Study – IPE Development	First Year Fall Semester (CRC)	COUN 7520 Case Analysis – IPE Development Assignment Rubric	Faculty Instructor	80% Meets Expectations

KPI #5 (CACREP 3.E) — Demonstrates Knowledge and Skills Needed for Facilitating Counseling Relationships

KPI #5 (CACREP 3.E.) is assessed at multiple points in the program to confirm students demonstrate the knowledge and skills needed to build and maintain effective counseling relationships. Evidence is collected through COUN 7350 (Final Practice Session), COUN 7320 (Theoretical Case Conceptualization Paper), and COUN 7910 Practicum (University and Site Supervisor Final Evaluation), each scored with a designated rubric by faculty and/or supervisors. Across all measures, the benchmark is 80% “Meets Expectations.”

KPI #5 Assessment Plan

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7350 Introduction to Counseling Practice (Skills)	Session D – Final Practice Session	First Year Spring Semester	COUN 7350 Session D – Final Practice Demonstration Rubric	Faculty Instructor	80% Meets Expectations
COUN 7320 Counseling Theory	Theoretical Case Conceptualization Paper	First Year Fall Semester	COUN 7320 Theoretical Case Conceptualization Rubric	Faculty Instructor	80% Meets Expectations
COUN 7910 Practicum	Individual and Site Supervisor Final Evaluation	Second Year Fall Semester	COUN 7910 Individual University & Site Supervisor Final Evaluation:	Site Supervisor and Individual University	80% Meets Expectations

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
			Counseling Skills and Knowledge Section	Supervisor	

KPI #6 (CACREP 3.F) — Demonstrates Knowledge and Skills Needed to Conduct Group Counseling and Group Work

KPI#6 (CACREP 3.F.) outlines the assessment plan for group counseling and group work, specifying the course-based measures, when each is reviewed, the rubric used, and who evaluates student performance. KPI evidence is collected in COUN 7340 (Counseling Leadership Plan and Facilitation) and again during COUN 7920 Internship through a group plan/leadership and evaluation assignment (varying slightly by program). Across all measures, the minimum benchmark is 80% “Meets Expectations.”

KPI #6 Assessment Plan

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7340 Group Counseling	Counseling Leadership Plan and Facilitation	First Year Summer Semester (CMHC, SC) First Year Spring Semester (CRC)	COUN 7340 Counseling Leadership Plan and Facilitation Rubric	Faculty Instructor	80% Meets Expectations
COUN 7920 Internship	School Counseling Group Plan	Second Year Spring Semester (SC)	COUN 7920 Internship: Group Plan Rubric (SC)	Group Supervisor (Faculty Instructor)	80% Meets Expectations

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7920 Internship	Group Leadership & Group Evaluation Assignment (CMHC, CRC)	Second Year Spring Semester (CMHC, CRC)	COUN 7920 Internship (CMHC, CRC) Group Leadership & Group Evaluation Assignment Rubric	Group Supervisor (Faculty Instructor)	80% Meets Expectations

KPI #7 (CACREP 3.G) — Demonstrates Knowledge and Skills Related to Assessment and Diagnostic Processes in Counseling

KPI #7 (CACREP 3.G) is assessed through multiple course-based performance measures and a capstone field evaluation to document students’ competence in assessment and diagnostic processes. Evidence is collected via: COUN 7250 (Final Case Study Assignment), COUN 7200 (Interpretation Role Play), and—depending on program—COUN 7130 (Vocational Evaluation Assignment for CRC), followed by COUN 7920 Internship (Site Supervisor Final Evaluation). Across all measures, the minimum benchmark is 80% “Meets Expectations,” with ratings completed by the relevant faculty instructor and the site supervisor during internship.

KPI #7 Assessment Plan

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7250 Advanced Assessment and Diagnosis in Counseling	Final Case Study Assignment	First Year Spring Semester (CMHC, SC) First Year Summer Semester (CRC)	COUN 7250 Final Case Study Assignment Rubric	Faculty Instructor	80% Meets Expectations
COUN 7200 Introduction to Measurement and Assessment	Interpretation Role Play	First Year Summer Semester (CMHC, SC)	COUN 7200 Assessment Role Play Rubric	Faculty Instructor	80% Meets Expectations

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7130 Vocational Evaluation	Vocational Evaluation Assignment	First Year Spring Semester (CRC)	COUN 7130 Vocational Evaluation Course Assignment Rubric	Faculty Instructor	80% Meets Expectations
COUN 7920 Internship	Site Supervisor Final Evaluation	Second Year Spring Semester	COUN 7920 Internship: Final Site Supervisor Evaluation: Counseling Skills and Knowledge Section	Site Supervisor	80% Meets Expectations

KPI #8 (CACREP 3.H) — Demonstrates Knowledge of Program Evaluation and Use of Research Within Counseling

KPI #8 (CACREP 3.H) assessment plan for displays evaluating students’ knowledge and application of research and program evaluation skills across the curriculum. Students are assessed through ERMA 7200 (Research Proposal) in the first-year fall semester for CMHC/SC (second-year fall for CRC) and through COUN 7910 Practicum (Oral Case Presentation: Application of Counseling and Research Skills) in the second-year fall semester for CMHC/SC. For each measure, the faculty instructor evaluates performance using the specified rubric, with a benchmark of 80% “Meets Expectations.”

KPI #8 Assessment Plan

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
ERMA 7200 Basic Methods in Educational Research	Research Proposal	First Year Fall Semester (CMHC, SC) Second Year Fall Semester (CRC)	ERMA 7200 Research Proposal Rubric	Faculty Instructor	80% Meets Expectations
COUN 7910 Practicum	Oral Case Presentation: Application of	Second Year Fall Semester (CMHC,	COUN 7910 Oral Case Conceptualization Summary Rubric	Faculty Instructor	80% Meets Expectations

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
	Counseling and Research Skills (CMHC, SC)	SC)			
COUN 7910 Practicum	Classroom Guidance Instruction (SC)	Second Year Fall Semester (SC)	COUN 7910 Classroom Guidance Instruction Rubric	Faculty Instructor	80% Meets Expectations
COUN 7110 Occupational, Career and Placement Services (CRC)	Article Presentation	First Year Summer Semester (CRC)	COUN 7110 Research Article Presentation Rubric	Faculty Instructor	80% Meets Expectations

Specialty KPI #1 (CACREP 5.C) — Clinical Mental Health Counseling: Demonstrates Skills and Knowledge Necessary to Engage in Clinical Mental Health Counseling

Specialty KPI #1 (CACREP 5.C) Assessment Plan table shows that the Clinical Mental Health Counseling specialty competency is evaluated at two points in the program using course-embedded and field-based measures. Students are assessed in COUN 7410 (Human Service Organization Review Project; rated by the faculty instructor) and again in COUN 7920 Internship (Site Supervisor Final Evaluation; rated by the site supervisor), with a benchmark of 80% “Meets Expectations” on both assessments.

Specialty KPI #1 Assessment Plan

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7410 Orientation to Clinical Mental Health Counseling	Human Service Organization Review Project	First Year Fall Semester	COUN 7410 Human Service Organization Review Rubric	Faculty Instructor	80% Meets Expectations
COUN 7920 Internship	Site Supervisor Final Evaluation	Second Year Spring Semester	COUN 7920 Site Supervisor Final Evaluation (CMHC section)	Site Supervisor	80% Meets Expectations

Specialty KPI #2 (CACREP 5.D) — Clinical Rehabilitation Counseling: Demonstrates Skills and Knowledge Necessary to Engage in Clinical Rehabilitation Counseling

Specialty KPI #2 assessment plan for Clinical Rehabilitation Counseling identifies two points in the curriculum where the KPI is evaluated and the performance standard expected. Students are assessed in COUN 7520 (Case Analysis Study–Information Processing; evaluated by the faculty instructor) and again in COUN 7920 Internship (Site Supervisor Final Evaluation; evaluated by the site supervisor), with a benchmark of 80% “Meets Expectations” for both measures.

Specialty KPI #2 Assessment Plan

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7520 Introduction to Rehabilitation and Case Management in Rehabilitation Counseling	Case Analysis Study – Information Processing	First Year Fall Semester	Case Analysis Study – Information Processing Rubric	Faculty Instructor	80% Meets Expectations
COUN 7920 Internship	Site Supervisor Final Evaluation	Second Year Spring Semester	Supervisor Final Evaluation (CRC section)	Site Supervisor	80% Meets Expectations

Specialty KPI #3 (CACREP 5.H) — School Counseling: Demonstrates Skills and Knowledge Necessary to Engage in School Counseling

Specialty KPI #3 Assessment Plan outlines how Specialty KPI #3 is measured across the School Counseling program using two key assessments at different points in the curriculum. Students complete the Professional School Counselor Interview & Career Goal assignment in COUN 7420 (first-year fall) and are evaluated again in COUN 7920 Internship (second-year spring) via the Site Supervisor Final Evaluation. For both measures, the benchmark is 80% “Meets Expectations,” with evaluations completed by the course instructor (COUN 7420) and the site supervisor (Internship).

Specialty KPI #3 Assessment Plan

Key Performance Indicator	Assessment Item / Assignment	Timing of Review	Assessment Rubric	Evaluator	Minimum Outcome Benchmarks
COUN 7420 Orientation to School Counseling	Professional School Counselor Interview & Career Goal	First Year Fall Semester	COUN 7420 Professional School Counselor Interview & Career Goal Rubric	Faculty Instructor	80% Meets Expectations
COUN 7920 Internship	Site Supervisor Final Evaluation	Second Year Spring Semester	COUN 7920 Site Supervisor Final Evaluation (SC section)	Site Supervisor	80% Meets Expectations

Appendix E: The Assessment Index

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

Student Program Survey

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

Counselor Education Annual Review of Students/Counselor Education Annual Review Rubric

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

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

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

Dispositions

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

Practice and Behavior

National Counselor Exam (NCE)

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

Certified Rehabilitation Counselor (CRC) Exam

This exam is taken by Clinical Rehabilitation Counseling students once they have completed 75% of required coursework. Usually, registration takes place in the fall, with the exam taking place in the spring semester. Students' scores are reviewed as part of the assessment of program evaluation outcomes.

Praxis Professional School Counselor Exam

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

College of Education - Inventory of Candidate Proficiencies

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

Auburn University Graduates Survey

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

Counselor Education Advisory Committee

Every two years the Counselor Education programs conduct a meeting of the Counselor Education Advisory Committee. The Advisory Committee consists of current student

representatives, program alumni, current Site Supervisors, and community level stakeholders. The Advisory Committee provides feedback on the CED programs, training, quality of student preparation, and on identified professional development issues.

Alumni Survey

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

Supervisor/Employer Survey

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

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