Counselor Education & Supervision (CED) Doctoral Program Handbook

Department of Special Education, Rehabilitation and Counseling

2024 - 2025

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INTRODUCTION

Welcome to the Auburn University Counselor Education doctoral program, we are excited you have chosen to join our program for your next step in your academic and professional journey! The Counselor Education Department is committed to supporting you in your matriculation in the program which has five core areas of focus per CACREP (2024):

- Counseling

- Supervision

- Teaching

- Research & Scholarship

- Leadership & Advocacy

This CED program handbook is indented to provide you with an informational guide to helpful resources and policies that will be useful to you throughout your time in the program. Here, you will find resources including but not limited to the program of study, procedures, policies, matriculation, and the dissertation process. Additional information related to fieldwork experiences as well as practicum and internship can be found in the CED Fieldwork Experiences Handbook. This information will also be provided to you during the New Student Orientation and the COUN 8510 Contemporary Issues in Counselor Education course taken during the fall semester of the first year of the program.

While this handbook covers essential information specific to the Auburn University CED program it remains a living document and will be updated as needed to include the most up to day university and program information. Students will be notified of any changes to the handbook on an as needed basis.

We encourage you to explore the resources offered to you through Auburn University, the college and department that are included in this handbook to enhance your overall experience in the program. Engaging and making connections with faculty, both in and out of the program, will be invaluable to your experience in the CED program.

It is our goal as a program to provide you with a challenging education that will enhance your knowledge, skills, and competency in Counselor Education. As faculty, we want you to thrive and are here to support your journey; we challenge you to embrace this process and take advantage of the opportunity.

Sincerely,

Dr. Jill Meyer
Professor, CED Director, & CED Doctoral Program Co-Coordinator

Dr. Lindsay Portela
Assistant Professor & CED Doctoral Program Co-Coordinator

COUNSELOR EDUCATION PROGRAMS

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 programs in Clinical Mental Health Counseling (CMHC), Clinical Rehabilitation Counseling (CRC), and School Counseling (CPS). Currently all CED programs are CACREP (Council for Accreditation of Counseling and Related Educational Programs) accredited. The Master's degree program in school counseling is also approved by the Alabama State Board of Education.

SPECIAL EDUCATION, REHABILITATION AND COUNSELING FACULTY

The Faculty of the Department of Special Education, Rehabilitation and Counseling represent the disciplines of special education, rehabilitation, counselor education, and counseling psychology.

Degrees Offered

/// **PROGRAMS OF STUDY**

MASTER'S PROGRAMS

Master of Education (M.Ed.) -- Clinical Mental Health Counseling

Master of Education (M.Ed.) -- Clinical Rehabilitation Counseling

Master of Education (M.Ed.) -- School Counseling

DOCTORAL PROGRAM

Doctor of Philosophy (Ph.D.) -- Counselor Education

CERTIFICATE

Vocational Evaluation Forensic Certificate

<h1 style="text-align:center">COUNSELOR EDUCATION PROGRAMS' MISSION STATEMENT</h1>

The CED program at Auburn University offers high quality graduate education programs for counselors and counselor educators. The program includes Master level counseling degrees in <u>Clinical Mental Health Counseling</u>, <u>School Counseling</u> and <u>Clinical Rehabilitation Counseling</u>, and a doctoral degree in <u>Counselor Education</u>.

COUNSELOR EDUCATION PROGRAMS' GOAL AND MISSION

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. The program's focus is on the development of competencies addressing biopsychosocial, environmental, educational, and systemic barriers to mental health and wellness.

Students engage in challenging educational and counseling practice experiences focused on enhancing their skills and knowledge with an emphasis on culturally sustaining practice. Further, the department seeks to foster an egalitarian culture in which individual creativity, ethical behavior, professional identity, and scholarship are reinforced and nurtured across all programs. A central foundation of this mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program's understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices.

These principles are in alignment with our professional, ethical, and accreditation standards including: 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.

<h2 style="text-align:center">COUNSELOR EDUCATION DOCTORAL PROGRAM
ACCREDITATION, CORE CURRICULUM, & PROGRAM OBJECTIVES</h2>

The CACREP accredited Counselor Education PhD program is designed to prepare professionals who are ethically and effectively trained in the areas of counseling, clinical supervision, teaching, leadership and advocacy, and research. Infused in these areas is an emphasis on diversity, social justice, and advocacy by incorporating culturally sustaining content and strategies to future counselor educators.

PROGRAM OBJECTIVES: REFLECTING CACREP 2024 STANDARDS

The program objectives addressing Section 2, Standard B.1 (reflect current knowledge and projective needs concerning counseling practice in a multicultural and pluralistic society) **include:**

- *Doctoral students will engage in counselor education practice that infuses advocacy, diversity, and social justice.*

The program objectives address Section 2, Standard B.2 (reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies) **include:**

- *The Counselor Education programs focus on engaging all stakeholders in the development and assessment of program objectives. This includes the engagement of our Advisory Committees which include student representatives, faculty, student, and cooperating agencies and counseling professionals.*

The program objectives addressing Section 2, Standard B.3 (address student learning) **include:**

- **The primary Mission Statement Goal of the Counselor Education Program**:
  - *Develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area.*

- **Counselor Education Doctoral Program Objectives/Student learning outcomes**:
  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 within counselor education including:
     - Teaching
     - Research
     - Counseling
     - Supervision
     - Leadership and Advocacy

  *These outcomes also include the **Demonstration of professional dispositions***

COUNSELOR EDUCATION DOCTORAL PROGRAM ADMISSION AND APPLICATION PROCESS

Doctoral program admissions decisions are based on the following criteria, as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024):

- Academic aptitude for doctoral-level study consistent with program delivery type
- Previous or current professional experience
- Professional dispositions consistent with professional practice
- Oral and written communication skills
- Commitment to diversity, equity, inclusion, and social justice
- Potential for scholarship
- Potential for leadership and advocacy

MASTER'S LEVEL GRADUATE PREPARATION

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

Applicants must meet the minimum GPA requirement of 3.0 GPA in graduate level master's coursework. Applicants will also be required to complete:

1. program application (which includes the submission of 3 reference letters, statement of intent, cultural statement, transcripts, resume or CV, and the TOEFL for international students)
2. AU Graduate School application

INTERNATIONAL STUDENTS

International students applying to any of the Counselor Education Programs must have a TOEFL score that meets or exceeds the required score identified by the Auburn University Graduate School. (Paper TOEFL 550, Computer TOEFL 213, iBT TOEFL 79). For more information please see the instruction information for international applicants found on the graduate school website.

APPLICATION INFORMATION

Students applying to the Counselor Education Doctoral program will need to complete both the program and Auburn University Graduate School applications. The program application includes ***consideration of written communication skills, cultural sensitivity and awareness, potential for scholarship, professional leadership, and advocacy, professional goals and academic aptitude in a digitally delivered program for doctoral-level study.*** These areas and additional competency areas are also assessed in the CED doctoral interviews (see hyperlinks below):

Counselor Education, Ph.D. Program Materials and Application

Auburn University Graduate School Application Materials and Information

ADMISSIONS SELECTIONS PROCESS

Selection for admission is based on a number of factors and considerations in order to fully understand the applicant's potential for success in the Counselor Education doctoral program. Eligibility for admission requires that students submit strong applications demonstrating their intellectual ability, pertinent academic and professional experience, and adequate preparation for advanced study and research in the field of Counselor Education. When reviewing applications and interviewing applicants, reviewers rate applicants in the areas of:

- Aptitude for doctoral level study

- Previous professional experience

- Fitness for the profession

- Oral communication skills

- Cultural sensitivity and awareness

- Potential in the five areas of professional roles in Counselor Education

    1) Counseling

    2) Supervision

    3) Teaching

    4) Research & Scholarship

    5) Leadership & Advocacy

These areas are assessed in the following ways:

- Information provided by the student on their CED program application

    - Academic achievement – 60-credit hour CACREP approved counseling degree or equivalent master's program, coursework, and fulfillment of a practicum and internship experience that meets CACREP (2024) standards.

    - Letters of recommendation and performance ratings from references for evidence of personal and professional qualities which align with professional competence

    - Relevant professional, leadership and advocacy, and research experiences via the applicants Resume/CV and statement of intent

    - Evidence of cultural sensitivity and awareness via the applicant's cultural statement

    - and the interview process

CANDIDATE INTERVIEW

Candidates selected for consideration for admission will be required to participate in an interview process. This interview process will include individual and small group interviews. The primary format for the interviews is in-person (accommodations based on student needs will be considered).

The interview is conducted with a committee of counselor education program faculty. Current counselor education students also participate, their primary role is to provide mentoring and program information, they do not participate in selection decisions.

The interviews focus on the following key assessment areas: *academic aptitude for doctoral-level study consistent with program deliver type, previous or current professional experience, professional dispositions consistent with professional practice, oral and written communication skills, commitment to diversity, equity, inclusion, and social justice, potential for scholarship, and potential for professional leadership and advocacy.* (CACREP, 2024)

DEPARTMENTAL TRANSFER AND ADVISEMENT POLICIES

TRANSFERRING INTO THE CED DOCTORAL PROGRAM FROM ANOTHER SERC PROGRAM

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

POLICY AND PROCEDURES FOR *TRANSFERRING* IN A COURSE

This policy applies to students who enter the Counselor Education Doctoral program
(a) 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:

- Must be a *graduate course at the Educational Specialist or Doctoral level* course
- Must have been completed within 4 years prior to the start of the Doctoral Program
- Must have been completed through a *CACREP-accredited* counseling program or meet the course requirements for CACREP as approved by Counselor Education Program Coordinator
- Grade received must be *no less than a B*
- Doctoral foundation and practicum/internship courses **will not be eligible** for transfer credit
- A maximum of 9 hours *could possibly* be approved for transfer credit
- Students engaged in the application or admissions process can ask for a transfer course review from the Counselor Education Program Coordinator.
- All final decisions about accepting any transfer credit hours are dependent on approval by the student's Academic Advisor and Doctoral Committee

TRANSFER HOURS

- As per Auburn University Graduate School Policies:
  - Students seeking transfer credit must provide documentary evidence showing that the course is comparable to similar graduate courses at Auburn University and relevant to the student's plan of study (e.g., Course description, Course Syllabi).
  - Students must also provide an official transcript showing credit earned for the course.
- Once the student has an identified and approved Committee:
  - They will provide the committee with documentation pertaining to the transfer courses. This will include submitting the Auburn University Committee, Transfers, Exceptions and Candidacy (CTEC) Form (available through AU Access for current students)

PROGRAM OVERVIEW

PROGRAM FORMAT

The Counselor Education Doctoral Program is a digitally delivered program utilizing technology and digitally delivered methods for teaching, evaluation, assessment, and clinical practice/supervision. The program utilizes Canvas, Box, Zoom, and Tevera as well as both in-person and online education instructional formats. The Counselor Education core curriculum courses are offered primarily in-person but courses in ERMA are offered in synchronous, asynchronous, and in-person formats. Clinical practice courses (COUN 8910, COUN 8920) and corresponding supervision components are offered in a synchronous online format.

NEW STUDENT ORIENTATION

All programs within Counselor Education provide students with a formal orientation session during the Fall of their first year. The orientation session focuses on providing students information pertaining to program specific and University wide policies and procedures, reviewing ethical and professional obligations, discussing personal growth expectations and reviewing 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 through an accessible digital format (BOX) and discussed. This handbook is also provided to all students interested in applying to the program through the program's website.

As part of the process of orienting students to the program they are provided a **_Counselor Education Program Informed Consent Document._** This document outlines program expectations and requirements, licensure/certification eligibility, endorsement policies, personal growth activities and expectations, department, College and University policies, and responsibilities of program faculty. These areas are covered in the orientation meeting, the Student Handbook, and as part of the program's orientation course (COUN 8510 – Contemporary Issues in Counselor Education) completed by students in their first semester.

NAVIGATING THE DIGITALLY DELIVERED PROGRAM

All platforms used in the Counselor Education programs meet ethical and legal requirements (HIPPA, FERPA, ACA, 2014) as required by Auburn University. In addition, all technology utilizes a 2-factor authentication process that requires the individual to use their log in credentials and a secondary device to verify their identity.

Students and Faculty are provided support services for the use of technology through Auburn University:

- Biggio Center
- The College of Education Learning Resource Center
- The Auburn University Office of Informational Technology

AUBURN EMAIL AND USER ID

Auburn University email is the primary form of communication at AU. Students Email contact is not confidential and not to be used for confidential correspondence.

AU ACCESS

Auburn University's AU Access portal system provides a single sign-on entry point to a suite of internal communication and information management tools. AU Access provides secure access to all services connected to the portal: Academic Profile, Canvas (learning management system), DegreeWorks, Registration, TigerMail, calendars, campus news, and announcements.

CANVAS

Canvas is a learning management system that delivers dynamic engaging learning experiences and is used in all digitally delivered classes to manage and house course content, material, and assignments as a digital foundation for all aspects of higher-ed learning. Students will utilize Canvas for information on all course materials, syllabus, assignments, and grades.

BOX

Box is an online storage system that provides a secure means of storing course materials, recordings, and other documents. Students will utilize Box to upload class recordings, upload recordings and documentation for practicum and internship, and to store any other documents pertaining to the counseling program. When storing work samples students are required to secure all materials and work samples cannot contain identifiable data and can only be shared with approved University supervisors.

TEVERA

Tevera is a secure online assessment software system used for program assessment. Students will utilize Tevera to build their comprehensive portfolio that includes specific assignments in each course. Each semester, students will be informed on which assignments need to be uploaded. Tevera is also used to track practicum and internship hours, complete supervisor evaluations and other practicum/internship site documentation. Student's costs for Tevera includes providing students with unlimited access to this software for use of professional services such as tracking licensure hours. Tevera is only used for assessment purposes and tracking clinical practice hours, it is not used to house work-samples associated with these experiences.

ZOOM

Zoom is a web-based conferencing system that allows faculty and students to interact in real-time within an online space. Students will utilize zoom for class meetings, recording class role/plays or activities, advising meetings, supervision, and any other interactions that are necessary. Auburn University provides a HIPAA compliant zoom platform for professional and clinical meetings requiring this protection. BIGGIO Center Zoom Help

QUALTRICS

Qualtrics is a web survey tool that is used for assessment purposes in the program. This is used to complete the annual student review Process. CED Doctoral students will also use Qualtrics for Internship planning and application(s). Students also have access to Qualtrics for their research or assessment needs through AU Access.

AU EVALUATE

AU Evaluate is a web-based application that allows students an opportunity to regularly and systematically evaluate the faculty teaching CED courses by completing the course evaluations at the conclusion of each semester. The course evaluation provided by Auburn University has Likert and open-ended response questions providing students to provide as much feedback as desired. Students are emailed a link to complete these evaluations, and access to this evaluation is also integrated into Canvas. Evaluations are conducted in the final weeks of the course, student responses are anonymous, feedback is compiled and returned to faculty after grades have been posted. Student evaluation feedback does not impact the student's grade in the course, students are encouraged to utilize the text box response options to give details related to their experience.

TECHNOLOGY COMPETENCIES

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, Box, Tevera 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.

CERTIFICATION AND PROFESSIONAL IDENTITY

ENDORSEMENT POLICY FOR CREDENTIALING, LICENSURE, & EMPLOYMENT

Student requests for endorsements are to be directed to appropriate individual faculty. Decisions about the appropriateness of an endorsement for professional credentialing, licensure 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. Students are required to retain all documentation pertaining to completion of clinical practice courses including their logs and evaluations.

CREDENTIALING

LICENSED PROFESSIONAL COUNSELOR

Doctoral students who are interested in applying for licensure in Alabama should review the process and requirements pertaining to Alabama licensure (ABEC). Alabama requires educational and supervised counseling experience (by a Certified Supervisor*) and a satisfactory score on the National Counselor Exam. Students may also consider looking at the licensure requirements for states they may be moving to post-degree.

Note Advanced students enrolled in Auburn University's Counselor Education Doctoral program who hold certification as a Counseling Supervisor from the Alabama Board of Examiners in Counseling (ABEC) may choose to provide supervision to graduates of the Auburn Master's programs. They however cannot provide supervision to other doctoral students currently in the program. This is to adhere to ethical policies pertaining to dual relationships and supervision.

> Counselor Education program faculty who serve as licensure supervisors follow the **F.1.j. ABEC ethical policy** (2016) which requires that they do not perform the role of licensure supervisor and training program supervisor in the student's or supervisee's training program. Thus, a faculty member providing licensure supervision will not also serve in the capacity of supervising doctoral students in clinical practice training courses (Counseling Practicum, Supervision Practicum, and the counseling or supervision components of Counseling Internship). In addition, the Counselor Education Program Coordinator will not serve as a licensure supervisor to any doctoral students currently enrolled in the program.

NATIONALLY CERTIFIED COUNSELOR

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

PROFESSIONAL ORGANIZATIONS

Students are encouraged to join and become involved in state and national professional associations such as the American Counseling Association (ACA), the Alabama Counseling Association (ALCA), and the divisions closely aligned with their specialty area, such as the American School Counselor Association (ASCA), American Rehabilitation Counseling Association (ARCA), or the American Mental Health Counselor Association (AMHCA) or areas of research. Engagement in professional leadership and advocacy are significant components of the Counselor Education doctoral program and reflected in the **CED Doctoral Portfolio** and **CED Student Annual Report**.

Students are also encouraged to become involved in Iota Delta Sigma (IDS), the Auburn University chapter of Chi Sigma Iota, the International Counseling Honorary Society. Student membership in IDS is based on GPA, program matriculation, and professional 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, within student meetings (IDS) and announcements within the department.

PROFESSIONAL LIABILITY INSURANCE

All College of Education students at Auburn University are covered under the Department of Education's Limited Professional Liability Policy. Each student is automatically billed for the insurance during the fall semester of each year of enrollment. If the student needs verification of the liability insurance, they may request a Certificate of Verification of Insurance form the Department of Risk Management and Safety, 334-844-4870.

As required by CACREP, 6.C.3 (2024) students are required to be covered by both the university liability insurance coverage and *by individual professional counseling liability insurance policies while engaged in counseling or supervision as part of their doctoral program.*

Students can purchase this insurance through several organizations including professional organizations (HSPO, AMHCA, ASCA). At the present time, student membership in the American Counseling Association does not include liability insurance for doctoral students.

AUBURN UNIVERSITY STUDENT SUPPORT AND RESOURCES

FINANCIAL ASSISTANCE

Auburn University provides information about <u>financial assistance and employment opportunities</u> at Auburn University. All students are provided general information about financial assistance in their admissions information packet.

ASSISTANTSHIPS

SERC GRADUATE ASSISTANTSHIPS

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

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

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

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

When students decide to vacate a non-SERC assistantship and want to apply for a SERC-funded assistantship, the priority in placing the student will generally reflect the priority listed above (first year

students have the highest priority and students who have been in the program longest have the lowest priority). Exceptions to the priority policies include when an assistantship has specific qualifications only found among advanced students (e.g., assistantships where students provide clinical services, assistantships where students must have completed specific courses to qualify) and when a student who has not previously been funded through SERC later wants a SERC-funded assistantship (those students would receive higher priority within their cohort). When students are considering assistantship options, they should be aware that SERC assistantships are not carried forward from year-to-year. Students currently holding a SERC assistantship should assume that they will need to identify and apply for other assistantship options for the following year. Program Faculty recognize that students often have specific professional interests that make a particular assistantship more desirable than others. Students are encouraged to pursue those assistantship opportunities, but the Program also expects that students who need the financial benefits provided by an assistantship will be open to applying to all assistantship opportunities for which they are qualified, as limited numbers of positions may mean the desired assistantship is not an option in any particular year. Program Faculty will assist students in identifying assistantship opportunities (including those outside of SERC), but the responsibility to secure funding ultimately resides with the student.

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

GRADUATE SCHOOL ASSISTANTSHIPS AND FUNDING

The Graduate School website has up to date information concerning Graduate Student Assistantships & Funding. Information in this site pertains to

But is not limited to the following:

Assistantship Listings (non-academic units)

Graduate Assistant Fees

Graduate Assistant Guidelines

Graduate Student Health Insurance

Graduate Tuition Fellowships

Fellowships & Financial Aid

Loan Deferment Form

Types of Graduate Assistantships

Required training for GAs, GRAs, GTAs Title IX Discrimination: Identifying & Responding to sexual

misconduct.

UNIVERSITY EMPLOYMENT

Part-time employment at Auburn University is available to both undergraduate and graduate students. also known as Weagle Workers. As a unit of University Human Resources (UHR), Weagle Workers was established to: assist with meeting the employment and business needs of the university, provide Auburn students with financial support while they pursue their academic goals, and offer Auburn students opportunities for academic and/or administrative and business-related job experience. Application may be made by contacting the Office of Student Employment, 300 Mary Martin Hall, Auburn University, AL 36849, (334) 844-1304.

UNIVERSITY RESOURCES

CAMPUS SAFETY & SECURITY

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

EMERGENCY PROCEDURES

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

HEALTH & WELLNESS

- *Medical assistance is available at the Auburn University Medical Clinic, (334) 844-4416.*
- *Personal/psychological services are available at the Student Counseling & Psychological Services Center, located on the second floor of the Auburn University Medical Clinic, 400 Lem Morrison Dr. Suite 2086, Auburn, Alabama 36849. (334) 844-5123.*
- *The Auburn University Career Center is located at 303 Martin Hall. (334) 844-4744.*
- *Campus housing and residence life information may be obtained from Auburn University Housing located in Burton Hall. Contact them by email or by phone (334) 844-4580.*
- *Campus Recreation: Student fees provide students with access to a wide range of recreational services, programs, and facilities.*
- *Auburn Cares https://aucares.auburn.edu/*
- *Office of Health Promotion and Wellness https://graduate.auburn.edu/health-wellness-resources/*
- *Safe Harbor (resource related to power-based personal violence) https://studentaffairs.auburn.edu/safe-harbor/*
- *Student Pharmacy https://pharmacy.auburn.edu/pharmacy/student.php*

TECHNOLOGY

- Microcomputer lab equipment, learning resources, and media resources and equipment are available in the College of Education Learning Resources Center.
- Office of Information Technology https://auburn.service-now.com/it?id=students

ACADEMICS

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

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CED PROGRAM & AUBURN UNIVERSITY POLICIES AND PROCEDURES

AUBURN UNIVERSITY GRADUATE SCHOOL

Students can access current Auburn University Graduate School policies and requirements at the Graduate School website. The graduate school calendar can be found here.

Within the Graduate School Handbook***, you will find:***

- Academic Policy
- Code of Student Conduct
- Discrimination/Harassment
- Due Process for Graduate Students
- Responsibilities of Graduate Assistants

CED PROGRAM POLICIES AND PROCEDURES

STUDENT DIVERSITY RECRUITMENT POLICY

The Counselor Education programs recruit students from diverse backgrounds and those from traditionally under-represented groups in the counseling profession. This policy is implemented in multiple ways (e.g., participation in graduate school recruitment fairs at Historically Black College and Universities; participation in the *AU President's Graduate Opportunity Program for Students*). The Department also supports the recruitment of students from diverse backgrounds through the SERC Diversity Scholarships.

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

DIVERSITY STATEMENT

The Auburn Counselor Education Program (CED) works to welcome and represent the diversity 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 diversity of our region, nation and world in alignment with the land grant mission of Auburn University. We strive to build a diverse community that includes individuals of various racial, ethnic, and socioeconomic backgrounds; ages; gender identities; affectional orientations; physical and mental abilities; and life experiences. 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 diverse human beings. In doing so,

students are prepared to meet the standards of the counseling profession and to work effectively and ethically with all clientele.

The Counselor Education program is deeply committed to fostering an environment of diversity and inclusion, where every student feels valued, respected, and supported. Our appreciation of diversity 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 diversity and inclusion seriously. Therefore, students will find themselves both challenged and supported in the areas of diversity, inclusion, and social justice counseling in all experiences across the curriculum.

Courses integrate literature and research developed and conducted by individuals with diverse identities 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 culturally sustaining clinical practice. Our program's commitment to student support is rooted in a strengths-based approach that celebrates the richness of our diverse student body and helps build resilience for challenges ahead extending beyond academics to promote holistic well-being and personal growth.

ETHICAL STANDARDS

Students engaged in all professional experiences, including Practicums and Internship, are required to follow the Counselor Education Doctoral Program, Auburn University, Practicum and Internship Site, and professional standards and practices. This includes following guidelines and standards related to HIPAA and FERPA compliance, and adhering to the *American Counseling Association Ethical Standards* (2014):

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. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. 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.

HARASSMENT AND DISCRIMINATION

The Department of Special Education, Rehabilitation and Counseling adheres to the Auburn University Harassment and Discrimination Policy. Any form of discrimination or harassment related to a person's race, color, sex, religion, national origin, age, or physical or mental disability is a violation of this policy.

This policy protects all university students, staff, and employees. A copy of the policy and steps for filing a complaint may be found in the Auburn University Policies webpage. Students filing a complaint may directly contact the Office of the Vice President for Student Affairs for more information. Faculty, staff, and other employees may contact the Office of Human Resources.

ACADEMIC HONESTY

Auburn University views academic honesty as critical to academic integrity and an important part of the educational process. All Auburn University students are required to follow the Auburn University Academic Honesty Code. Auburn University provides resources for students to be able to abide by the Academic Honesty Code and avoid academic dishonesty.

POLICY RELATED TO THE USE OF AI FOR CLASSROOM 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 to 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:

1. 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.

2. 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.

3. 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 and the Auburn University Academic Honesty Code. 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.   *Adopted from University of Central Florida*

ZOOM POLICY

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 - **SERC provides private individual counseling spaces** (Counseling Lab) 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.

RECORDING SESSIONS

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

- 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, speakers)
- 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).
- 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*.
- 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.
- As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
- 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.

POLICY OF VERIFYING HOURS

Students are required to retain all documentation related to practicum and internship (e.g., Logs, Evaluations, Site and Supervisor Information, etc.). 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.

STATEMENT ABOUT COURSE SCHEDULING

I understand that the CED Programs cannot make accommodations for individual student work schedules. I understand that 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 – 5:00) and it is my responsibility to make the necessary schedule adjustments to be in attendance.

<h1 style="text-align:center">STUDENT CONDUCT</h1>

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

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 are 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.

GRADE GRIEVANCES

In all instances, the Department of Special Education, Rehabilitation and Counseling adheres to the Auburn University Student Academic Grievance Policy. This policy provides a means for students to resolve academic grievances resulting from actions from faculty and administration. This policy, types of grievances, grievance committee description and procedures, and policy revisions may be found at the Auburn University Policies webpage.

REMEDIATION AND RETENTION POLICY

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

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

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

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

In instances of remediation or dismissal, the student's Remediation Committee prepares a statement of concerns outlining the problem(s). The statement of concerns must have the unanimous support of all members of a student's committee. These concerns are then addressed in a meeting with the student. Students will be provided with the option of attending this meeting through zoom (privacy compliant) or in-person. This process is developmental and can lead to outcomes including transferring or leaving the program, remediation, or dismissal when necessary. If remediation is recommended by the committee, the potential steps for addressing concerns are outlined and discussed with the student. The student will be informed of their rights and sign an informed consent document.

REMEDIATION COMMITTEE

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

REMEDIATION PROCESS

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

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

- Specific measures to be taken by the student.

- Timeline for completing the plan.

- The means for determining whether the measures taken have resulted in desired outcomes.

- The consequences to the student if there is a failure to remedy the problem within the specified timeline, which includes potential of being dismissed from the Counselor Education Program.

- The student's rights in the remediation process and informed consent.

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

- Documentation of the grievances, the plan for remediation, and a summary of the Remediation Committee meeting will be given to the student, Department Head, and when appropriate the Academic Dean and the Dean of the Graduate School.

- If the student's Remediation Committee determines that the remediation efforts have been successful at the end of the designated timeline, each of the individuals listed above will be notified by letter.

- If the student's Remediation Committee determines that the conditions for remediation have not been met in the time designated, the student will be given time to prepare and present his/her case to the full Counselor Education faculty and Committee members. The faculty and Committee will make a recommendation based on input from the student. If the recommendation is made to dismiss the student from the Counselor Education program, the committee will prepare a statement reiterating the grievances and forward it to the same individuals listed in "A" above.

- The Dean of the Graduate School will give the student an opportunity to respond and will then make a decision regarding the committee's recommendation. If the final decision is to dismiss the student from the program, the student's Remediation Committee will be responsible for facilitating this transition for the student.

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

STUDENT RESOURCES

SEXUAL MISCONDUCT RESOURCES

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources.

STUDENT COUNSELING & PSYCHOLOGICAL SERVICES

The counseling services provided by AU Student Counseling and Psychological Services can be found at: https://scps.auburn.edu/   This includes information about services (e.g., individual counseling, group counseling, wellness programming) provided to students for mental health needs. Students in the digitally delivered programs are provided both in-person and digitally delivered counseling services. Digitally delivered counseling services are provided using HIPPA compliant zoom. Provision of online counseling services are provided in compliance with state laws. If state provisions do not allow for online counseling referral information and services are provided to students.

AUBURN CARES

Auburn Cares staff support students and families through challenging and complex situations, which may include mental health, physical health, personal and family emergencies, financial hardships or other areas of concern. Auburn Cares also oversees the **Campus Food Pantry**, the **Safe Harbor program** and facilitates the **medical withdrawal process**.

THE MILLER WRITING CENTER

Please see the website: https://auburn.edu/academic/provost/university-writing/miller-writing-center/ for information on free writing services available to students.

THE AUBURN UNIVERSITY CAREER CENTER

Helps equip and empower students to realize and successfully pursue their educational and career goals. The link to the career center can be found here.

THE RALPH BROWN DRAUGHON LIBRARY

The Ralph Brown Draughon Library (RBD) is named in honor of Ralph Brown Draughon, president of Auburn University from 1947 to 1965, and a moving force behind the construction of the original portion of the library. Learning and research materials, support and resources are provided to students in formats that support all students in the digitally delivered programs

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. Students can also access these resources through the online sites provided below.

The Education Library Specialist is: Todd Shipman: todd.shipman@auburn.edu. The library also provides online subject and journal searches https://www.lib.auburn.edu 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 Library Specialist in their program area of study (Education).

Students can use **Document Delivery Services** http://www.lib.auburn.edu/ill/ to have library materials delivered on campus. Inter-library Loan services can provide access to materials owned by other libraries and AUBIExpress allows for articles and book chapters to be delivered to you electronically.

MEDIA AND DIGITAL RESOURCE LABORATORY (MDRL)

The MDRL at the RBD Library helps Auburn University students and faculty create and use multimedia materials in their class assignments, projects, and scholarly research. The laboratory provides access to the latest multimedia hardware and software, together with the on-site technical expertise needed to use these resources. The staff and students in the MDRL are committed to serving the multimedia technology needs of Auburn University students and faculty in all academic disciplines. Services for users with disabilities are available as are online chat and zoom consultations and support as needed.

COUNSELING PRACTICE AND SUPERVISION LABS

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

The Counseling Labs are located in Haley Center. 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

- 1218 - Clinical Practice Classroom/Large Group Room: This room contains videotaping, smart classroom, and observation equipment. While group or individual sessions can be taped in this room it is most appropriate for large groups. This room is also used for viewing videotaped materials. In addition, practicum group supervision is held in this room. This room can only be reserved with Faculty permission.

- Supervision/Observation Rooms (1220 A&D & 1219 Haley Center): These room contain observation equipment supervisors use to monitor the individual counseling rooms. ***These rooms can only be used by faculty or doctoral student supervisors with permission.***

- Individual Rooms (1220 A&D & 1219 Haley Center): These two rooms are to be used by students for digital recording of supervision sessions, clinical practice demonstrations or clinical skill demonstrations.

- Students must follow all program policies regarding work-samples and taping of supervisory meetings as outlined in the master's and Doctoral Fieldwork Experiences Handbooks.

SCHEDULING AND USE OF THE LAB

- Rooms are reserved electronically through Outlook

- Students schedule only for the actual space they will be using.

- 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.

- The supervision/observation rooms are not available for reservation.

- 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.

LAB MAINTENANCE

- Use of lab facilities by students is limited to only class purposes or requirements.

- Lab facilities are to be maintained and kept clean.

- 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.

- 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.

COUNSELOR EDUCATION ASSESSMENTS
STUDENT & PROGRAM

The **CED Comprehensive Assessment Plan** addresses the components of program evaluation in the Counselor Education program. 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 **CED Program Outcomes Report** is also found on the website and it includes annual assessment outcomes, program and updates related to assessments from program graduates, pass rates on credentialing exams, completion and matriculation rates, and job placement rates, and program-wide assessments.

COUNSELOR EDUCATION DOCTORAL PROGRAM OBJECTIVES/STUDENT LEARNING OUTCOMES

The program focuses on Program Objectives/Student learning outcomes linked to these 5 areas reflected in the CACREP (2024) standards which can be found here.

1. Teaching

2. Supervision

3. Counseling

4. Research and Program Evaluation

5. Leadership and Advocacy

DOCTORAL PROGRAM OBJECTIVES

a) Students will demonstrate knowledge, awareness, and skills necessary for competent and ethical professional practice.
b) Students will demonstrate the skills, knowledge, and awareness to work within a diverse, multicultural, and global society.
c) Students will demonstrate the professional behavior, skills, and knowledge necessary for competent practice within counselor education including:
    i) Teaching
    ii) Research
    iii) Counseling
    iv) Supervision
    v) Leadership and Advocacy

A component of the student assessment process are the policies and procedures related to the **Counselor Education Programs' Retention and Remediation Policy** which is a component of the **Annual Review of Student Progress.**

ANNUAL REVIEW OF STUDENT PROGRESS

Students in the digitally delivered Counseling Education programs 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** each year on all students.

The areas evaluated are reflective of CACREP (2024) professional areas of practice and measured using student academic quality. 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 via email. This assessment process is completed through the use of Qualtrics. As per the policies of Auburn University and professional ethical and legal standards (CACREP, 2024, APA, 2015 including HIPPA and FERPA requirements.

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

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

ACADEMIC QUALITY AND KEY PERFORMANCE INDICATORS AND STUDENT MATRICULATION – This includes student's GPA, rubrics and evaluations, and matriculation through program coursework and requirements.

Dispositions - *Dispositions are defined as core values, attitudes, behaviors, and beliefs needed to become an effective and competent professional* (Damon, 2007, as cited in Spurgeon, Gibbons, & Cochran, 2012, p. 97). Assessed in the Annual Review are students' professional and academic dispositions related to preparation and practice in counseling. The three areas of dispositions assessed in the Annual Review are: 1) Academic and Professional Behavior, 2) Reflective Practice and Behavior, and 3) Diversity and Respect for Others

PROFESSIONAL SKILLS AND KNOWLEDGE COMPETENCY AREAS: Based on the CACREP (2024) foundation areas and linked to the identified key student learning indicators, students in the doctoral program are evaluated on their performance and outcomes across these areas: 1) Counseling, 2) Supervision, 3) Teaching, 4) Research & Scholarship, and 5) Leadership & Advocacy in addition to Doctoral Practicum & Internships as well as Comprehensive Written Exam/ CED Portfolio

STUDENT AND STAKEHOLDER EVALUATIONS OF THE PROGRAM

Student evaluations of the program are conducted through teaching evaluations and formal program evaluations. In addition, program alumni are contacted, on a two-year cycle, to solicit their evaluation feedback about the program, faculty, department, and clinical experiences. Additionally, students have an opportunity to evaluate individual courses and instructors throughout their enrollment. Supervisors of

our students and employers of our alumni are also contacted on a two-year cycle to gather evaluation feedback on the preparation, skills, and professional competencies of our graduates. The program also engages in reviews through the **Counselor Education Program Advisory Committee**.

CURRICULUM AND PROGRAM PLANNING

CHAIR/MAJOR PROFESSOR

When students are admitted into the CED Doctoral Program, they receive an acceptance letter from the Auburn University Graduate School. This letter also identifies the student's **Major Professor** (Advisor). Students retain the right to change their Major Professor, this can be done through the Committee Selection process or prior to that through the Department. It is recommended that students making this change discuss this with both their current and proposed Major Professor.

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

At the Dissertation level the Major Professor may serve as the student's **Dissertation Chair**, or the student may identify a different Chair based on research focus. Please refer to the section in this handbook on the Dissertation process for more information. The policy of the Counselor Education Doctoral Program is that the Major Professor/Dissertation Chair must be a core Counselor Education Faculty member.

DOCTORAL COMMITTEES

As per University and CED Doctoral Program requirements, students are to identify a doctoral committee ***no later than summer of their second year***. The doctoral committee, with the Major Professor/Chair, serves as a critical component of the Comprehensive Oral Exam (the CED Portfolio is the written component of this exam). In addition, the Committee serves to approve the Dissertation Proposal and the components of the dissertation process.

The Counselor Education doctoral committee consists of a **minimum of 4 members**, including the Major Professor/Dissertation Chair. This committee must be composed of at least 2 Counselor Education program faculty and the majority of the committee must meet the requirements of AU Graduate Faculty Level 2. It is recommended that students discuss committee selection with their Major Professor/Dissertation Chair.

After conferral with Advisor and potential committee members, the student submits the [Committee, Transfers, Exceptions and Candidacy (CTEC) Form](#) (available through AU Access to current students). As per Auburn University Graduate School Policy, *committee section identifies student, committee chair/ major professor, and members. The CTEC Form will require all committee members' Auburn University email address in addition to the CVs and full email addresses of any outside committee members.*

REQUIRED COURSES

Counselor Education requires that students work with their major professor on understanding required courses, pre-requisites for courses, and the sequence of courses. The Counselor Education program has a required program of study (**64 credit hours**), electives are permitted but course substitutions are **not** permitted. The required program of study is provided in the Auburn University Bulletin, our program website and in this handbook.

Counselor Education Program of Study
{64 Credit Hours)

Course Code	Course Title	Credit Hours
COUN 8510	Contemporary Issues in Counselor Education	3
COUN 8620	Advanced Theories: Cognitive/Behavioral	3
COUN 8300	Research Design and Counseling Evaluation	3
COUN 8910a	Advanced Counseling Practicum	3
COUN 8540	Counseling Supervision: Theories and Practices	3
COUN 8910b	Supervision Practicum	3
COUN 8700	Diversity and Social Justice in Counselor Education	3
COUN 8550	Counselor Education Pedagogy	3
COUN 8910c	Teaching Practicum	3
COUN 8910d	Research Practicum	3
ERMA8200	Survey Research Methods	3
ERMA 7210	Theory and Methodology of Qualitative Research	3
ERMA 7300	Design and Analysis in Education I	3
ERMA 7310	Design and Analysis in Education II	3
ERMA8100	Program Evaluation	3
COUN 8920	Counselor Education - Internship	9
COUN 8990	Research and Dissertation	10

CED Doctoral Program
Course Sequence

	Fall	Spring	Summer
YEAR ONE	COUN 8510 Contemporary Issues in Counselor Education **COUN 8550** Counselor Education Pedagogy **ERMA 7300** Design and Analysis in Education I	**COUN 8910** Counseling Practicum **ERMA 7310** Design and Analysis in Education II **COUN 8300:** Research Design and Counseling Education	**COUN 8540** Counseling Supervision Theories and Practices **COUN 8700** Diversity and Social Justice in Counselor Education **COUN 8620** Advanced Theories
YEAR TWO	**ERMA8100** Program Evaluation COUN 8910 Supervision Practicum **ERMA 7210** Theory Qualitative	**ERMA8200** Survey Research Methods **COUN 8910** Teaching Practicum **COUN 8910** Research Practicum	**COUN 8920** Counselor Education Internship **COUN 8990** Dissertation (with Chair approval)
YEAR THREE	COUN 8920 Counselor Education Internship COUN 8990 Dissertation	COUN 8920 Counselor Education Internship COUN 8990 Dissertation	**COUN 8990** Dissertation Students need to be enrolled in at least one credit hour in the semester they intend to defend their dissertation/Graduate

Please refer to the Planning Guide below for information about the sequence of courses and course requirements

PROGRAM PLANNING GUIDE

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

*Designates courses that may be offered multiple semesters so can be taken in different semesters for part-time students

COUN 8300 - Research Design: Students need to have completed ERMA 7300 prior to this course. If attending part-time it is recommended that students wait until the Summer of their second year to complete the course.

COUN 8910 – Teaching Practicum: Students complete teaching practicum in the Spring of their second year. Students can repeat Teaching Practicum or choose to integrate other supervised teaching experiences during internship to enhance their teaching competency.

Dissertation Hours: Students are required to be enrolled for at least one credit hour during the semester they intend to defend their dissertation

Financial Aid: The **Loan Deferment Form - GRAD8@@0** is used to certify certain students as full-time for financial aid qualification and for loan payback deferment. This form and financial loan deferment information can be found on the **Graduate School's Form Directory**.

GRADUATE STUDENT FEE WAIVER

Students who are in their final year of course work, specifically starting internship, ___may be___ eligible for requests for the Graduate Student Fee Waiver. This waiver applies to the fees students are charged for programs, services, and activities available to all students at Auburn University.

To be eligible the student must not be enrolled for any courses outside of internship (hybrid course) and/or dissertation hours. They must not be currently holding a GA or GTA position requiring them to work on campus or funded directly through SERC. Students will be contacted by the CED Coordinator near the end of the semester to determine if they are eligible.

DEGREE MATRICULATION AND GRADUATE SCHOOL REQUIREMENTS

Counselor Education doctoral students are required to become familiar with and follow all policies and procedures required by the Auburn University Graduate School (general policies). In addition, current students should be aware of the processes and procedures related to matriculation in the program, academic and clinical practice requirements, Graduate Comprehensive Exam and Oral Defense (CED Doctoral Portfolio and Defense), the dissertation process, and graduation requirements. The Auburn University Graduate School provides a checklist for doctoral students outlining these requirements and matriculation through the doctoral program.

1. **Matriculation as a doctoral student: All doctoral students must maintain Continuous Enrollment which requires that the student be enrolled for at least one credit hour for at least**

two semesters during every year they are in the program. Students who do not retain continuous enrollment will be determined to be inactive and will be required to apply for reactivation (Continuous Enrollment Policy).

2. **Students are expected to achieve Candidacy**: Successful completion of course requirements (excluding internship and dissertation) and defense of their Comprehensive Exam and Oral Defense) **within <u>six years</u> from the start of the program** (enrolled in coursework approved for the degree).

   Upon achieving the status of **candidacy**, the student has **four calendar years** to complete all remaining requirements for the doctoral degree. **Students who do not complete their degree in this timeline will be required to re-take their comprehensive exam (portfolio and oral) or alternatively not be supported in continuing in the program.**

3. **Graduation Requirements:** It is recommended that there be **<u>one full semester</u> between the general oral examination and the defense of the dissertation**. The non-fee credit <u>cannot</u> be used during the same semester as the defense when all the student is completing is the defense.

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

COUNSELOR EDUCATION DOCTORAL PORTFOLIO AND ORAL DEFENSE

The central organizing vehicle for the Comprehensive Written Examination is the **Counselor Education (CED) Doctoral Portfolio**, which contains documentation and evidence of student key performance indicators in the program.

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

The portfolio process is both summative and formative. Students are asked to consider portfolio development throughout their program, reflecting on the experiences or components that will demonstrate competencies. Students are also asked to consider developing or seeking out academic, counseling, teaching, supervisory, research and professional development experiences that will enhance their ability to demonstrate competence.

DOCTORAL PORTFOLIO COMPETENCIES

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

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

PORTFOLIO COMPETENCY AREAS

- Competency Area 1: **Teaching**

- Competency Area 2: **Clinical Supervision**

- Competency Area 3: **Research and Scholarship**

- Competency Area 4: **Counseling Practice**

- Competency Area 5: **Leadership and Advocacy**

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

COMPONENTS OF THE COUNSELOR EDUCATION DOCTORAL PORTFOLIO
REPRODUCTION/ARTIFACT COMPONENTS

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

ARTIFACTS**:** materials that are normally produced through coursework, clinical experiences, and professional development activities (e.g., treatment plans, research papers, conference presentation materials, course syllabi developed). Uploaded as supporting evidence to enhance the original written response to the prompt.

REPRODUCTIONS**:** materials that reproduce actual practice (e.g., videotapes, audiotapes). Uploaded as supporting evidence to enhance the original written response to the prompt.

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

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

personal and/or professional growth. Simply providing artifacts or reproductions without original written responses to the prompt may result in a non-passing score on that section.

COLLECTING MATERIALS AND DEVELOPING THE PORTFOLIO

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

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

PORTFOLIO SUBMISSION AND EVALUATION

1. Portfolio Submission: The CED Portfolio can be submitted during the Fall semester of the student's third year but **<u>must</u>** be submitted no later than the Fall of their fourth year.

2. Portfolios will be submitted on Monday, of the second full week of classes during Fall semester by 4:00 pm.

3. Students will be asked to confer agreement to submit prior to submission.

   - When a student has notified the program of the intent to submit their portfolio but does not submit on the required date and time **it will be considered a non-pass.**

   - A student can opt to submit their portfolio for the first time in the Fall of their 4th year. However, students must submit no later than the 4th year, not submitting at that time is considered non-pass.

   - A student who has not passed the portfolio will have one chance to re-submit. This can only be done in the following year during the standard time for submission (Fall).

4. **Submission Format:** The portfolio will be submitted using an *electronic* assessment program used within Counselor Education. Orientation about the portfolio will be provided in *COUN 8510 - Contemporary Issues in Counselor Education* as well as through program training sessions. Starting Fall 2023 portfolios will be developed, submitted and assessed using Canvas.

5. **Portfolio Evaluators:** CED Portfolios are reviewed by the CED program faculty and contributing faculty (College of Education faculty that teach courses required in the doctoral program). Students will receive scores and compiled feedback from the evaluators within 2-3 weeks of submitting the Portfolio from the CED Coordinator.

6. **Portfolio Evaluations:** Portfolios are evaluated across the items in a section, and with a section total score. Portfolios are evaluated using a 4-point rubric. Scores on this rubric range from:

> 1 – Unsatisfactory
>
> 2 – Marginal
>
> 3 – Competent
>
> 4 – Exemplary
>
> The portfolio sections have item and total section scores. A student has passed the section if they receive at least 2 scores (3 reviewers per section) at the "**Competent**" level. Students **must demonstrate "Competent" in a minimum of 4 sections of 5 total sections of the portfolio** to move onto the oral defense of the portfolio.

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

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

PORTFOLIO DEFENSE – GENERAL ORAL EXAMINATION

When students receive a passing score on their CED Doctoral Portfolio, they can move on to preparing for and scheduling their General Oral Exam with their Doctoral Committee. Students should consider the following as they prepare for the oral defense of their portfolio:

- Students must provide committee members who are outside the department (i.e., do not have electronic access to the portfolio) a copy of their portfolio and evaluations.

- Working with their Advisor/Chair, students should schedule the Oral Exam (typically 1.5-2 hrs.) and submit the Graduate School **Request for the Report on the General Oral Exam Form**. This form must be submitted to the Graduate School at least one week (5 working days) prior to the oral exam.

- Students are asked to develop a PowerPoint presentation that highlights areas of their portfolios and includes an overview of the evaluations for all sections. This should include items, within sections, they did not pass.

   o For sections that the student passed, provide a brief overview of components or areas that the student wants to highlight.

   o For items and sections that students did not pass, the oral exam is the time to address the limitations, demonstrate competencies, and to discuss how the student could have done a better job of demonstrating the competency.

   o If the student has an item or section for which they passed but a faculty member on their committee did not pass them on the section – it is recommended that they address this item or section in the oral presentation.

- Faculty may ask questions across multiple components of the student's portfolio or in any general areas of coursework and professional development.

- Following the student's presentation and committee members' questions, the student's Major Professor will ask the student to leave the room; this is standard procedure and allows the committee time to discuss the student's oral exam.

- When students pass both the oral and written components of the Comprehensive Exam, they acquire the status of a **Doctoral Candidate**. It is at this time they can move on to the **Dissertation Proposal** stage.

If students do not pass the General Oral Exam:

- The Doctoral Committee can recommend remediation to address the areas for which there are concerns or a competency was not demonstrated.

- After successfully completing remediation, the student can work to reschedule the Oral Exam. This can only occur once, if the student is not able to pass the Oral Exam on their second attempt, the student will be dismissed.

DOCTORAL DISSERTATION POLICIES AND PROCEDURES

General guidelines about the dissertation are provided in this handbook. Students are responsible for being familiar with all Auburn University requirements and policies pertaining to the dissertation process the AU Electronic thesis and Dissertation Guide as well as the AU Doctoral Completion Checklist are helpful resources. Students are also provided the **Counselor Education Program Dissertation Guide** to assist with CED policies and dissertation format requirements.

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

Students who have completed all coursework and are finalizing the dissertation may register for GRAD 8@@0 Dissertation Registration Completion. This is 0 credit hours and no grade. It requires an additional prerequisite: a minimum of 1 hour of 8910, 8920, 8950, 8980, or 8990.

DISSERTATION PROPOSAL

1. The dissertation proposal is developed by the student in conjunction with the student's **Dissertation Chair**.

2. Students should review the Auburn University Electronic Thesis and Dissertation Guide for the required guidelines. In addition, this handbook contains the approved formats for dissertations in Counselor Education. The format is to be approved by the Chair and Doctoral Dissertation Committee

   a. Traditional Format

   b. Alternate Format (final chapter is a manuscript)

3. **Doctoral Committee:** The Doctoral Committee will participate in the approval of the dissertation proposal and is described above.

4. The **dissertation proposal** includes:

   a. Chapters 1-3 in the **Traditional Format** (and references)

   b. Chapters 1-2 in the **Alternative Format** (and references)

   c. The proposal should also include materials needed to assess the data collection process and methods, this may include (but is not limited to), instruments or measures, data collection protocols, informed consent, interview protocols, and recruitment materials.

DISSERTATION PROPOSAL DEFENSE

1. The Counselor Education program requires that students defend their proposal at a meeting with their **Dissertation Committee**.

2. The dissertation proposal meeting can occur on the same day as the General Oral Exam (defense of the portfolio) under these conditions:

   a. The student must have the Major Professor/Dissertation Chair's approval

b. Procedurally, the **Oral Comprehensive Exam** must be completed first. This includes the Committee and Chair conferring on the outcome of this oral exam (with the student not present) after the student's oral examination.

c. Once the General Oral Exam has been formally approved the Dissertation Proposal process can begin.

3. Students must provide their Dissertation Committee members with copies of the proposal *within a timeline established with the Committee and Dissertation Chair*.

a. If feedback is received prior to the proposal defense, students may be asked to make changes prior to the proposal meeting or include in the proposal presentation.

4. General Guidelines for Preparing for the Proposal Meeting:

a. Students may be asked to develop a PowerPoint presentation for the proposal. This should be a brief presentation meant to highlight the significance, purpose, and method of the proposed research. It is meant to provide students a structure and organization for their discussion of the study, and they may expand verbally in the presentation. *The format is approved in conjunction with the Dissertation Chair.*

DISSERTATION PROCESS

1. As a reminder, it is *recommended* that there must be one full semester between your General Oral Exam (Oral Defense of your Portfolio) and defending your dissertation. Exceptions to this may be approved by the Graduate School.

2. With approval from your Chair, you can [submit the Dissertation First Draft Submission Form](#) to your Dissertation Committee. This approves the dissertation to move on to the **Outside Reader.**

3. **Outside Reader:** As the representative of The Graduate School, the University reader will review the dissertation and serve on the student's committee during the final examination.

a. The reader must come from outside the student's department.

b. The University Reader must approve the dissertation for the student to formally schedule their *Dissertation Defense.*

4. The student at this time also submits the approved dissertation electronically (email to doctoral@auburn.edu) to the Thesis and Dissertation Office (in a single file, in PDF format) for format check.

5. Once the University Reader has reviewed the dissertation, the student and their Chair will receive an electronic notification of the Reader's evaluation. If it is approved, they will be emailed the form to schedule the oral defense component of the dissertation process. This must be done a minimum of 5 working days prior to the scheduled defense.

a. When the University reader returns the dissertation evaluation, they will be provided the University reader's comments and suggestions to be addressed.

DISSERTATION DEFENSE

1. Students will follow similar steps to the dissertation proposal when scheduling the defense and preparing a presentation for the defense. This is done in conferral with the Dissertation Chair.

2. If recommendations for revisions were received from Dissertation Committee members prior to the defense meeting, students should address these recommendations and modify the dissertation as needed

   a. Committee members should be provided any revisions prior to the defense. It is recommended that this be accompanied by an explanation of the specific changes

3. Students should be aware of all the forms and processes involved in the dissertation defense process (Auburn University Electronic Thesis and Dissertation Guide)

4. All revisions recommended by the Committee must be made prior to the student complying with the Auburn University Graduate School policies related to electronic submission of the dissertation.

   Auburn University Graduate School: *When all work is completed and the "**Electronic Thesis and Dissertation Publishing Approval Request**" has been approved by the major professor / chair and committee, the student should submit the dissertation by the Graduate School deadline, in a single PDF file, through the [Auburn University Electronic Thesis and Dissertation (AUETD) system](#) for final review and in order to graduate that semester. A publication processing fee of $50.00 will be placed on the student's Bursar bill. At this time, the student should also complete the Survey of Earned Doctorates.*

GRADUATION

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

COUNSELOR EDUCATION DOCTORAL PROGRAM DISSERTATION GUIDE

STUDENT RESPONSIBILITIES

- To complete dissertation research that is focused on counseling practice, counselor education, and/or counseling supervision. This can include areas of training, practice, specialization, advocacy, professional development, diversity, or working with specific counseling issues or concerns. To develop a quantitative, qualitative, or mixed methods study that meets the expectation of the Counselor Education faculty, College of Education, Graduate School, and Auburn University.

- To write an integrative and comprehensive document that reflects the current literature and demonstrates research integrity.

- To use APA style formatting correctly.

- To demonstrate autonomy, ethical decision-making, and professional behaviors of an emerging Counselor Educator.

- To be receptive to chair and committee feedback in revising the proposal and dissertation.

- To be responsible for submitting a dissertation that includes formatting designated by the Graduate School.

- To keep track of university forms and timelines necessary for graduation.

DISSERTATION CHAIR RESPONSIBILITIES

- To assist the student in determining the dissertation format that is the best fit for the student, dissertation chair, and topic of study.

- To provide guidance and support to the students through the dissertation process.

- To assist the doctoral student in the development of a study and dissertation manuscript that meets expectations.

- To assist the doctoral student in identifying committee members and University Reader.

- To provide minimal grammatical and APA style formatting editing suggestions.

- To help student schedule the dissertation proposal and defense.

SOME GENERAL SUGGESTIONS

- *Please remember that APA format is required.* It is expected at the dissertation stage that you are familiar with the components and requirements pertaining to APA format.

- *Write in an integrative fashion.* If a student does not use an integrative writing style, this often delays progress as the student will be directed to return to the literature. In other words, think about using multiple references to support your statements.

- *Consider the use of an outline.* Organizing the components of your dissertation as well as the development of your research focus, integration of current literature and rationale for your study requires being organized.

- *Become familiar with sources and tools to do your research.* This includes sources for research (e.g., dissertations) and the support and services to assist students in the College of Education in their research activities.

- *Get outside help with technical writing.* Please make use of the resources at Auburn to help support your writing and the development of your writing skills. The Miller Writing Center has workshops, sessions, and support for Graduate Students.

- *Consider consultation with a qualitative and/or quantitative methodologist.* This may be done through consultation that is provided on campus (e.g., EFLT students) or off- campus. **However, students are ultimately responsible for their research analysis methods and results they include in their dissertations. This includes being able to justify, describe, and report on their analysis methods and results as part of the dissertation defense.**

- *Consider a program or method to collect and store the sources you are using.* There are programs for which you can upload your articles and then use to develop your reference page. It is essential that you can identify and integrate all your citations into your final reference page.

Practice self-care. The dissertation is a long process, and it is important that you practice self-care and balance your time.

COUNSELOR EDUCATION DISSERTATION FORMATS

Students will work with their dissertation chairs to determine which of the following formats the student will use to satisfy the dissertation requirement.

TRADITIONAL FORMAT: GENERAL OUTLINE

Proposal Includes: Chapters 1-3 and recruitment, consenting, and data collection materials

CHAPTER 1: INTRODUCTION

- Introduction to this chapter
- What is the problem – describe using relevant literature
- What studies have addressed the problem? Provide descriptions of these studies
- How have these studies been deficient? What holes are still there?
- How does your proposed study fill these holes to advance the profession's knowledge? Develop a strong rationale for and significance of your proposed study. Include a clear description of the significance to Counselor Education/Counseling Profession (This section should answer the question: Why do we care?)
- Purpose statement: What is the purpose of your study? ("The purpose of this study is to….")
- Operational Definitions of key terms used in your study
- Research Questions
- Chapter Summary

CHAPTER 2: LITERATURE REVIEW

- Introduction to the chapter
- Review of the Scholarly Literature
    - Includes comprehensive review of each major construct included in your study.
- The relevance of each construct reviewed to your study must be explicit.
    - Provide detailed information the relevant studies related to these constructs, including the results.
- Chapter summary

CHAPTER 3: METHOD

- Introduction to the chapter
- Description of the study design including a rationale for why this design has been selected for the study
- Procedures
    - Participants
        - Sample characteristics including inclusion and exclusion criteria
        - Procedures for inviting, screening process, and consenting participants
    - Data collection

- - Quantitative – instruments and methods used
    - Qualitative – interviews, transcriptions, artifacts, etc.
  - Data Analysis – proposed methods and rationale
  - Qualitative – trustworthiness and credibility
- Chapter summary

Chapter 4: Results

- Introduction to the chapter
- Describe findings related to your research questions
  - Quantitative - address results in relation to statistical analysis methods and findings
  - Qualitative – provide evidence of analysis process and corroboration of findings from participants' accounts
- Chapter summary

Chapter 5: Discussion

- Introduction to the chapter and discussion of your findings.
- Describe findings of your study in relationship to the existing literature. How do your findings advance our knowledge base on this topic?
- Implications of findings for counseling practice, supervision, and/or counselor education
- Limitations of your study
- Recommendations for Future Research
- Summary

References and Appendices

<h1 style="text-align:center">ALTERNATIVE FORMAT: INCLUDES SINGLE MANUSCRIPT</h1>

Proposal Includes: Chapters 1and 2 including recruitment, consenting, and data collection materials

CHAPTER 1: INTRODUCTION AND REVIEW OF LITERATURE

- What is the problem – describe using relevant literature
- Review of the scholarly literature related to the major constructs included in your study.
- Provide detailed information the relevant studies related to these constructs, including the results.
    - What studies have addressed the problem? Provide descriptions of these studies
    - How have these studies been deficient? What holes are still there?
- Significance of the study - How does your proposed study fill these holes to advance the profession's knowledge? Develop a strong rationale and significance of your proposed study. Include a clear description of the significance to Counselor Education/Counseling Profession (This section should answer the question: Why do we care?)
- Purpose statement: What is the purpose of your study?
- Research Questions
- Operational Definitions of key terms used in your study

CHAPTER 2: METHOD

- Description of the study design including a rationale for why this design has been selected for the study
- Procedures
    - Participants
        - Sample characteristics including inclusion and exclusion criteria
        - Procedures for inviting, screening process, and consenting participants
    - Data collection
        - Quantitative – instruments and methods used
        - Qualitative – interviews, transcriptions, artifacts, etc.
    - Data Analysis – proposed methods and rationale
    - Qualitative – trustworthiness and credibility

CHAPTER 3: RESULTS

- Describe findings related to your research questions
    - Quantitative - address results in relation to statistical analysis methods and findings
    - Qualitative – provide evidence of analysis process and corroboration of findings from participants' accounts

CHAPTER 4: DISCUSSION

- Describe findings of your study in relationship to the existing literature. How do your findings advance our knowledge base on this topic?

- Implications of findings for counseling practice, supervision, and/or **counselor education**
- Limitations of your study
- Recommendations for Future Research
- Summary

CHAPTER 5: MANUSCRIPT PREPARED FOR PUBLICATION

- The manuscript must be based on the student's dissertation study as described in chapters 1-4.
- The manuscript must include the following sections: introduction/literature review, method, results, discussion, reference page, and any appropriate tables/appendices.
- It is recommended that the student consider appropriate professional journals when formatting (typically 20-30 pages)

APPENDICES

Doctoral Key Performance Indicators (KPI) Assessment Table

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

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

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

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 8540 Counseling Supervision Theories and Practices: Clinical Supervision Model assignment	1st year	COUN 8540 Clinical Supervision Model Rubric: Faculty Instructor	Meets Expectations
COUN 8910 Practicum - Supervision: Final Individual University Supervisor Evaluation	2nd year	COUN 8910 Practicum - Supervision: Final Individual University Supervisor Evaluation: University Supervisor	Meets Expectations
Doctoral Portfolio: Supervision Section	3rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Supervision Section: CED Doctoral Program Faculty	Competent

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

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

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

Key Performance Indicator	Timing of Review	Assessment	Minimum Outcome Benchmarks
COUN 8300 Research Design and Counselor Education: Research Design Proposal	1st year	COUN 8300 Research Design Proposal: Faculty Instructor	Meets Expectations
COUN 8910 Research Practicum: Research Module	2nd year	COUN 8910 Research Module Rubric: Faculty Instructor	Meets Expectations
Doctoral Portfolio- Research Section	3rd year	CED Doctoral Portfolio Rubric (Qualtrics) – Research Section: CED Doctoral Program Faculty	Competent

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

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

Doctoral Dispositions Assessment Table

CED Doctoral Program – Dispositions (2.C.2.a.)
Disposition Academic and Professional Behavior
Appropriate Professional Dress
Attends to and completes academic and professional responsibilities in a timely manner
Appropriately uses technology (social media platforms, cell phones, computers)
Appropriate behavior in class
Academic and professional honesty
Demonstrates ethical behavior and practice
Protects confidentiality
Follows school and agency policies
Dispositions: Diversity and Respect for Others
Demonstrates cultural awareness and sensitivity
Honors student and client differences
Able to collaborate and work with peers
Establishes and maintains positive rapport with peers
Communication with peers is appropriate
Establishes and maintains positive rapport with faculty and other professionals
Communication with faculty and other professionals is appropriate
Dispositions: Reflective Practice and Behavior
Is receptive to feedback
Ability to reflect on performance
Demonstrates self-awareness
Able to integrate and apply feedback
Demonstrates ability to engage in professional development
Demonstrates ability to engage in academic development
Awareness of the impact of their behavior on others