Counselor Education (CED) Doctoral Program Handbook

Department of Special Education, Rehabilitation and Counseling
2084 Haley Center

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GENERAL DEPARTMENT INFORMATION

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

Counselor Education
Ph.D.

Clinical Mental Health Counseling
M.Ed.

Clinical Rehabilitation Counseling
M.Ed.

School Counseling
M.Ed.

COUNSELOR EDUCATION PROGRAMS' MISSION STATEMENT

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 Clinical Mental Health Counseling, School Counseling and Clinical Rehabilitation Counseling, and a doctoral degree in Counselor Education.

Counselor Education Programs' Goal and Mission

The primary mission of the CED program is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area. To accomplish this, the programs focus on the development of competencies to address biopsychosocial and environmental barriers to educational achievement and development. Students also engage in challenging educational experiences focused on enhancing their skills and knowledge with an emphasis on culturally-informed and holistic 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 the CED 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 this goal requires that students and faculty engage in the application of advocacy and social justice principles.

AUBURN UNIVERSITY COUNSELOR EDUCATION PROGRAM

The Counselor Education Doctoral Goal

The goal of the Counselor Education Doctoral Program is to prepare professionals who are trained in the areas of teaching, clinical supervision, counseling, leadership and advocacy, and research. Infused in these areas is an emphasis on diversity, social justice, and advocacy.

Program Objectives: Reflecting CACREP 2016 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:

Doctoral Program
- *Students will demonstrate knowledge and skills necessary for competent and ethical professional practice.*
- *Students will demonstrate the skills, knowledge, and awareness to work within a diverse society, including engagement in social justice and advocacy.*
- *Students will foster professional dispositions (i.e., academic and professional behavior, diversity and respect for others, reflective practice, and behavior) necessary for success as professional counselors.*
- *Students will demonstrate competency in counseling skills and supervision practice.*
- *Students will demonstrate knowledge and skill in counselor education*

curriculum and instruction.

- *Students will engage in counselor education practice that infuses advocacy, diversity, and social justice.*
- *Students will engage in research that contributes to counselor education, counseling, and supervision practice.*
- *These outcomes also include the **Demonstration of professional dispositions***

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.

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: https://wp.auburn.edu/biggio/
The College of Education Learning Resource Center: http://www.education.auburn.edu/LRC
The Auburn University Office of Informational Technology: https://www.auburn.edu/oit/sg/

Canvas
Canvas learning management system that is used in all digitally delivered classes to manage and house course content, material, and assignments. 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. BOX will be used starting Fall 2023 for the development and assessment of the CED Doctoral Portfolio. 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 include 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 HIPPA compliant zoom platform for professional and clinical meetings requiring this protection. https://wp.auburn.edu/biggio/teaching-technology/helpguide/zoom/hipaa-zoom/

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 to complete course evaluations each semester. Students are emailed a link to complete these evaluations and this application is also integrated into Canvas.

COUNSELOR EDUCATION DOCTORAL PROGRAM ADMISSION AND APPLICATION PROCESS

Online Application*:* 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 below):

COUNSELOR EDUCATION, Ph.D. APPLICATION
http://www.education.auburn.edu/graduate-degree-cert/counselor-education-ph-d/

Auburn University Graduate School Application Materials and Information: http://grad.auburn.edu/prospective.html

ADDITIONAL APPLICATION REQUIREMENTS

Master's Level Graduate Preparation
Individuals applying for the Counselor Education Doctoral Program will need 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 hrs. direct service) and a 600-

hour internship experience (240 hrs. direct service). Applicants without these requirements may be considered for the program but all deficits will need to be completed to matriculate through the doctoral program.

Applicants must meet the minimum GPA requirement of 3.5 GPA in graduate level master's coursework. Applicants will also be required to complete the program application (which includes 3 references), AU Graduate School application, and results from the GRE. As per program rules, scores cannot be more than 7 years old at the time of application. Please note, the GRE is considered only part of the overall application materials and is not weighed more heavily than any other requirement.

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)

CANDIDATE INTERVIEWS

Candidates selected for consideration for admission will be required to participate in an interview process. This interview process will include individual interviews 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 preparation, professional goals, previous professional experience, academic aptitude for graduate-level study in a digitally delivered program for doctoral study, fitness for the profession, including self-awareness and emotional stability, oral communication skills, cultural sensitivity and awareness, and potential for scholarship, professional leadership, and advocacy.* (CACREP 2016).

COUNSELOR EDUCATION PROGRAM AND 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.

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.

NEW STUDENT ORIENTATION

All programs within Counselor Education provide students with a formal orientation session during the Fall of their first year. During this meeting students are provided a student program handbook (Masters or Doctoral) that is disseminated through an accessible digital format (BOX). The handbooks are discussed during this orientation.

The orientation session focuses on providing students information pertaining to
Program and University policies and procedures, review ethical and professional obligations, discuss personal growth expectations and eligibility for licensure/certification. In addition, an opportunity is provided for new students to meet faculty and other students within and outside of their respective program areas. As part of the orientation meeting a copy of the Counselor Education Programs' Student Handbook is disseminated. This handbook is also provided to all students interested in applying to the program through the program's website.

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 courses completed by students in their first semester.

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)

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.

STUDENT CONDUCT

The Auburn University Office of Student Conduct (OSC) is 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](#).

CERTIFICATION AND PROFESSIONAL IDENTITY

ENDORSEMENT POLICY

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

AUBURN UNIVERSITY STUDENT SUPPORT AND TECHNOLOGY ASSISTANCE

FINANCIAL ASSISTANCE

Auburn University provides information about financial assistance and employment opportunities at Auburn University.

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

GRADUATE ASSISTANTSHIPS

A limited number of part-time graduate assistantships are available each year in the Special Education, Rehabilitation and Counseling. Preference is usually given to students enrolled in doctoral programs. Applications are available by contacting Nancy Evans.

UNIVERSITY EMPLOYMENT

Part-time employment at Auburn University is available to both undergraduate and

graduate students. Application may be made by contacting the Office of Student Employment, 300 Mary Martin Hall, Auburn University, AL 36849, (334) 844-1304.

CAMPUS STUDENT SERVICES

- **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.

- 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. The counseling center provides in-person and digitally delivered counseling services. Digitally delivered services are provide as permitted based on State counseling licensure laws. When necessary, referral services are provided to students. The Center is 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.

- The Auburn University Office of Accessibility: The Auburn University Office of Accessibility provides support and assistance for faculty, students and staff related to issues of accessibility and accommodations.

AU STUDENT SUPPORT AND TECHNOLOGY ASSISTANCE

STUDENT SUPPORT
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.

FINANCIAL ASSISTANCE http://www.education.auburn.edu/serc-scholarship-information

GRADUATE ASSISTANTSHIPS: http://www.education.auburn.edu/scholarships-financial-aid

The Auburn University [Career Center](#)

[The Auburn University Office of Accessibility](#): Provides support and assistance for faculty, students and staff related to issues of accessibility and accommodations.

UNIVERSITY EMPLOYMENT: http://wp.auburn.edu/studentaffairs/for-students/student-employment/

TECHNOLOGY ASSISTANCE

- **TEVERA:** Tevera is the online assessment software that students use to complete their program level assessment requirements. After creating an account, students are instructed to upload specific assignments throughout the program. Please see the following links for support with navigating |Tevera:https://knowledge.tevera.com/space/OS,https://knowledge.tevera.com/page/knowledgehub-students

- **The Biggio Center for the Enhancement of Teaching and Learning:** Provides training on academic and learning technology for students, faculty, and Graduate Teaching Assistants. This includes Canvas, Zoom (and HIPPA compliant zoom), Panopto and the integration of technology into teaching: https://wp.auburn.edu/biggio/technology/

- **The College of Education Learning Resource Center:** Provides informational and instructional resources and technologies to serve and support faculty, staff, and students. http://www.education.auburn.edu/LRC

  The Auburn University Office of Informational Technology: OIT provides technology services and tools to support faculty, staff, and students. This includes online chat, zoom, and training sessions.: https://www.auburn.edu/oit/sg/

- **Email/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. https://auburn.edu/about/currentstudents/

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.

The **Media and Digital Resource Laboratory** (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 in 1220 (2 - individual rooms, 1- supervision/observation room), 1219 (2 individual rooms, 1 group room and 1 supervision/observation room, and 1218 a clinical practice classroom and large group room.

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

1. 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.

2. Supervision/Observation Rooms (1220 & 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.***

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

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

Scheduling and Use of the Lab

1. A scheduling book for all lab space is in the Department of Special Education, Rehabilitation and Counseling office (Haley 2084).
2. Please remember to schedule only for the actual space you will be using.
3. 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.
4. The supervision/observation rooms are not available for reservation.
5. 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

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

COUNSELOR EDUCATION STUDENT – PROGRAM ASSESSMENTS

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 (2016) standards for doctoral Counselor Education programs
- Teaching
- Supervision
- Counseling
- Research and Program Evaluation
- Leadership and Advocacy

DOCTORAL PROGRAM OBJECTIVES
- *Students will demonstrate knowledge and skills necessary for competent and ethical professional practice.*
- *Students will demonstrate the skills, knowledge, and awareness to work within a diverse society, including engagement in social justice and advocacy.*
- *Students will foster professional dispositions (i.e., academic and professional behavior, diversity and respect for others, reflective practice, and behavior) necessary for success as professional counselors.*
- *Students will demonstrate competency in counseling skills and supervision practice.*
- *Students will demonstrate knowledge and skill in counselor education curriculum and instruction.*
- *Students will engage in counselor education practice that infuses advocacy, diversity, and social justice.*
- *Students will engage in research that contributes to counselor education, counseling, and supervision practice.*

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**. This review is conducted annually on all students.

The areas evaluated are reflective of CACREP (2016) student learning indicators. As part of this process

students are required to complete and submit a *Student Annual Report*. This report is requested by the Program Area Coordinators prior to the Annual Review and is submitted to the student's Academic Advisor. After the evaluation is completed, the student is provided a copy of their *Assessment Rubric for the Counselor Education Programs' Annual Review*. Students are required to verify receipt of the review. This assessment process is completed through the use of Qualtrics. As per the policies of Auburn University and professional ethical and legal standards (CACREP, 2016, APA, 2014) 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 Indicators and Student Matriculation:

This includes student's GPA, stage in program, 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:

- Academic and Professional Behavior
- Reflective Practice and Behavior
- Diversity and Respect for Others

Professional Skills and Knowledge Competency Areas:

Based on the CACREP (2016) foundation areas and linked to the identified key student learning indicators, students are evaluated on their performance and outcomes across these areas:

- Professional Orientation and Ethics Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Helping Relationships
- Group Work
- Assessment
- Research and Program Evaluation

REMEDIATION AND RETENTION POLICY

The Counselor Education Programs' Remediation and Retention Policy integrates the Auburn University Graduate School policy pertaining to annual evaluation of student progress and due process when concerns or issues are identified. This process is also in line with the American Counseling Association's *Code of Ethics* (ACA, 2014; Standard F.6.b. *Gatekeeping and Remediation*) and CACREP (2016) standards and related FERPA and HIPAA compliance. This includes areas including; professional behavior including to adhering to ethical and legal standards, academic standards, and University, COE, and Program standards.

Retention and Remediation

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

Remediation Process

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

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

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

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

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

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

C. If the student's committee determines that the conditions for remediation have not been met in the time designated, the student will be given time to prepare and present his/her case to the full Counselor Education

faculty and Committee members. The faculty and Committee will make a recommendation based on input from the student. If the recommendation is made to dismiss the student from the Counselor Education program, the committee will prepare a statement reiterating the grievances and forward it to the same individuals listed in "A" above.

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

Students have the right to due process and to grieve outcomes or decisions related to remediation or dismissal. Students can address concerns about their evaluation, the remediation process and plan, or recommendations related to dismissal. The first step is to address their concerns in meetings with their Major Professor and Academic Committee. If these concerns cannot be addressed, the students have the right to address their concerns with the Department Head 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 EVALUATIONS OF THE PROGRAM

Students have an opportunity to evaluate individual courses and instructors throughout their enrollment via an online system that is integrated in Canvas (AU evaluate).

ANNUAL EVALUATION OF GRADUATE TEACHING ASSISTANTS AND DOCTORAL STUDENTS

Auburn University Graduate School Policy: Effective Fall 2014, the graduate school will require that each department conduct—at least on an annual basis—an evaluation of the progress of each Graduate Teaching Assistant (GTA) and each graduate student enrolled in the doctoral program.

Reporting: Annually, each department will report to the graduate school, confirming that all evaluations of the GTAs and doctoral students have been completed. In addition, the department will provide the Graduate School with a summary of all instances in which a GTA or doctoral student has received an unsatisfactory review.

Expectations: Each department will be responsible for developing procedures (if not in place) for the annual evaluation of the progress of GTAs and doctoral students. Following guidelines for best practices, the review should include at least the following:

- A student self-report and assessment of academic progress; teaching (if applicable); and research (if applicable) [prepared in advance of the conference].
- A report prepared by the student's advisor (and preferably at least one other faculty member, e.g., a member of the student's advisory committee) that assesses the student's academic progress; teaching (if applicable); and research (if applicable) that identifies strengths and weaknesses and establishes expectations for the next year. The reports may be augmented by reports from teaching or other members of the student's advisory committee.

- The student must have an opportunity to discuss the report in person.
- A signed copy of the written assessment should be placed in the student's file and a copy given to the student.

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**.

COUNSELOR EDUCATION (CED) DOCTORAL DEGREE

CURRICULUM AND PROGRAM PLANNING

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. 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 (Doctoral 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 and 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
ERMA 8200	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
ERMA 8100	Program Evaluation	3
COUN 8920	Counselor Education - Internship	9
COUN 8990	Research and Dissertation	10

Counselor Education Course Sequence
Based on Full-time Enrollment

Fall	Spring	Summer
COUN 8510: Contemporary Issues in Counselor Education COUN 8550: Counselor Education Pedagogy *ERMA 7300: Design and Analysis in Education I	COUN 8910: Practicum – Advanced Counseling COUN 8620: Advanced Theories *ERMA 7310: Design and Analysis in Education II	COUN 8700: Diversity and Social Justice in Counselor Education COUN 8540: Counseling Supervision Theories and Practices COUN 8300: Research Design in Counselor Education COUN 8910: Teaching Practicum (can be taken Summer or Fall)
Fall	**Spring**	**Summer**
*ERMA 8100: Program Evaluation COUN 8910: Supervision Practicum COUN 8910: Teaching Practicum (can be taken Summer or Fall)	*ERMA 8200: Survey Research Methods COUN 8910: Research Practicum *ERMA 7210: Theory and Methodology of Qualitative Research	COUN 8920: Internship COUN 8990: Dissertation
Fall	**Spring**	**Summer**
COUN 8920: Internship COUN 8990: Dissertation **CED Doctoral Portfolio –** Due the second Monday of the first full week of classes in the Fall Semester. Can be submitted when the student has completed the required course components for the **Portfolio**.	COUN 8920: Internship COUN 8990: Dissertation	COUN 8990: Dissertation

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

Planning Guide

This is 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 and ERMA 7310 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: It is recommended in the Fall of the second year, but with approval students can consider taking it as early as Summer of their first year. Students can repeat Teaching Practicum or choose to integrate other supervised teaching experiences.

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**.

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. 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 six years 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 **one full semester between the general oral examination and the defense of the dissertation**. The non-fee credit cannot 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 his or her knowledge base, competencies, and skills have reached a level of attainment commensurate not only with the expectations of faculty, but also with his or her 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**

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 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).

Reproductions: materials that reproduce actual practice (e.g., videotapes, audiotapes).

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 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.*

Collecting Materials and Developing the Portfolio

The Counselor Education Doctoral Portfolio template includes all the competency areas that must be addressed in the completed 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 must 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* through program training sessions. Starting Fall 2023 portfolios will be developed, submitted and assessed using BOX.

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 feedback and evaluations from the evaluators within 2-3 weeks of submitting the Portfolio.

6. **Portfolio Evaluations:** Portfolios are evaluated across the items in a section, and with a section total score.

   Portfolios are evaluated using a 3-point rubric. Scores on this rubric range from:
   > **1-Does not Meet Expectations**
   > **2-Meets Expectations**
   > **3-Exceeds Expectations**

   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 **Meets Expectation** level.

   Students **must demonstrate Meets Expectations 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 **General Oral Exam Form** ([Form A](#)). 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.

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

  - 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.

  - 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 PROCEDURE

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 (Auburn University Electronic Thesis and Dissertation Guide, AU Doctoral Completion Checklist). 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

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
1. To complete dissertation research that is focused on counseling practice, counselor education, and/or counseling supervision.
2. 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.
3. To write an integrative and comprehensive document that reflects the current literature and demonstrates research integrity.
4. To use APA style formatting correctly.

5. To demonstrate autonomy, ethical decision-making, and professional behaviors of an emerging Counselor Educator.
6. To be receptive to chair and committee feedback in revising the proposal and dissertation.
7. To be responsible for submitting a dissertation that includes formatting designated by the Graduate School. Helpful links:
   a. http://graduate.auburn.edu/current-students/electronic-thesis-dissertation- guide/
   b. http://graduate.auburn.edu/current-students/doctoral-completion-checklist/
8. To keep track of university forms and timelines necessary for graduation.

DISSERTATION CHAIR RESPONSIBILITIES
1. To assist the student in determining the dissertation format that is the best fit for the student, dissertation chair, and topic of study.
2. To provide guidance and support to the students through the dissertation process.
3. To assist the doctoral student in the development of a study and dissertation manuscript that meets expectations.
4. To assist the doctoral student in identifying committee members and University Reader.
5. To provide minimal grammatical and APA style formatting editing suggestions.
6. To help student schedule the dissertation proposal and defense.

SOME GENERAL SUGGESTIONS

1. *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.

2. *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.

3. *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.

4. *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.

5. *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. Writing Center has workshops, sessions, and support for Graduate Students.

6. *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.**

7. *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.

8. *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.

<u>Traditional Format: General Outline</u>

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
1. Introduction to the chapter
2. Description of the study design including a rationale for why this design has been selected for the study

3. Procedures
    a. Participants
        i. Sample characteristics including inclusion and exclusion criteria
        ii. Procedures for inviting, screening process, and consenting participants
    b. Data collection
        i. Quantitative – instruments and methods used
        ii. Qualitative – interviews, transcriptions, artifacts, etc.
    c. Data Analysis – proposed methods and rationale
    d. Qualitative – trustworthiness and credibility
4. Chapter summary

Chapter 4: Results

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

Chapter 5: Discussion

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

References and Appendices

<u>Alternative Format: Includes Single Manuscript</u>

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

Chapter 1: Introduction and Review of Literature

1. What is the problem – describe using relevant literature
2. Review of the scholarly literature related to the major constructs included in your study.
3. Provide detailed information the relevant studies related to these constructs, including the results.
    a. What studies have addressed the problem? Provide descriptions of these studies
    b. How have these studies been deficient? What holes are still there?
4. 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?)
5. Purpose statement: What is the purpose of your study?
6. Research Questions
7. Operational Definitions of key terms used in your study

Chapter 2: Method

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

Chapter 3: Results

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

Chapter 4: Discussion

1. Describe findings of your study in relationship to the existing literature. How do your findings advance our knowledge base on this topic?
2. Implications of findings for counseling practice, supervision, and/or **counselor education**
3. Limitations of your study
4. Recommendations for Future Research
5. Summary

Chapter 5: Manuscript Prepared for Publication

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

References Appendices

APPENDICES

Counselor Education Programs (CMHC, CPS, REHB, CED)
INFORMED CONSENT AGREEMENT

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

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

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

2. As a prospective counselor or counselor educator-in-training, I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling profession (American Counseling Association, 2014) and appropriate specialty areas. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers, faculty, site supervisors, and clients/students. This includes following the policies and procedures of student conduct and behavior at Auburn University.
    AU Academic Honesty Policy: http://www.auburn.edu/academic/provost/academicHonesty.html.

    AU Student Conduct : http://www.auburn.edu/student_info/student_affairs/studentconduct/index.php

3. I understand that students are expected to maintain professional standards of behavior in public settings and must also consider that all personal discourse on social media and other online platforms are inherently public behavior and fall under standards of professional behavior. Students who engage in behavior that violates a client's confidentiality or creates the appearance of lack of privacy and disregard for the client by discussing client-related issues in public (including social media) will be considered to violate this policy. See the social media and public representation statement in your program's handbook for further details.

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

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

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

7.   I understand that work products developed in this program may be viewed by external agencies (e.g., **CACREP, NCATE, SACS**, Alabama State Department of Education) to assess program quality.

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

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

10.   I understand that I will not be certified as a school counselor unless I meet all requirements specified from the state that I seek to practice.

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

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

13.   Students should be aware that under FERPA policies they have a right to access their educational records. Students should also be aware that educational records pertain to evaluation and academic records. The SERC department follows Auburn University guidelines for how long these records, outside of transcripts, are maintained. Students are expected to keep all practicum and internship related information for future use.

14.   Students should be aware that the Counselor Education programs are all digitally delivered (online and in-person programs) and as such adhere to FERPA and HIPAA policies as well as all ethical and legal standards pertaining to digitally delivered programs.

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

_____   _____
Signature of Student   Date

_____
Printed Name

This informed consent agreement is adapted from the *Acknowledgement of Policies and Procedures for Students Enrolled in the University of Northern Colorado Professional Counseling Programs*.
                                        Revision 2022

CED Student Annual Review Report

Counselor Education Doctoral Student Annual Review Report

The Counselor Education Doctoral Student Annual Review provides students an opportunity to share their progress, accomplishments, and work in the areas assessed in the annual student review. This information will be shared with your program major professor and CED faculty. As a reminder this report is required as a component of your overall evaluation in the program.

Name (first and last):

_____

The term Semester and year in which you are submitting this form:

Advisor/Major Professor/Chair (please list):

Semester and year first enrolled in the Counselor Education Doctoral program:

Academic Areas: Knowledge and Clinical Skills

GPA Current GPA:
Number of credit hours completed in current program to date:

○ 3-12 hours (1)

○ 13-24 hours (2)

○ 25-50 hours (3)

○ Over 50 hours (4)

Have you met with your Major Professor and submitted your Graduate School Worksheet (Plan of study for students starting after Fall 2017)

○ Yes (1)

○ No (2)

Have you submitted a Committee Selection Form (Plan of Study for students starting Fall 2017 or before)

○ Yes (1)

○ No (2)

Please list your committee members:

Have you completed your Doctoral Comprehensive Exam (i.e., Portfolio):

○ Yes (1)

○ No (2)

What semester and year did you pass the orals component of the exam?

Please identify which of the following Practicums you have completed at this time in your program

○ Advanced Counseling Practicum (1)

○ Teaching Practicum (2)

○ Supervision Practicum (3)

○ Research Practicum (4)

In addition to Teaching Practicum, have you engaged in additional graduate-level teaching experiences (check all that apply)

○ No (7)

○ Yes, additional experiences prior to internship (8)

○ Yes, experiences during internship (9)

In addition to Counseling Practicum, have you engaged in additional counseling experiences (check all that apply)

○ No (7)

○ Yes, additional experiences prior to internship (8)

○ Yes, experiences during internship (9)

In addition to Supervision Practicum, have you engaged in additional supervision experiences (check all that apply)

○ No (7)

○ Yes, additional experiences prior to internship (8)

○ Yes, experiences during internship (9)

Have you participated in Faculty led or supported research activities this year?

○ Yes (1)

○ No (2)

Have you participated in Faculty led or supported professional development, leadership and/or advocacy activities this year?

○ Yes (1)

○ No (2)

Please list all **professional licenses, certifications, and other credentials** you currently hold:

Professional Development and Dispositions: In this section, please identify activities that you engaged in during this academic year (Summer, Fall, & Spring)

Please list all **Professional or Academic Recognitions or Honors** you have received this year:

Please identify any **Professional Development** activities you may have participated in this academic year: (e.g., conferences or training sessions you have attended, workshops you completed, professional meetings)

Please identify any **Professional Advocacy** activities you may have participated in during this academic year: (e.g., volunteering in community or school programs, participating in IDS activities, advocating for your students/clients/consumers)

Please identify any **Professional Research or Scholarship** activities that you may have participated in during this academic year: (e.g., participating on research teams, presenting at conferences/workshops, publications/submissions to professional journals, professional newsletter submissions)

Please identify any **Professional Leadership** activities you may have participated during this academic year: (e.g., serving as an officer in IDS, committee member or officer in a professional organization, volunteering with a professional organization)

Please identify all **Professional Counseling Organizations** you currently belong to (e.g., ACA, ALCA, CSI):

Additional Comments:

CED - Faculty Annual Evaluation Rubric

Annual Review of Students
Faculty Assessment Rubric for the Counselor Education Doctoral Program

Indicators **Academic Indicators**

	Unsatisfactory (1)	**Developing** (2)	**Target** (3)
Maintains 3.0 GPA (1)	○	○	○
Maintains appropriate matriculation through the program - meeting program and academic requirements (2)	○	○	○
Takes appropriate sequencing of coursework (3)	○	○	○

Dispositions

Dispositions reflect students' professional and academic dispositions related to preparation and practice as a Counselor Educator. They are evaluated on a yearly basis

Dispositions: Academic and Professional Behavior

Appropriate Professional Dress (2)	○	○	○	○
Attends to and completes academic and professional responsibilities in a timely manner (3)	○	○	○	○
Appropriately uses technology (social media platforms, cell phones, computers) (5)	○	○	○	○
Appropriate behavior in class (7)	○	○	○	○
Academic and professional honesty (27)	○	○	○	○
Demonstrates ethical behavior and practice (23)	○	○	○	○
Protects confidentiality (8)	○	○	○	○
Follows school and agency policies (24)	○	○	○	○

Diversity Dispositions: Diversity and Respect for Others

	Unsatisfactory (1)	Developing (2)	Target (3)	Exceeds Target (4)
Demonstrates cultural awareness and sensitivity (2)	○	○	○	○
Honors student and client differences (10)	○	○	○	○
Is able to collaborate and work with peers (23)	○	○	○	○
Establishes and maintains positive rapport with peers (20)	○	○	○	○
Communication with peers is appropriate (21)	○	○	○	○
Establishes and maintains positive rapport with faculty and other professionals (14)	○	○	○	○
Communication with faculty and other professionals is appropriate (28)	○	○	○	○

Reflect Dispositions: Reflective Practice and Behavior

	Unsatisfactory (1)	Developing (2)	Target (3)	Exceeds Target (4)
Is receptive to feedback (13)	○	○	○	○
Ability to reflect on performance (18)	○	○	○	○
Demonstrates self-awareness (27)	○	○	○	○
Ability to integrate and apply feedback (15)	○	○	○	○
Demonstrates ability to engage in professional development (24)	○	○	○	○
Demonstrates ability to engage in academic development (23)	○	○	○	○
Awareness of the impact of their behavior on others (21)	○	○	○	○

Professional Skills and Knowledge	Unsatisfactory (1)	Developing (2)	Target (3)	Exceeds Target (4)	Not Applicable at this time (5)
Demonstrates engagement in counselor education practice that infuses diversity, advocacy, and social justice (39)	○	○	○	○	○
Demonstrates ethical and culturally relevant strategies for conducting research (32)	○	○	○	○	○
Demonstrates skills and knowledge associated with leadership and advocacy in counselor education (34)	○	○	○	○	○
Demonstrates skills associated with engagement in professional development (37)	○	○	○	○	○

Demonstrates ethical and culturally relevant leadership and advocacy practices (38)	○	○	○	○	○
Demonstrates application of ethical and culturally relevant strategies in counselor education teaching (26)	○	○	○	○	○
Demonstrates application of ethical and culturally relevant strategies in counseling practice (40)	○	○	○	○	○
Demonstrates application of ethical and culturally relevant strategies in supervision (41)	○	○	○	○	○

Comments:

Participation in the Annual Review is a required component of the program and indicates matriculation through program requirements. Signing and returning the evaluation denoted engagement in this process. Students have the option to respond to their evaluation and are asked to refer to the Student Handbook and the Auburn University Graduate School Due Process policy relevant to this process.