STUDENT HANDBOOK

THE UNIVERSITY OF ALABAMA
COUNSELOR EDUCATION

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SECTION I
Program Information

THE UNIVERSITY OF
ALABAMA
COUNSELOR EDUCATION

“The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.”

http://www.counseling.org/about-us/about-aca/our mission
Welcome and General Information

Welcome to the Program in Counselor Education. We take pride in the fact that our program has been accredited for many years and that it has a strong and vital history of preparing graduates to serve in our profession. The students in our program stand on the shoulders of many proud graduates and faculty!

You have decided to become a part of this program by perhaps deciding to obtain an advanced degree or add a certification to a present degree. The next few years will challenge you as you encounter your classes and practicum and internship experiences. YOU are responsible for your degree and obtaining the goals you have for yourself. The faculty is here to create an environment for influencing your critical thinking as you master the counseling skills you need to be an effective professional counselor serving the public. Our expectations of you are no different from our expectations of ourselves--to offer our best, good-faith effort to influence and be influenced by others as we seek to develop professionally.

The Student Handbook for the Program in Counselor Education is intended to offer information that will supplement the information noted in the University of Alabama Graduate Catalog. In this respect, the Student Handbook offers special information for your use that is not otherwise addressed in The Graduate Catalog. The following pages will provide important information you need to proceed through the process of pursuing your degree. You will probably have questions about the process after you have read the enclosed information. Do not hesitate to ask any of the faculty for assistance.

Faculty in Counselor Education

Burnham, Joy J., Ph.D., LPC, NCC (1995, Auburn University). Professor and Program Coordinator (School Counseling).

Cook, Ryan Ph. D., LPC (2016, Virginia Tech University). Assistant Professor (Clinical Mental Health Counseling)


Logan, Sandra Ph. D., NCC, NCSC, DCC, ASC (2016, The University of Florida). Assistant Clinical Professor (School Counseling)

Lu, Junfei, Ph.D., CRC (2014, The University of Iowa). Assistant Professor (Rehabilitation Counseling).


Mugoya, George, Ph.D., MPH, CRC (2012, University of Arizona). Assistant Professor (Rehabilitation Counseling).

Program History

The 1960s was a significant era of educational initiatives. The National Defense of Education Act (NDEA) was a federal initiative, partly based on the “race to space” triggered by the success of the USSR Sputnik program. NDEA funding was plentiful and its mission of recruiting high school students into science and math careers created opportunities for training counselors to serve in public school systems. From this national initiative, many counseling programs were established in higher education settings. The University of Alabama was included in the initial NDEA funding, and our program began its evolution.

The program in counselor education was initially approved as a graduate-level degree program in 1966 and was entitled “Counseling and Guidance.” The initial master’s and doctoral degrees were in School Counseling and Student Personnel Administration. The master’s degree in Rehabilitation Counseling was established in 1969 and was one of the first programs to be accredited by the Commission on Rehabilitation Education (CORE).

A variety of “firsts” have occurred in the program since its inception. The program was the first and only to receive institutional accreditation of its student chapter by the American Personnel and Guidance Association in 1967. The program was the first in the College of Education to have a woman as its unit leader and to have that leader selected by program faculty (Dr. Jean Cecil in 1980). The program was the first in the College of Education to establish a minimum 48-hour master’s degree in 1978. The program was the first to establish a training laboratory under the exclusive direction of an academic unit in 1981. The program was the first to feature a 60-hour master’s degree in Community Counseling in 1980. The program was the first to establish a full graduate degree offered through live distance education in 1998 (the master’s degree in Rehabilitation Counseling). The program was also the first in the state of Alabama to participate in accreditation review by the Standards Review Committee of the Association for Counselor Education and Supervision in 1979. This group preceded the Council for Accreditation of Counseling and Related Programs (CACREP), the specialty accreditation body formed for counselor training programs.

Specialty accreditation has been a significant feature of the program throughout its evolution. Following accreditation for the master’s degree in Rehabilitation Counseling, the UA program secured first-generation accreditation by CACREP for the master’s degrees in Student Personnel Administration, Community Counseling, and School Counseling as well as the doctorate in Counselor Education and Supervision in 1982. This accreditation has been continuous through the present time. Changes in accreditation status have included the dissolution of the master’s degree in Student Personnel Administration in 1994 and the renaming of the Community Counseling degree as Clinical Mental Health Counseling in 2009.

Program faculty have demonstrated leadership and occupied elected positions in the counseling field throughout its 40+ years as an academic unit. Program graduates have historically secured certification, licensure, or other professional credentials with confidence in their curricular and applied experiences in the program. Program graduates have competed for top positions in applied, educational, administration, and research settings as well as appointed or elected positions in leadership among counseling groups.
Program Mission

The comprehensive mission of the Program in Counselor Education at The University of Alabama is to educate a diverse population of students representing a variety of cultural dimensions, lifestyles, and capabilities. The priority of the faculty is to train competent, ethical, and knowledgeable graduate practitioners and educators with oversight in the areas of School, Clinical Mental Health, and Rehabilitation Counseling at both entry- and terminal-degree levels.

Program Objectives

The Program in Counselor Education is committed to offering a quality program of teaching, research, and service for students enrolled in the program and ultimately for the benefit of the clients/individuals they serve. With a strong belief in the human dignity of the individual, program faculty in Counselor Education seek to offer students the opportunity to grow and develop to their fullest potential and to promote this attitude as the basis for their service to clients. This notion is a core principle for counseling.

The complexity of contemporary life requires that helpers be trained and specialized. This program acts on the assumption that skills and competencies of counseling can be taught and critically reviewed. In addition to teaching counseling skills, program faculty assumes responsibility to create opportunities for personal growth and development for students enrolled in the various programs of study. Through careful attention to ethical standards and professional acculturation, we act to model and facilitate the conceptualization of a professional role for program graduates. Finally, the program encourages students to develop attitudes, values, and beliefs that enhance their abilities to work with others in the helping process.

The specific objectives identified by the Program in Counselor Education are to:
1. Recruit and select qualified graduate students, with attention given to the inclusion of candidates from culturally diverse and underrepresented populations;
2. Offer a graduate curriculum of didactic courses, practicum and other clinical experiences, and internships which reflect the preparation standards of the profession;
3. Teach graduate level counselors, supervisors, and educators the knowledge, skills, practices, attitudes, and philosophical orientation to facilitate their working effectively in a pluralistic society and with culturally diverse populations;
4. Use outcomes-based standards across program areas, with an overall comprehensive assessment plan in place to assess student learning;
5. Provide specialized programs for the preparation of professional counselors for a wide variety of public and private educational and human service settings;
6. Collaborate with schools and service agencies in planning, in evaluating, and in providing experiential opportunities for counseling students;
7. Provide students with research skills reflecting their levels of preparation and instilling commitment to the pursuit of scholarly research;
8. Provide students with a framework for understanding and addressing professional, ethical, and legal issues, and using appropriate decision-making processes;
9. Promote students’ knowledge, identity, and appreciation of professional associations and active professional memberships for personal and professional growth;
10. Assist graduates and employers in the identification of appropriate placement opportunities;
11. Gauge the mission of the program by developing and implementing planned procedures for the systematic evaluation of program outcomes, and program evaluation;
12. Require the use of technology to assist in counseling, program delivery, and technology’s impact on the counseling profession;
13. Employ an overall comprehensive assessment plan for the master’s and doctoral degrees
14. Infuse current knowledge and skills for highly competent counseling practice in a multicultural and pluralistic society;
15. Use measureable outcomes to evaluate work with clients and to evaluate counseling services and programs;
16. Promote knowledge and skills for working with individuals experiencing crises and traumatic events and circumstances;
17. Provide common core curricular experiences and demonstrate knowledge in all eight CACREP common core curricular areas: professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation; and
18. Provide curricular experiences and demonstrate knowledge in the ten CORE curriculum areas: professional identity and ethical behavior; psychosocial aspects of disability and cultural diversity; human growth and development; employment and career development; counseling approaches and principles; group work and family dynamics; assessment; research and program evaluation; medical, functional, and environmental aspects of disability; and rehabilitation services, case management, and related services.

Program Overview

The Program in Counselor Education is part of the College of Education. Our program is one of four programs that make up the Department of Educational Studies in Psychology, Research Methodology, and Counseling. The graduate degrees in Counselor Education are: (a) Masters of Arts degrees in Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling, and (b) the Doctor of Philosophy degree in Counselor Education and Supervision. In each of these degree tracks, students are prepared for endorsement and practice in their respective fields of preparation. The various employment opportunities for the various specializations prepare counselors for employment in elementary and secondary schools; colleges and universities; rehabilitation settings; and community, governmental, and private agencies. Admission into the program reflects the requirements noted in the Graduate catalog, using input from faculty and applicant materials. All other information is noted on the program website: http://education.ua.edu/academics/esprmc/counseling/
**Academic Degrees**

**Clinical Mental Health Counseling (CMHC)**

The master’s degree in Clinical Mental Health Counseling is designed to prepare students for employment and practice in public and private mental-health settings. The curriculum offers coursework and applied experiences for students’ specialty interests to include areas such as couple/family counseling, addictions counseling, and similar specialty practice with unique populations or using unique methods of counseling. The CMH program is 60 hours and meets accreditation criteria of Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**School Counseling**

The master’s degree in School Counseling (SC) is designed to provide prospective school counselors with the skills necessary to establish and conduct effective developmental guidance and counseling programs in schools, pre-kindergarten through twelfth grade. Students preparing for positions in School Counseling are provided experiences qualifying them for work at all levels of school counseling. The school counseling program is 48 hours and meets accreditation criteria of National Council for Accreditation of Teacher Education (NCATE) and Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**Doctoral Degree in Counselor Education and Supervision**

The Doctor of Philosophy (Ph.D.) is the terminal degree in Counselor Education. This preparation program features a variety of preparation options for students. These include the preparation of (a) counselor educators for professional positions in colleges and universities; (b) agency/school administrators; (c) counselor supervisors; and, (d) advanced practitioners in governmental agencies, non-profit settings, or private practice. A common core of preparation in doctoral study includes advanced theoretical foundations, counselor pedagogy, advanced practice with groups and other counseling modalities, counselor supervision training, and research. The doctoral program meets accreditation criteria of Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**Rehabilitation Counseling**

Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions (CRCC). The master’s degree in Rehabilitation Counseling (RC) educates and trains students to work with people with disabilities in a number of settings, such as state-federal vocational rehabilitation agencies, community rehabilitation programs, private-for-profit rehabilitation agencies, private practice, forensic rehabilitation, federal government agencies, psychiatric hospitals, and substance abuse facilities. Students will also be required to complete clinical hours in a practicum setting as well as in an internship setting.
Accreditation and Registry

Accreditation is important for you despite the fact that it may appear relatively unimportant at the earliest phase of your preparation. Accreditation means that the accredited programs are recognized nationally as having met standards of the counseling profession. The institutional accreditation by the Southern Association for Colleges and Schools (SACS-COC) for all the programs applies to all degree tracks in Counselor Education. Specialty accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) exists for the master’s degrees in Clinical Mental Health Counseling and School Counseling as well as the doctoral degree in Counselor Education and Supervision. The master's degrees in clinical mental health counseling, school counseling and the doctoral degree have also been recognized by the International Registry of Counsellor Education Programs (IRCEP) indicating our commitment to culturally sensitive training of counselors. All graduate degrees affiliated with training in School Counseling can apply for certification by the Alabama Department of Education (ALSDE) and accredited by The National Council for Accreditation of Teacher Education (NCATE).

By graduating from a CACREP-accredited program you are eligible to take the National Counselor Examination (NCE) administered by the National Board of Certified Counselors, Inc. (NBCC). This examination is also the examination required for licensure by the Alabama Board of Examiners in Counseling. Program graduates historically have performed at a very high level of proficiency on these national examinations.

The master’s degree in Rehabilitation Counseling has specialty accreditation from the Council on Rehabilitation Education (CORE). By graduating from a CORE-accredited program you are eligible to take the National Certified Rehabilitation Counselor Examination (CRCE).

Student Advising

Preliminary Comments

Academic advising for all students is a regular component of your education. Rely on your academic advisor to be knowledgeable and aware of ways in which you can pursue your career goals in a systematic, sequential manner that will maximize your learning and your efficiency. Regular academic advising occurs approximately mid-way during each academic semester and during summer, if necessary. Veteran students in Counselor Education have noted that the first occasion of academic advising will likely seem chaotic and confusing but subsequent advising tends to be easier and more understandable. Again, trust your academic advisor!

Program Planning Records

An organized plan for your study is featured in the documents known as Program Planning Records. These documents are available through the website, your academic advisor, and the program administrative staff. The Program Planning Record for your particular degree program is designed to prepare graduates to pursue their careers in the various settings or environments in which they wish to work upon graduation. Please examine this document and discuss your options with your academic advisor! They provide listings of both required courses, options for elective courses, and related regulations affecting graduation. Specifically, Program Planning Records are available to guide your study for the following degrees:
Master of Arts in Clinical Mental Health Counseling
Master of Arts in School Counseling
Doctor of Philosophy in Counselor Education and Supervision
Master of Arts in Rehabilitation Counseling

Curricular Structure/Curricular Integration

Your curriculum is structured in a sequential fashion that provides foundational or "core" courses (i.e., those courses whose content are fundamental for any counselor regardless of their work setting), as well as track or "environmental" courses (i.e., those courses whose content are specified for counselors aspiring to work in a particular counseling setting or environment). Other courses exist as either "specialty" courses (required or elective), "professional" courses (as required by the Alabama Department of Education), or other course designations. The terminology may become confusing, but your academic advisor is aware of their meanings and nuances. Please be aware that a structure and sequence does exist to guide your graduate study.

Academic Year Expected Curricular Hours

Students are expected to successfully complete 12 hours per academic year. If an exception is needed the student will need to meet with their advisor and receive written approval, which will be placed in student file.

Your Academic Advisor

One of the most important people in your graduate career is your academic advisor or major professor. Your advisor is your advocate and confidante. Your advisor recommends and approves your program plan for your emphasis, monitors your progress, approves course selection, helps you in securing practicum placements, serves as a conduit to you regarding faculty evaluations, and assists in your job search and subsequent career path. In this regard, academic advising involves a great deal more than simply selecting your courses; it is a crucial aspect of your career as a professional counselor.

Note: Students who determine they do not wish to pursue counselor education career options will be assisted by program faculty as they transition out of the program.

Student Performance Review

Each student enrolled in a degree-seeking status in every degree level of study in Counselor Education is involved in a Student Performance review near the end of each semester. Such reviews are regular components of the training program. Student reviews are conducted with the participation of all Program faculty. Results of student evaluations are entered into each student's record and discussed with the student and their advisor. In instances of concern about a student, pertinent materials and observations about the student are examined and discussed among the faculty and remedial decisions are determined according to the Selection, Review, Retention, and Dismissal Policy noted in the appendices of the Student Handbook. Due process issues affecting student evaluations are followed in accordance with all published guidelines in materials from the Graduate Catalog and University of Alabama Handbooks.
Certification and Licensure

A distinct advantage of graduating from a CACREP accredited program is the opportunity to sit for the National Counselor Examination (NCE) in the semester when you are completing your course work in Counselor Education. The University of Alabama is a testing site for NCE; the examination is typically given during the fall and spring of each year. Students are encouraged to investigate the benefits of becoming a National Certified Counselor during the course of their preparation. For more information, see the National Board of Certified Counselors (NBCC) website:

National Board for Certified Counselors
3 Terrace Way
Greensboro, NC 27403-3660
http://nbcc.org/
336-547-0607

Students in the Rehabilitation Counseling program are encouraged to sit for the Certified Rehabilitation Counselor (CRC) examination. Applications may be submitted during the final semester of study. Application materials are available through:

Commission on Rehabilitation Counselor Certification 300 N. Martingale Road,
Suite 460
Schaumburg, Illinois 60173
www.crccertification.com
847-944-1325

NCC and CRC status differ from the status of being a Licensed Professional Counselor (LPC). Certification reflects recognition on a national scale and reflects achievement in academic and applied work to secure recognition across the U.S. and abroad. Licensure reflects meeting standards in one’s academic background and competence based upon the content of state statutes governing licensed practice in a particular state. An application for licensure in Alabama may be obtained by contacting the Board office at:

The Alabama Board of Examiners in Counseling
950 22nd Street North, Suite 765
Birmingham, AL 35203
www.abec.alabama.gov
(205) 458-8716
Student Financial Aid

Students wishing to secure information about student financial assistance are encouraged to pursue their inquiry with the Office of Student Financial Aid. The faculty members are always willing to support students’ attempts to qualify for needed financial assistance. All awarding of financial aid to university students is governed by federal regulations which specify both the nature of financial assistance and the requirements for demonstrating student need based upon specified formulas.

Thelma J. M. Smith Endowed Scholarship

The Thelma J. M. Smith Endowed Scholarship is awarded annually to a student seeking a graduate degree in Counselor Education at The University of Alabama. Based upon criteria including scholarship, leadership potential, character, and need for financial assistance, the scholarship in the approximate amount of $1000 will be awarded to a student planning to attend the university during the academic year. Preference will be given to persons planning careers as school counselors in elementary and secondary schools. Applications for the Smith Scholarship may be obtained from the Program Administrative Assistant or the Department Head's Administrative Assistant.

Sandra R. Apolinsky Memorial Scholarship

Established by Mr. Harold Apolinsky to honor his wife, Sandra Apolinsky, this scholarship supports doctoral students in Counselor Education at The University of Alabama, specifically females returning to graduate school after some years of dedication to family matters such as childrearing. Applications for the Apolinsky Scholarship may be obtained from the Program Administrative Assistant or the Department Head's Administrative Assistant.

Jean H. Cecil Memorial Scholarship

This scholarship was established by Dr. Carl E. Cecil, Professor Emeritus of Educational Psychology at The University of Alabama to honor the memory of his wife, Dr. Jean Houchins Cecil, Professor Emerita of the Program in Counselor Education at The University of Alabama. Dr. Jean Cecil taught in the Program in Counselor Education from 1965 until her retirement in 1992. She was an exemplary leader of the counseling profession for more than 25 years at the local, state, and national levels. This scholarship supports students pursuing degrees in Counselor Education. Applications for the Cecil Scholarship may be obtained from the Program Administrative Assistant or the Department Head’s Administrative Assistant.

Leeman C. Joslin Scholarship

The Leeman S. Joslin Scholarship is awarded annually to a student seeking a graduate degree in Counselor Education, Educational Psychology, Educational Research, or School Psychology; Specifically for African American or female students with a competitive GPA and demonstrated financial need. Applications for the Joslin Scholarship may be obtained from the Program Administrative Assistant or the Department Head’s Administrative Assistant.
Information for Master of Arts Students

All Counselor Education Master’s degree programs have a planned program of study. The plan follows the appropriate requirements for accreditation in the specialty area. Once an academic advisor has been assigned for your program of study, you should make an appointment to discuss your preferences and career aspirations.

The program of study that you accept when you enter the program will be the one you will follow until you graduate. If there are any changes, they need to be approved by your advisor.

Admission for Master’s Students

In that this is a "Student Handbook," available on our website, your receipt of this document is tied to your admission as a student in one of the graduate tracks in Counselor Education. However, on occasion, students reviewing this document will not be admitted fully into a degree-earning status in a graduate track in Counselor Education. In order not to lose academic credits you accrue in this status, these students should act quickly to complete a successful application with the Graduate School. Such procedures may be discussed with the Program Coordinator of Counselor Education.

At times, students have been accepted into a specific training track (e.g., Rehabilitation Counseling, etc.) to only later learn that they wish to be pursuing a different aspect of graduate training in Counselor Education (e.g., Clinical Mental Health Counseling, etc.). Should an admitted student wish to alter their admission status, they should first contact their academic advisor, then discuss their desire with the Program Coordinator, and, finally, submit a change of Goal Statement for Graduate Study to the Graduate School. Changes in admission are not automatic and are subject to the availability of faculty and program resources that can accommodate such changes.

Overall Comprehensive Assessment Plan

The Program in Counselor Education at The University of Alabama employed the Comprehensive Assessment Plan (CAP) in Fall 2011. Details about the assessment plan, the remediation process, and how standards are met are found in the Comprehensive Assessment Plan (CAP). See faculty for specific details, as well as course syllabi.
SECTION II

CACREP-Accredited Programs in Counselor Education

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http://www.counseling.org/about-us/about-aca/our-mission
Clinical Mental Health Counseling (M.A.)

The master's degree in Clinical Mental Health Counseling (CMHC) is designed to prepare students for employment and practice in public and private mental health settings. The curriculum offers coursework and applied experiences for students' specialty interests to include areas such as couple/family counseling, addictions counseling, and similar specialty practice with unique populations or using unique methods of counseling. The Clinical Mental Health Counseling program is 60 credit hours and meets accreditation criteria put forward by Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Clinical Mental Health Counseling Program: Select Courses

While the majority of courses will be offered through the Program in Counselor Education (designated as BCE) some required courses will be offered by affiliated programs. During your academic career, you will likely enroll for courses in Educational Psychology (designated as BEP), Educational Research (designated as BER), School Psychology (designated as BSP), and other areas. These courses afford the opportunity to take advantage of the expertise of faculty in other programs in the College of Education. Please refer to the Program Planning Record for Clinical Mental Health Counseling.

BCE 512 – Counseling: Theory and Process. Three hours. Introduction to counseling, counseling theories, and the counseling relationship; and an overview of the counseling process.

BCE 513 – Career Development. Three hours. An introduction for counselors and teachers to career development concepts, labor force information, and other resources needed to help persons with career planning and decision making.

BCE 514 – Counseling Skills. Three hours. An experiential course involving applied elements of theoretical models and customary helping skills to orient and prepare students for their initial supervised work with counseling clients.

BCE 516 – Practicum in Counseling II. Three hours. Prerequisites: BCE 514 and permission of the faculty. Supervised practice in counseling.

BCE 518 – Introduction to Clinical Mental Health Counseling. Three hours. Seminar and fieldwork designed to acquaint the student with the functions and roles of the counselor in various community and agency settings.

BCE 521 – Group Procedures in Counseling and Guidance. Three hours. Prerequisite: Permission of the faculty. Background in group methods, including group guidance, group counseling, and group dynamics. One-half of class time is spent in a laboratory experience during which each student is provided an opportunity to function in a group.

BCE 522 – Individual and Group Appraisal. Three hours. Prerequisite: BER 540. An overview of measurement methods, practice in administration and interpretation of standardized tests, and evaluation of tests and testing programs for counseling and guidance.
BCE 525 – *Internship in School and Clinical Mental Health Counseling*. Three to six hours. Prerequisite: Permission of the faculty. Supervised field experience in an appropriate job setting.

BCE 528 – *Advanced Seminar in Clinical Mental Health Counseling*. Three hours. Prerequisite: BCE 518. Advanced study and discussion of a variety of agency-specific issues and topics.

BCE 611 - *Multicultural Counseling*. Three hours. This course is designed to introduce students to multicultural issues unique to counseling and other helping professions.

BCE 650 Counseling Strategies for Family Relationships. Three hours. Prerequisite: BCE 512 or permission of the instructor. Examination of theoretical and applied elements of systemic intervention with troubled families.

BER 500 – *Introduction to Educational Research*. Three hours. An overview of the research process, primarily for master's students.

BER 540 – *Quantitative Research I*. Three hours. Descriptive and basic inferential statistics, including graphs, frequency distributions central tendency, dispersion, correlation, and hypothesis testing. Computer applications are included.

BEP 550 – *Life span Development*. Three hours. A study of principles and concepts of physical, cognitive personality, and social development from conception through death.

BSP 660 – *Psychopathology*. Three hours. Thorough examination of the history, scope, and understanding of abnormal behavior through the life span, with emphasis on educational and clinical implications. The most recent classification system is used to structure topics and issues in the course. School Counseling (M.A.)

Note: The master's degree in Clinical Mental Health Counseling requires a minimum of 60 semester hours. Nine (9) additional hours of study are required as specialty courses.

**School Counseling (M.A.)**

The master's degree in School Counseling is designed to provide prospective school counselors with the skills necessary to establish and conduct effective developmental guidance and counseling programs in schools, pre-kindergarten through twelfth grade. Students preparing for positions in School Counseling are provided experiences qualifying them for work at all levels of school counseling. The school Counseling program is 48 hours and meets accreditation criteria of National Council for Accreditation of Teacher Education (NCATE) and Council for Accreditation of Counseling and Related Educational Programs (CACREP).
School Counseling Program: Select Courses

BCE 511 – Principles of Guidance. Three hours. Explores the rationale for guidance by examining human development and sociological, psychological, and philosophical bases for guidance. Provides awareness of services by surveying components of guidance programs.

BCE 512 – Counseling: Theory and Process. Three hours. Introduction to counseling, counseling theories, the counseling relationship and an overview of the counseling process.

BCE 513 – Career Development. Three hours. An introduction for counselors and teachers to career development concepts, labor force information, and other resources needed to help persons with career planning and decision making.

BCE 514 – Counseling Skills. Three hours. An experiential course involving applied elements of theoretical models and customary helping skills to orient and prepare students for their initial supervised work with counseling clients.

BCE 516 – Practicum in Counseling II. Three hours. Prerequisites: BCE 514 and permission of the faculty. Supervised practice in counseling.

BCE 521 – Group Procedures in Counseling and Guidance. Three hours. Prerequisite: Permission of the faculty. Background in group methods, including group guidance, group counseling, and group dynamics. One-half of class time is spent in a laboratory experience during which each student is provided an opportunity to function in a group.

BCE 522 – Individual and Group Appraisal. Three hours. Prerequisite: BER 540. An overview of measurement methods, practice in administration and interpretation of standardized tests, and evaluation of tests and testing programs for counseling and guidance.

BCE 523 – Program Development and Management. Three hours. An examination of the organization and implementation of the guidance functions of schools and the guidance responsibilities of counselors, teachers, and administrators.

BCE 525 – Internship in School and Community Counseling. Three to six hours. Prerequisite: Permission of the faculty and supervised field experience in an appropriate job setting.

BCE 611 – Multicultural Counseling. Three hours. This course is designed to introduce students to multicultural issues unique to counseling and other helping professions.

BCE 650 – Counseling Strategies for Family Relationships. Three hours. Prerequisite: BCE 512 or permission from the instructor. Examination of theoretical and applied elements of systemic intervention with troubled families.

BER 500 – Introduction to Educational Research. Three hours. An overview of the research process, primarily for master's students.
BER 540 – Quantitative Research I. Three hours. Descriptive and basic inferential statistics, including graphs, frequency distributions central tendency, dispersion, correlation, and hypothesis testing. Computer applications are included.

BEP 550 – Life span Development. Three hours. A study of principles and concepts of physical, cognitive, personality, and social development from conception through death.

Applied Experiences for School and Clinical Mental Health Counseling

Preface

While the skills necessary to perform in classroom settings is fundamental to the educational process, a significant element of the training program for any degree sought in the Program in Counselor Education is the applied experiences. In many ways, the activities associated in typical classroom work such as examinations, presentations, research papers, and special projects are the building blocks for the work a counselor does in the field: serving their clients! The curriculum in your program features a variety of practical, applied requirements. These are typically noted as "practicum" or "internship" on your Program Planning Records. As was noted previously, the academic advising process is critical in the sequence of your applied experiences in that the general rule is "practicum precedes internships" and deviation from that sequence is not allowed. Again, your academic advisor is quite aware of this principle and will assist in your course selection from the annual academic schedule to insure both efficient and effective progress in your preparatory program.

Students should know that the expectations for applied experiences in practicum and internship involves considerably more "class" time for academic credit than is typically associated with semester-hour credits. For example, students completing the course BCE 516 - Practicum in Counseling should be prepared to spend more time in the actual activities for the class than the traditional notion, "3 hours of credit equals 3 hours of class." Furthermore, students should be prepared for the expectations to increase as they progress through their practicum into their internship. These expectations are significant in that students employed on either full-time or part-time bases should plan to make arrangements for accommodating practicum and internship requirements to complete their degree programs.

Practicums

As an initial experience in applied work, students typically engage is closely supervised work with clients in courses noted as “practicum.” For clinical mental health and school counseling students. BCE 516 typically involves 2 hours of weekly group supervision and one hour of weekly individual supervision with client contact throughout. University supervision for clinical mental health and school counseling students is provided on campus. Students enrolled in BCE 516 may wish to secure a practicum placement at distant sites, but the expectation for on-campus supervision is not compromised. Some practicum courses are noted as "Pass/Fail" courses, meaning that performance expectations for students in these courses are NOT tied to the completion of an academic semester.
Since practicum is a prerequisite to internship and features expectations for certain skills levels, students may not be allowed to proceed to the next course in their applied experiences. Such a decision reflects the fundamental commitment of our program to quality service to clients, a position we advocate and we expect all affiliated with our program to advocate. Practicum placements are typically arranged prior to the semester in which the student anticipates enrolling for course credit. Pre-placement arrangements should be discussed and approved by the faculty listed in the University Schedule for the section of the practicum in which the student is enrolled.

**Internship**

Subsequent to the practicum requirement(s) in the program of study, students complete a required, intensive field placement known as internship. The internship is considered to be the culminating academic experience and, consequently, occurs at the end of a student’s training program. Expectations for internships are rather demanding in terms of placement duties and hours of commitment. Essentially, students completing the internship have the option of either one full-time placement (40 hours per week for 6 hours of credit) or two (2) consecutive half-time placements (20 hours per week for 3 hours of credit per semester). Student interns perform the duties of a counselor in a setting in which the student aspires to work upon graduation. Students employed in full-time work should anticipate meeting this challenge. The culminating internship experience must feature at least 600 hours of internship-related activity in the placement, of which at least 240 hours are in direct contact with clients. As with practicums, internship placements are prearranged during the semester prior to enrollments. For school and clinical mental health students, on-campus supervision is provided weekly.

**Liability Insurance**

The University of Alabama participates in a liability coverage program designed by the Office of Risk Management. At no fee, students who enroll in Counselor Education courses designated as practicum and internship will have liability insurance coverage automatically engaged for the duration of their field placement.

**Student Performance Profile**

When you first enroll in classes, you will be expected to secure a Live Text account to track and assess CACREP standards in your courses. See your advisor for details. Your counselor education instructors and you will have access to this ongoing record of your progress in the Program of Counselor Education.
Student Professional Groups

Chi Sigma Iota

Chi Sigma Iota is the international honorary for counseling students and practicing counselors. The Rho Chapter of Chi Sigma Iota was awarded to the Program in Counselor Education in 1987. Members include graduate students, faculty, alumni, and professionals involved in the counseling profession who have given evidence of distinguished scholarship and professional service.

Invitation to join Chi Sigma Iota is provided in the early spring of each academic year to graduate students based on their scholarship. At least a 3.5 GPA must be achieved after completion of nine graduate semester hours in order to qualify for membership in Chi Sigma Iota. Initiation is typically conducted during the spring semester. Activities of Chi Sigma Iota include social gatherings, seminar presentations, and other professional educational opportunities.

Jean H. Cecil Student Chapter—Alabama Counseling Association

The Jean H. Cecil Student Chapter of the Alabama Counseling Association is named in honor of the previous Program Chair of Counselor Education whose efforts established our program as one of national prominence and esteem and whose work promoted the causes of professional counseling in a variety of arenas. As a professional body, membership in this group reflects an intention for a student to examine and clarify their professional identity. Our program encourages students to become involved in our state professional organization (i.e., the Alabama Counseling Association) as well as our national organization (i.e., the American Counseling Association – Web Address: www.counseling.org).

Graduate Assistantships

The Program in Counselor Education has a limited number of assistantships to award on an annual basis. These assistantships are intended to support the instructional and administrative needs of the program and are primarily awarded to students with advanced standing in their degree programs. Students are eligible to receive graduate assistantships for up to two (2) consecutive academic years, after which time they are ineligible for another assistantship for at least one (1) year. If awarded a Graduate Assistantship you are required to be enrolled 9 semester hours for each semester you receive the Assistantship for (.25 FTE) and 6 semester hours for (.50 FTE). Some of the responsibilities include staffing and managing the Counseling Laboratory, assisting faculty with their research, and completing administrative duties associated with the management of the laboratory program. Applications are received throughout the year until March 1st. The decisions on awarding of assistantships for the subsequent academic year will be made at the next faculty meeting following the March 1st deadline. Applications for graduate assistantships may be obtained from the Program or the Department Head’s Administrative Assistants.

Application Processing for Admission

The constraints of faculty resources, load limitations, and current student enrollments in all tracks of graduate study in Counselor Education have necessitated close monitoring of admissions. In previous years we had been able to evaluate and act on applications throughout...
the academic year. Such "open admission" practices allowed rapid responses for prospective
students seeking entry into our Program.

**Admission for Clinical Mental Health Program**

Admission decisions are made throughout the first months of each year in preparation for
students’ initial enrollment to be in Summer or Fall academic terms. Cohort admissions allow
our program to comply with accreditation standards as well as reasonable load pressures for
graduate instruction. We must sometimes reject qualified applicants for our program. However,
we encourage these qualified applicants to reapply with the next cohort group.

Please be reminded that delays in processing applications are both necessary and inevitable. In
this way, we can insure adequate provision of faculty and Program resources for students
admitted to the Program in Counselor Education.

**Admission for School Counseling Program**

Admission decisions are made each semester with priority given to prospective students whose
applications are reviewed in November and June. Admission decisions may be made in the
summer if openings remain after April admission decisions have been completed. Please attend
to the following dates to allow adequate time for your application to be reviewed:

- October 15 for Spring: Priority deadline for applications to be completed with Graduate School
- March 15 for Summer: Priority deadline for applications materials to be completed with
  Graduate School
- May 15 for Fall: Priority deadline for applications to be completed with Graduate School

Please be reminded that delays in processing applications are both necessary and inevitable. In
this way, we can insure adequate provision of faculty and Program resources for students
admitted to the Program in Counselor Education.

**Master's Comprehensive Examinations**
Clinical Mental Health and School Counseling Tracks
(Modified and Implemented 11/06/2012)

The policy of the UA Graduate School is that a comprehensive examination or summary project
must be completed by all students seeking to graduate from any UA graduate program. The
content and scheduling of the master's comprehensive examination in Counselor Education is
consistent with this expectation. Per Graduate School policies, students have two (2)
opportunities for successful performance on the comprehensive examination established for
their program/department. Eligibility for the initial attempt to secure a passing score on the
master's comprehensive examination in Counselor Education is granted in the semester in which
students are completing their master’s internship. Because the completion of a student's
master's internship typically occurs in the semester of anticipated graduation, the timing of
initial access allows for a second attempt to be completed during that semester. The second
attempt can be scheduled to occur no less than three (3) weeks subsequent to notification of a
failure on the student's initial attempt for a passing score on the master's comprehensive
examination. A passing score on the second attempt of the master's comprehensive examination
can then allow the student to graduate as planned. Otherwise, the Graduate School policy limiting students to two (2) opportunities for successful performance on the comprehensive examination will lead to the student’s dismissal from the program.

**Curriculum Vita (CV)**

Your curriculum vita must include previous work experience, educational experiences, professional activities/memberships, honors, professional presentations, and publications. You may or may not have all of these; however, you should provide as much information as possible. Remember your CV is your professional summary and it is a vital element of your image to both peers and the public (it is also the most essential item to provide as you pursue employment opportunities).

**Personal Theory Paper**

The personal theory paper allows a student to demonstrate their understanding of various theoretical perspectives on the helping process with their applied experiences. This document is intended to be declarative (i.e., portraying your personal perspective) rather than comparative (i.e., selecting various theoretical models and comparing them against one another). In essence, this activity is an opportunity for you to articulate what you have learned and what you attempt to accomplish in your counseling efforts. Your personal theory paper will present your integration of training and experience through a description of the following:

**A Brief Description of Your Theory**

Key concepts to include:
- View of human nature
- Structure/development of personality
- Philosophical orientation
- Client’s experience in therapy
- Relationship between client and therapist
- The therapeutic Process

**Student Selection**

Your selection may be a paper, project, or presentation that you believe represents your best work in your area of study and preparation. You should remember that this is your opportunity to be creative with your representation of your professional skills and knowledge.

**Portfolio Submission**

Your portfolio is to be submitted in an electronic form to the Coordinator of Examinations for the program. The use of electronic format is designed for ease of submission, ease of review, and further demonstration of students’ technological skills per accreditation requirements.
Objective Section

The objective portion of the comprehensive examination will consist of 200 multiple-choice items. One hundred (100) questions will be based on foundational courses, which are required of all students regardless of program emphasis. The remaining 100 questions will be by program emphasis. Students must achieve a score of 70% or higher on the objective section in order to pass this section. After three weeks, students who do not achieve a score of 70% or higher may retake the objective section.

Typically, you are provided three and one-half hours (3 1/2) for completing the objective portion of the master's comprehensive examination. In the event that you require an accommodation beyond the typical examination conditions/stipulates, you should submit such a request in writing to the Coordinator of Examinations by no less than one (1) working week prior to the examination date. You are encouraged to be familiar with regulations affecting comprehensive examinations published in the University of Alabama Graduate Catalog or contact the Graduate School for further information.
Foundational Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 512</td>
<td>Counseling Theory and Process</td>
<td>20</td>
</tr>
<tr>
<td>BCE 514</td>
<td>Counseling Skills</td>
<td>20</td>
</tr>
<tr>
<td>BCE 513</td>
<td>Career Development</td>
<td>20</td>
</tr>
<tr>
<td>BCE 521</td>
<td>Group: Process and Procedures</td>
<td>20</td>
</tr>
<tr>
<td>BER 500</td>
<td>Research Methods in Education</td>
<td>20</td>
</tr>
</tbody>
</table>

Program Emphasis-Clinical Mental Health Counseling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEP 550</td>
<td>Life Span Development</td>
<td>20</td>
</tr>
<tr>
<td>BCE 611</td>
<td>Introduction to Multicultural Counseling</td>
<td>20</td>
</tr>
<tr>
<td>BCE 522</td>
<td>Individual and Group Appraisal</td>
<td>20</td>
</tr>
<tr>
<td>BCE 650</td>
<td>Counseling Strategies for Family Relationships</td>
<td>20</td>
</tr>
<tr>
<td>BCE 518/528</td>
<td>Introduction to Clinical Mental Health Counseling</td>
<td>20</td>
</tr>
<tr>
<td>BCE 518/528</td>
<td>Advanced Seminar in Clinical Mental Health 20</td>
<td></td>
</tr>
</tbody>
</table>

Program Emphasis-School Counseling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEP 550</td>
<td>Life Span Development</td>
<td>20</td>
</tr>
<tr>
<td>BCE 611</td>
<td>Introduction to Multicultural Counseling</td>
<td>20</td>
</tr>
<tr>
<td>BCE 522</td>
<td>Individual and Group Appraisal</td>
<td>20</td>
</tr>
<tr>
<td>BCE 650</td>
<td>Counseling Strategies for Family Relationships</td>
<td>20</td>
</tr>
<tr>
<td>BCE 511/523</td>
<td>Principles of Guidance and Program</td>
<td>20</td>
</tr>
<tr>
<td>BCE 511/523</td>
<td>Development and Management</td>
<td></td>
</tr>
</tbody>
</table>

College and Program Facilities

The use of technology in both the academic experiences of counseling students and the applied work of practicing counselors affords many opportunities for expanding the resources available to clients served in a variety of counseling settings. The College of Education has a substantial investment in the use of computers and related forms of technology for its students. Three Computer Laboratories are available to students, with the main computer facilities located in Graves Hall. Computer facilities are available during daytime, evening, and weekend hours through the calendar year. Students will find that computer skills are necessary for their work in many of the courses in their curriculum and they are encouraged to seek assistance via formal classes or informal learning, both of which can be provided through affiliation with the Computer Laboratory.
Research Assistance Laboratory

The Research Assistance Laboratory (RAL) is a service available to students seeking both quantitative and qualitative assistance in conducting research, meeting course requirements, or related matters of empirical inquiry. The RAL is located at 101 Carmichael Hall and is staffed by professional researchers. The RAL is not intended to conduct the work on one’s research efforts but, rather, to assist in problematic areas encountered in one’s research efforts. The RAL is open during regular office hours. See COE website for specific services in the Research Assistance Lab and The Julie C. Laible Qualitative Research Lab: http://education.ua.edu/centers/rac/

Counseling Center

Although not a facility in either the College of Education or Counselor Education, the Counseling Center (Division of Student Affairs) is a service available to all University students as a part of their student service fee. While a listing of other student services is beyond the scope of a Student Handbook, we feel the Counseling Center is unique for our discipline and our students since issues of concern to counseling students can have a negative effect on their services to their clients. The Counseling Center is located at 1101 Jackson Avenue. The phone numbers are: (205) 348-3863 and (205) 348-3863 during operating hours. After hours, call the UA Police Department at (205) 348-5454 (205) 348-5454. The Counseling Center is available for student needs on a 24-hour basis, though typical services are provided during regular working hours. Students should understand that there is no relationship between the Program in Counselor Education and Counseling Center that might infringe upon the confidentiality of services sought by a student. Our program is about the provision of training to become a counselor rather than the provision of counseling to our students (this would be a dual relationship and an ethical bind for you as well as our faculty). The website is: http://counseling.ua.edu/

Counseling Laboratory

The Program in Counselor Education includes usage of the Counselor Education Developmental Counseling Laboratory, a suite of counseling rooms on the third floor of Graves Hall, accessible through Room 318. The Counseling Laboratory is a state-of-the-art facility that features digital recordings of pivotal counseling work samples from program entry through practicum work. Student and university supervisors have access to live supervision through audio and visual, direct and post-supervision methodology, which is archived with the student’s counseling work samples and sessions. Students’ work is archived and maintained in a digital Student Performance Profile (digital portfolio) from the entry until exit through their program of study.

Client services are provided without charge. Clients are identified by case number only and are archived for research purposes, as stated in their informed consent. The suite consists of an observation/classroom, large classroom/group room, waiting/group room, two individual counseling rooms, supervision/counseling room, and a children’s individual counseling activity room. Each room has at least two active cameras to digitally record both the counselor and the client. Three of the counseling rooms have the use of two-way mirrors. All rooms have monitoring capabilities for digital recording, streaming video, and instant replay. The individual counseling rooms and the counseling/supervision room have the additional capability of bug-in-the-ear, intercom communication, teleprompting, and both audio and video bookmarking.
All Counselor Education Faculty who are supervising students have access to streaming video and archived digital recordings from their office computers through a password protected system. Students have access to their own digital recordings through a password protected system that restricts viewing to only their own work. Practicum is scheduled for a minimum of one night per week from 4 PM to 8 PM. Other scheduling of the rooms is provided on a first-come, first-served basis through the coordination of the Counseling Laboratory Assistants in the laboratory waiting room, 318 Graves Hall. The telephone number for the Counseling Laboratory is 205-348-1193.

Professional Involvement

Clinical mental health and school counseling students are encouraged to become professionally involved by joining professional associations. Such memberships will encourage ongoing learning opportunities to introduce students to the counseling profession and to expose counseling students to professional issues and leaders and workers in the fields of clinical mental health and school counseling. The following are links to professional associations which offer student discounts for membership:

American Counseling Association  
http://www.counseling.org/

American Mental Health Counseling Association  
http://www.amhca.org

American School Counseling Association  
http://www.schoolcounselor.org/

American Association for Counselor Education and Supervision  
http://acesonline.net/

International Association of Marriage and Family Counselors  
http://iamfconline.com/

Alabama Counseling Association  
http://www.alabamacounseling.org/

Chi Sigma Iota  
http://www.csi-net.org/
Master's Degree Forms and Policies

The following forms are required for all master’s degrees in the program of Counselor Education:

- Student Data Form
- Checklist and Sequence for Master's Degree in CMHC and SC
- Selection, Orientation, and Retention Policy for all Degree-Seeking Students
- Related Academic Policies and Expectations Program in Counselor Education
- Applicant Assessment of Technological Competencies (Required)
- Graduate Assistantship Information Form/Application
- Faculty Review Student Performance Form
- Student Evaluation Action Form
- Endorsement Policy for Program Students and Graduates
- Conceptual Base and Progressive Distinctions: CMHC and SC
- Program Planning Record: Clinical Mental Health Counseling
- Program Planning Record: School Counseling
- Dean’s Policy on Student Complaints
- Elements of Internship Placement in Clinical Mental Health and School Counseling
# Student Data Form
Counselor Education Program
University of Alabama
Box 870231
Tuscaloosa, Alabama 35487-0231
Phone Number (205) 348-5174

| Name: ____________________________ | Date: ____________________________ |
| Address: ____________________________ | CWID #: ____________________________ |
| Permanent Mailing Address: ____________________________ | Phone #: ____________________________ |

Current Program: ____________________________

Undergraduate Major: ____________________________  Minor: ____________________________

College or University: ____________________________

Date of Graduation: ____________________________  Certification: ____________________________

Other Graduate Study; College or University: ____________________________

Major: ____________________________  Credit Hours: ____________________________

Degree: ____________________________  Date of Graduation: ____________________________

**Professional Work Experience(s):** (Most recent first)

1. Dates: _____ to _____ Employer: ____________________________
   Position: ____________________________

2. Dates: _____ to _____ Employer: ____________________________
   Position: ____________________________

3. Dates: _____ to _____ Employer: ____________________________
   Position: ____________________________

Current Career Plans: ____________________________

---

Page | 27
Checklist and Sequence for Master’s Degree: CMHC and SC Tracks

( ) Student admitted for graduate study as student in Master’s program

( ) Student seeks advisement and enrolls in graduate study

( ) Student successfully completes preliminary graduate courses
  
  ( ) BCE 512

  ( ) BCE 514

( ) Student enrolls in Practicum (BCE 516) with permission from advisor

  ( ) *SC students: state criminal background check/fingerprints and take Basic Skills Assessment (see ALSDE website).

( ) Student successfully completes Practicum

  ( ) *SC students: take Praxis II test semester prior to beginning internship (see ALSDE website).

( ) Student begins 600-hour (over the course of one or two semesters) internship with a maximum of two courses left to complete in program

( ) Student makes application for Comprehensive Examination.

( ) Student applies for graduation through The University of Alabama Graduate School (Completes forms/fees: Application to Graduate and Admission to Candidacy)

( ) Student passes “comprehensive examination” (i.e., portfolio and the objective section of the examination)

( ) Student graduates from program
Selection, Orientation and Retention Policy
Degree-Seeking Students, Counselor Education

1) All applications for admission to programs in Counselor Education will come from the Graduate School to the Program Chairperson.

2) The Program Chairperson will present all applications to the faculty in regular staff meetings for purposes of discussion and appropriate action. Candidates may be requested to come in for an interview prior to any decision being made on their admission.

3) Letters advising applicants of acceptance should include:
   a. The name of the student’s advisor.
   b. A student data form with instructions to complete it and bring it to the student’s initial interview with his/her advisor.
   c. Instructions directing the student to contact his/her advisor for an interview near the time he/she intends to actively pursue coursework.
   d. Information advising the student that his/her progress will be reviewed by the faculty on completion of 6-12 semester hours of coursework with special reference to his/her suitability for working with others in a counseling relationship.

4) Initial interview between advisor and advisee will be committed to becoming acquainted, and with advisor’s orienting the advisee to the program curriculum, procedures and requirements, and completing appropriate data and course outline forms for the student’s folder and for the student.

5) One staff meeting near the end of each semester (and others, if necessary) will be devoted to reviewing the performance of students about whom any faculty member(s) has/have developed serious concerns. After discussion of pertinent materials and observations, the faculty shall conclude for each student identified that:
   a. The difficulty is not a sufficient severity to warrant any action other than continued monitoring;
   b. The student will be informed of the faculty concern in a conference with the program chairperson and the advisor (or at least one other faculty member), and a plan for relieving the difficulty will be developed and agreed upon, with some probationary time limits set; or
   c. The faculty will recommend to the Department Head that the student be dropped from the program.
### Applicant Assessment of Technological Competencies (Required)

As a component of our application process, all prospective students are required to complete the accompanying survey. Please indicate below if you can perform the following computing and technological tasks:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>1.</td>
<td>I can use word processing programs such as Microsoft Word or Open Office to create scholarly work, as well as attach, open, and save electronic documents received or sent by email.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>2.</td>
<td>I use an Internet browser other than Microsoft Internet Explorer or Firefox.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>3.</td>
<td>I can conduct Internet research and understand how to check whether or not the validity of the data and information is credible for scholarly work.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>4.</td>
<td>I understand online etiquette and its importance for creating a positive online classroom experience.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>5.</td>
<td>I can communicate with others through social networks and video software such as Skype.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>6.</td>
<td>I have an email address from which I may communicate with program faculty. List your Email Address: ____________________________</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>7.</td>
<td>I can assemble and create presentations using PowerPoint or similar software.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>8.</td>
<td>I understand how to use applications and web services on cloud computing programs such as Google Apps and Mac Apps.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>9.</td>
<td>I can use applications such as Microsoft Access and Microsoft Excel to analyze, organize, and store data.</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>10.</td>
<td>I can use statistical programs such as SPSS/SAS to analyze data.</td>
</tr>
</tbody>
</table>

Please return the completed assessment as an e-mail attachment to the program administrative assistant or to: Program in Counselor Education, Box 870231, The University of Alabama, Tuscaloosa, AL 35487-0231. For further information on technology support, please visit The University of Alabama’s Office of Information Technology: [http://oit.ua.edu/oit/services/it-service-desk/](http://oit.ua.edu/oit/services/it-service-desk/).

Student’s Signature: ___________________________  CWID #: ____________  Date: _______________
Graduate Assistantship Information Form/Application
Educational Studies in Psychology, Research Methodology & Counseling
College of Education
University of Alabama

Date: ____________________________  CWID #: ____________________________

Name: _______________________________ Last/First/Middle

Permanent Address: ____________________________________________________________
(Street Name & Number/Apartment Number)

________________________________________________________
(City, State, Zip)

Local Address: ______________________________________________________________
(Street Name & Number/Apartment Number)

________________________________________________________
(City, State, Zip)

Have you received official notification of acceptance from The University of Alabama’s
Graduate School?

_____ Yes   _____ No

Major: __________________________________________________________

Level: _____ Ph.D.   _____ Master’s

Residence: _____ In State   _____ Out of State
1) Write a paragraph describing what type of assistantship you would prefer (e.g., If you are seeking a research assistantship, please note your research interest and/or a particular professor with whom you would prefer to work).

2) Specify any skills, competencies, and/or experience you have that would contribute to you work as a research assistant. Include such things as research competencies, computer skills, testing skills, etc.

3) **Return this application form with a cover letter and vita to:**

   Program in Counselor Education
   University of Alabama
   306 Carmichael Hall
   Box 870231
   Tuscaloosa, Alabama 35487
   Phone (205) 348-5174
**Faculty Review of Student Performance**  
Program in Counselor Education

Name: ___________________________  
Advisor: ___________________________  
Date: ___________________________

_____MA  _____Ph.D.

**purposes of this recommendation**

1. To take a professional and personal inventory of the student’s strengths and weaknesses as exhibited in relationship to progress in the Program in Counselor Education.
2. To monitor student’s progress and acceptance in the professional sequence.

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>Strength</th>
<th>Concern</th>
<th>No Concern</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Clinical Skills                      |          |         |            |     |
| Basic Attending Skills               |          |         |            |     |
| Intentionality                       |          |         |            |     |
| Case Conceptualization               |          |         |            |     |
| Treatment Outcomes                   |          |         |            |     |
| Accountability/Record Keeping        |          |         |            |     |
| Use of Appropriate Counseling        |          |         |            |     |
| Techniques                           |          |         |            |     |

| Ethical and Professional Behavior    |          |         |            |     |
| Ethical Conduct                      |          |         |            |     |
| Professional Conduct                 |          |         |            |     |

| Personal Characteristics             |          |         |            |     |
| Stability                            |          |         |            |     |
| Maturity                             |          |         |            |     |
| Respect                              |          |         |            |     |
| Motivation                           |          |         |            |     |
| Peer Relationship                     |          |         |            |     |
| Reaction to Criticism                |          |         |            |     |

| Comply with COE dispositions         |          |         |            |     |

Comments:

___________________________ _______  
Recommend  Provisional Recommendation  Recommendation  Do not recommend
College of Education Dispositions Rubric

Please rate the candidate by marking an X in the appropriate box according to the following scale. Please carefully consider each explanation. Please include a composite score for all four dispositions.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Descriptor</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Advanced</td>
<td>To receive a “4” the candidate must demonstrate <em>advanced</em> knowledge, skills, and practices. The candidate exceeds the expectations set by the unit’s identified criteria.</td>
</tr>
<tr>
<td>3</td>
<td>Target</td>
<td>The candidate demonstrates <em>target</em> knowledge, skills, and practices expected of educational professionals. Knowledge conveyed and/or performance demonstrated regarding this disposition is consistent with that which meets the unit’s identified criteria.</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
<td>The candidate demonstrates <em>developing</em> knowledge, skills, and practices expected of educational professionals. Knowledge conveyed and/or performance demonstrated regarding this disposition is consistent with initial understanding and/or performance in this area.</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>The candidate demonstrates <em>unacceptable</em> knowledge, skills, and practices of educational professionals. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.</td>
</tr>
<tr>
<td>Disposition (Maximum Score = 16)</td>
<td>Advanced (4)</td>
<td>Target (3)</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| **The candidate demonstrates a commitment to diversity**<br>Such as:  
• Adapts strategies to students’ life experiences, responses, ideas, or needs in order to facilitate their critical thinking, independent problem solving, or performance capabilities.  
• Demonstrates democratic, just practices with respect to diversity through culturally responsive practices.  
• Uses effective communication skills or appropriate technologies necessary to serve all students. | | | | |
| **The candidate practices behaviors that are consistent with the ideals of fairness/equity**<br>Such as:<br>• Adopts strategies that use all students’ unique prior knowledge, life experiences, and interests as part of the context for educational practices that advance ideals of equity.  
• Uses methods that demonstrate that all students can learn.  
• Creates environments that are safe spaces for open discussions about fairness, provide equitable learning opportunities, and foster student motivation. | | | | |
| **The candidate fosters a culture of collaboration**<br>Such as:<br>• Demonstrates collaborative practices with students, schools, families, colleagues, or communities.  
• Recognizes the importance of local, regional, and global partnerships.  
• Incorporates a wide variety of resources in the school, family, or community to facilitate student learning. | | | | |
| **The candidate exhibits a reflective stance for professional practice**<br>Such as:<br>• Exhibits a commitment to planning, reflecting, assessing, or learning as on-going processes.  
• Practices standards of professional and ethical behavior or decision making.  
• Adopts a wide array of resources to promote critical reflection.  
• Seeks avenues for lifelong learning, evidenced by engagement in professional learning communities. | | | | |
| **Composite Score (sum of all four columns):** | | | | |
This document serves as a supplement to the Student Performance Form completed each semester by the faculty in Counselor Education. Specifically, the Action Form provides a vehicle to document discussions of observed strengths in student performance as well as any corrective measures intended for areas of faculty concern in a student’s performance. The Action Form reflects a formal, participatory activity and dialogue designed to assist in the student’s successful matriculation into their chosen area of counseling. The procedural elements of this activity are noted in the following listing.

1. Review of Student Performance

2. Suggested Corrective Actions (specify)
   A.
   B.
   C.

3. Required Corrective Actions (specify)
   A.
   B.
   C.

Acknowledgement

By our signatures, we verify our discussion and agreement concerning the elements of the student Evaluation Action Form.

____________________________________  ___________  ____________________________
Student                                Date                        Advisor                        Date
Endorsement Policy for Students & Graduates
Counselor Education Program

In order to sustain the highest levels of ethical propriety and professionalism in representing the program in Counselor Education, a formal endorsement policy serves to guide faculty representation of competence and preparing for students and graduates. As a matter of policy, faculty will endorse students and graduates for those positions/opportunities as a professional nature of which they have received adequate, formal academic training. Specifically, students pursuing professional opportunities will only be endorsed relative to the status of their academic preparation (e.g., Practicum students will be endorsed as having completed academic training only to that point their preparing program, etc.). In this regard, students seeking volunteer or paid positions will not be endorsed as competent graduates of the Program in Counselor Education. For graduates seeking endorsement relative to professional opportunities, faculty will only endorse their preparation and competence relative to their specific training and areas of skill (e.g., School Counseling graduates will be endorsed for school-related professional opportunities, etc.). Methods of endorsement will include but not be restricted to written/verbal recommendations and commentary solicited and approved by graduates seeking professional employment, professional certification/licensure status, or related positions of opportunities.

Adopted: 09/1995; Reaffirmed: 11/2010
<table>
<thead>
<tr>
<th>Course</th>
<th>Theoretical Base</th>
<th>Application</th>
<th>Supervision/Roles</th>
<th>Art/Science</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 512 (CMHC, SC)</td>
<td>Classical Theorist; Speculative personal theory</td>
<td>Theoretical</td>
<td>None</td>
<td>Art</td>
<td>&quot;0&quot;</td>
</tr>
<tr>
<td>BCE 514 (CMHC, SC)</td>
<td>Egan</td>
<td>Theoretical/Applied</td>
<td>Minimal; T-S</td>
<td>Science</td>
<td>&quot;0-1&quot;</td>
</tr>
<tr>
<td>BCE 516 (CMHC, SC)</td>
<td>Synthesis; Emergent personal theory</td>
<td>Applied/Theoretical</td>
<td>Close; T-S, C-C, Co-Co</td>
<td>Art &amp; Science</td>
<td>&quot;1-2&quot;</td>
</tr>
<tr>
<td>BCE 525 (CMHC, SC)</td>
<td>Established personal theory</td>
<td>Applied</td>
<td>Minimal: Co-CO</td>
<td>Art</td>
<td>&quot;2-3&quot;</td>
</tr>
</tbody>
</table>

**Key:**
- T-S = Teacher-Student
- C-C = Counselor-Client
- Co-Co = Colleague-Colleague

CMHC = Clinical Mental Health
Counseling SC = School Counseling
The Clinical Mental Health Counseling Program is a 60 semester hour sequence, including 6 semester hours of internship. Program revised: Fall 2014; Effective: Fall 2014

<table>
<thead>
<tr>
<th>REQUIRED COURSES (48 semester hours)</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 512 Counseling Theory and Process</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 513 Career Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 518 Introduction to Clinical Mental Health Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 521 Group: Process and Procedures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 522 Individual and Group Appraisal</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 528 Advanced Seminar in Clinical Mental Health Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 611 Introduction to Multicultural Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 650 Counseling Strategies for Family Relationships</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BEP 550 Life Span Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BER 500 Introduction to Educational Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BER 540 Quantitative Research I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BSP 660 Psychopathology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 514 Counseling Skills</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 516 Practicum in Counseling II (PASS/FAIL)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 525 Internship in Clinical Mental Health Counseling</td>
<td>6</td>
<td>/</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

** Elective must be approved by advisor. (See page 40 for additional info)
**Specialization Options:**

A. Marriage and Family       D. Other  
B. Human Development         
C. Addiction Counseling      

**Specialization options could include courses in the following areas of study:**

<table>
<thead>
<tr>
<th>A. Specialization in Marriage/Couple and Family</th>
<th>B. Specialization in Human Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 633 – Advanced Seminar in Counselor Education: Advanced Issues in Marriage and Family Counseling</td>
<td>BEP 565 – Personality Theories in Education</td>
</tr>
<tr>
<td>BCE 651 – Counseling Strategies for Marital Relationships</td>
<td>BEP 655 – Adolescent Psychology</td>
</tr>
<tr>
<td>BCE 652 – Counseling Strategies of Adult-Child Relationships</td>
<td>HD 501 – Child Development</td>
</tr>
<tr>
<td>HD 532 - Parent Education</td>
<td>HD 512 – Adult Development</td>
</tr>
<tr>
<td>HD 534 - Parent-Child Relations</td>
<td>HD 564 – Family Crises</td>
</tr>
<tr>
<td>HD 562 – Dynamic of Family Relations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Specialization in Addiction Counseling</th>
<th>D. Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 542 – Medical, Functional, and Environmental Aspects of Disability I</td>
<td>Unique Specialization may be fashioned for students wishing to pursue study/preparation for counseling with population or in settings that do not correspond to those listed in the previous categories (e.g., speech/hearing impaired, racial/ethical minorities, women). In such cases, elective study will be discussed and approved by the Coordinator for Clinical Mental Health/Agency Counselor Education in the early stages of the students’ program of study.</td>
</tr>
<tr>
<td>BCE 543 – Psychological and Social Aspect of Disability</td>
<td></td>
</tr>
<tr>
<td>BCE 633 – Advanced Seminar in Counselor Education: Substance Abuse</td>
<td></td>
</tr>
<tr>
<td>CHS 560 – Introduction to Medical Science</td>
<td></td>
</tr>
<tr>
<td>CHS 624 – Basic Epidemiology</td>
<td></td>
</tr>
<tr>
<td>SOC 553 – Sociology of Medical Institutions</td>
<td></td>
</tr>
</tbody>
</table>

**ELECTIVES (12 semester hours approved by advisor):**
Coursework in elective areas of study will complete the 60-hour requirements for the Master of Arts degree. Students may select courses from any of the cognate module areas (with advisor approval) to design an individualized elective program of study. A student may choose to concentrate elective coursework in a cognate module area to complete a Specialization in a particular area of study (e.g., Marriage and Family, Addiction Counseling, etc.). Each Specialization will consist of no less than **nine (9)** semester hours within a cognate module.
The School Counseling Program is a 48 semester hour sequence, including 6 semester hours of internship. Program revised: Spring 2014; Effective: Fall 2014.

*SPE 500 Introduction to Exceptional Children/Youth

Student Name: ___________________________ CWID #: ___________________________

Faculty Advisor: ___________________________ Date: ___________________________

<table>
<thead>
<tr>
<th>REQUIRED COURSES (48 Semester hours)</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 511 Principles of Guidance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 512 Counseling: Theory and Process</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 513 Career Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 521 Group: Practices and Procedures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 522 Individual and Group Appraisal</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 523 Program Development and Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 611 Introduction to Multicultural Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 650 Counseling Strategies for Family Relationships</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BEP 550 Life Span Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BER 500 Research Methods in Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BER 540 Quantitative Research I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 514 Counseling Skills</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Course (with advisor permission only)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPE 500 – Introduction to Exceptional Children/Youth</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>BCE 516 Practicum in Counseling II (PASS/FAIL)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 525 Internship in School Counseling</td>
<td>6</td>
<td>/</td>
</tr>
</tbody>
</table>

*Requirement for School Counseling Certification (Alabama Department of Education) – No Credit
Elements of Internship Placements in Counselor Education

Overview

Congratulations on arriving at this stage of your academic program! For the majority of our interns, this experience represents the culminating opportunity to merge your classroom learning with an in-depth field placement for your practice skills. Unlike any other requirement in your program, the internship is a transitional point in your educational and professional development. The internship experience features aspects of both an academic course through the University and employment through your internship site. Interns from previous years have noted that they felt as though they had responsibilities and expectations of an employee at their site as well as obligatory relationships of a student on campus. Within this transition activity, it is reasonable that one would feel this way! The unique nature of the internship necessitates that it be managed in a way that is quite different from other courses. The following summary addresses the elements of your internship.

Prearranged Placement

Internship placements are to be arranged and approved by the University Supervisor of Internships prior to the beginning of the semester/term for which the intern is enrolled for internship credit. To assist in making the internship experience as meaningful as possible, students are responsible for making preliminary contacts with prospective internship site placements (this activity is very much like a job interview, a procedure we ALL hope you will undertake in the future!). Prospective interns are encouraged to develop their vita and arrange to interview with a prospective site supervisor (a copy of your Program Planning Record may be helpful for students to discuss their academic experiences).

Prospective interns should know that site supervisors must meet the following criteria:
   a. A minimum of a master’s degree in counseling or related profession with equivalent qualifications, including appropriate (doctoral degrees for prospective doctoral interns) certifications and/or licenses.
   b. A minimum of two (2) years of pertinent professional experience in the program area in which the student is enrolled.
   c. Knowledge of the program’s expectations, requirements, and evaluation procedures for students (faculty will provide additional information if necessary).
   d. Relevant training in counseling supervision.

The Procedure for completing a prearranged internship is as follows:
   a. Prospective intern interviews with prospective site supervisor.
   b. Prospective intern discusses placement opportunity with university supervisor.
   c. Prospective intern discusses placement opportunity with prospective site supervisor.
   d. If an unapproved site, university supervisor visits site to determine placement suitability based on prospective intern's training and aspirations as well as the program requirements.
   e. If approved, UA supervisor informs both site supervisor and intern of approval.
Internship Agreement

The internship is an academic course and, therefore, is subject to the same scrutiny and the same rights of due process for faculty and students as with any other academic course. For this reason, your syllabus features the same language and accompanying documentation as with any other course. However, because of the uniqueness of each student's internship placement, determination of an academic grade must be based on evaluations of each student's work in that setting. No syllabus could possibly be developed to address each aspect of each intern's placement. Therefore, to clarify the expectations of the intern, the site supervisor, and the university supervisor, each intern is responsible for developing an internship agreement specifying the nature of their duties. This document serves two (2) critical purposes: (a) it becomes the basis for clarifying the agreements among all parties involved in the internship, and (b) it serves as a reference for assigning a final internship grade.

At the point of pre-approval for the internship placement, all parties will have a verbal understanding of the expectations for the internship placement. Interns should develop an initial draft of the internship agreement for discussion with their site supervisor during the first week of the placement to insure that all desired aspects of the internship experience are addressed (copies and guidelines are provided in supplemental handouts). Once approved by both the site supervisor and the intern, draft documents are printed on University of Alabama letterhead and signed by all parties (original document retained in University files; copies provided to intern and site supervisor). Supervision contracts are developed by each student to define roles and responsibilities of the counseling supervisor, site supervisor, and the student during practicum and internship. Departures from the stated contents of the internship agreement are to be discussed by and agreed upon by all parties. Grade determination for interns is based upon successful completion of the elements of the internship agreement.

Orientation, assistance, consultation, and professional development opportunities are provided by the counseling program faculty to site supervisors. A CD with all internship forms and supervision training is provided to site supervisors.

Documentation

Interns are responsible for retaining cumulative documentation of all internship activities. The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

The Summary Guide for Internship Activities can assist in documentation to reflect the following total and categories:
1. A minimum of 600 clock hours in the internship setting with a minimum of 240 hours of direct service to clients embedded within the 600 hour experience, begun after the completion of the practicum.
2. A minimum of one (1) hour per week of individual supervision throughout the internship, usually provided by the site supervisor,
3. A minimum of one and one-half (1 1/2) hours per week of group supervision throughout the internship, provided by the university supervisor, and,
4. Evidence of successful completion of all aspects of the internship agreement.

**Internship Evaluation**

Evaluations of internships are secured from two (2) sources at the conclusion of the internship placement. The first source of evaluation is derived from the site supervisor using the Internship Performance Evaluation rubric. The second source of evaluation is derived from the student. These evaluations, along with the Summary of Internship Activities, are due to the university supervisor as noted on the schedule for internship. Site supervisor evaluations offer formal ratings of performance and a recommended grade based on the Internship Performance Evaluation rubric.

**Student Insurance**

Students are automatically enrolled for UA liability insurance through registration for any practicum or internship in Counselor Education per policy of the Office of Risk Management.
UNIFORM SYLLABUS POLICIES  
(Revised for Fall 2014)

The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

Student Accommodations

It is the policy of the College of Education and the Program in Counselor Education to make reasonable accommodations for qualified individuals with disabilities. Students with disabilities are encouraged to register with the Office of Disability Services, 348-4285. Thereafter, you are invited to schedule appointments to see me during my office hours to discuss accommodations and other special needs.

LiveText Submissions for CACREP Accredited Tracks (CMHC, SC, Doctoral):

Beginning in Summer 2014, students in the Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision (Doctoral) tracks will have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) purchase a LiveText membership, (2) turn in all assignments as directed by faculty, per course syllabi; and, (3) upload assignments from CACREP-affiliated courses into LiveText - the data management system used to track all CACREP Standards by the date designated by faculty. Failure to submit assignments to faculty will lead to a grade of “incomplete” for the student’s final grade.


LiveText Submissions for NCATE Accredited Tracks – School Counseling Majors (Masters and Ed.S):

The College of Education has adopted LiveText to support the personal reflection and professional growth of P-12 professionals. Beginning January 2014, students in designated educator preparation programs will be expected to: (1) purchase a LiveText membership, (2) turn in assignments as directed by the College of Education or the student’s department, or per course syllabi; and, (3) upload assignments from designated courses into LiveText, the College’s data management system by the date specified by the appropriate course instructor. Failure to submit assignments in designated courses will lead to a grade of “incomplete” for the student’s final grade.


Academic Misconduct/Ethical Violations

All acts of dishonesty in any work for any course will constitute academic misconduct. In this regard, the Academic Misconduct Disciplinary Policy noted in the Student Handbook and the University Faculty Handbook will be followed in the event of any acts of academic misconduct. The Code of Ethics and the Standards of Practice of the American Counseling Association or the Code of Ethics for Certified Rehabilitation Counselors shall serve as the guidelines for determining ethical conduct and propriety for both students and instructors involved with any program activity.
Plagiarism

Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own work. Plagiarism may be inadvertent or purposeful. However, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Assistant Dean. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an “F” in the course and being suspended from the University. For more information, see http://facultysenate.ua.edu/handbook/append-c.html.

Computer Literacy

Each student in Counselor Education is expected to develop computer literacy in the areas of word processing, data analysis, and literature searches. These skills are both appropriate and necessary for practitioners in any counseling environment, particularly during their graduate preparation. Specific courses and instruction in the usage of computers is not provided directly in Counselor Education. Students are encouraged to purchase their own personal computers or to use the College of Education Computer Laboratories located on the second or third floors of Graves Hall. Additionally, the Research Assistance Laboratory located on the third floor of Carmichael Hall provides guidance in the use of computer technology in data entry and analysis. Access to mainframe or other user services is available upon request through the College of Education Computer Laboratories via written verification of enrollment by the Department Head. Undergraduate and graduate courses in Computer Technology are also available and should be considered as students seek to develop their skills in the use of electronic media. Students are encouraged to utilize these opportunities in the pursuit of their graduate studies.

Other Policies and Expectations

All students should seek assistance from their course instructor, their academic advisor, or the Department Head for concerns related to academic policies and expectations. Students seeking degrees in Counselor Education should review the Student Handbook as well as related policies contained in the program website (http://education.ua.edu/psych/counselor/index.html). All students should consult the Graduate Catalog under which they were admitted for additional policies and expectations for graduate study.

The Code of Academic Conduct

All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student.

The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

The Code of Student Conduct

The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct.
Conduct. Disruptive/obstructive behavior is not limited to but may include the following: physical abuse, verbal abuse, threats, stalking, intimidation harassment, hazing, possession of controlled substances, possession of alcoholic beverages. Please avoid particularly disruptive or annoying behaviors. Turn off or place on silent mode all potentially disruptive electronic devices, such as cell phones, smart phones, and pagers. Do not engage in text messaging during class time.

Use of Plagiarism Detection Software

The University of Alabama is committed to helping students to uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

Severe Weather Protocol

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through Connect-ED--faculty, staff and students (sign up at myBama)
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA 7. WVUA 7 Storm Watch provides a free service you can subscribe to that allows you to receive weather warnings for Tuscaloosa via e-mail, pager or cell phone. Check http://www.wvua7.com/stormwatch.html for details.
The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will

- **UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;
- **ACT** to develop the full potential of all learners to be excellent professionals in their field; and
- **LEAD** through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.
Dean's Policy on Student Complaints

From the College of Education Faculty Handbook: APPENDIX Q

Step 1a. Student raises the issue with the faculty member involved.

Step 1b. Faculty member and student try to resolve the issue based on facts.

Step 1c. After this meeting, student or faculty member writes a brief memo, signed by both, indicating the resolution to the problem.

Step 1d. If there is no resolution, student and faculty member sign a brief memo indicating points of continuing disagreement.

Step 2a. Student raises the issue with the program coordinator, who receives in writing the material from steps 1a-d.

Step 2b. Program coordinator and student try to resolve the issue based on facts.

Step 2c. After this meeting, student or program coordinator writes a brief memo, signed by both, indicating the resolution to the problem.

Step 2d. If there is no resolution, student and program coordinator sign a brief memo indicating points of continuing disagreement.

Step 3a-d. Process is repeated between student and Department Head, with all written material shared from steps 1a-d and 2a-d. Under normal conditions, problems will be resolved at this level or below.

Step 4. If the problem is unresolved, faculty or student may bring it to the Associate Dean to come under University grievance policies.

Step 5. The Associate Dean investigates the grievance and provides a summary and recommendation to the Dean.

Step 6. The Dean renders a final decision. The student may appeal the Dean’s decision to the Office of Academic Affairs.

(Note: The following document describes the policy in effect at the time this Handbook was published. Copies of any subsequent revision will be available in departmental and divisional offices in the Office for Academic Affairs.)
Doctor of Philosophy in Counselor Education (Ph.D.)

Graduate study at the doctoral level requires rigorous application on the part of the student, as well as a substantial investment of time on the part of the student’s Program Advisory and Dissertation committees. Because there is a very real limit to the amount of time and effort that faculty can devote to this kind of responsibility, not all aspirants for the doctoral program can be accommodated. Some prospective students must be denied admission despite their apparent promise to successfully complete the program if more staff and other institutional resources were available.

Key Aspects of Doctoral Study

A variety of elements of doctoral study are discussed in detail in the Graduate Catalog within the initial section on "General Information" as well as under the section devoted to a discussion of policies concerning the "College of Education." In that the Student Handbook is supplemental to these concerns, students are encouraged to examine all relevant areas of the Graduate Catalog to clarify the key aspects of doctoral study. Some specific concerns in this regard are:

1. Residency Requirements
2. Load Requirements
3. Time Limitations
4. Dissertation Enrollments
5. Degree Requirements
6. Research Requirements
7. Foundational Studies

Program Description and Overview

The Doctor of Philosophy (Ph.D.) degree may be earned in Counselor Education and Supervision. Graduate study at the doctoral level requires rigorous application on the part of the student, as well as a substantial investment of time on the part of the student’s Program Advisory and Dissertation committees. Degree-seeking status in doctoral study involves successful and sequential completion of all of the following elements:

Graduate Admission

As an initial step in pursuing the doctoral degree in Counselor Education, applicants must have completed the master’s degree in counseling. When a doctoral applicant does not meet the Graduate School’s admission criteria for unconditional admissibility, and is listed as conditionally admissible by the Graduate School, the applicant will complete a writing sample at the completion of their skype interview with the Selection Committee, which will be monitored in a separate skype session. Applicants should understand that admission with the Graduate school is only the initial step for doctoral study. Continuation in the doctoral program is contingent on passing a sequence of program requirements. When subsequent program requirements are not successfully completed, students are not allowed to remain in the doctoral program. The sequence of doctoral program requirements are found in this Student Handbook, see the form, “Checklist and Sequence for Doctoral Examination.”
Applicants for Doctoral Study Admitted Beginning Fall 2014

PERFORMANCE EVALUATION

Students holding masters’ degrees from programs not accredited by CACREP may be required to complete additional courses to meet equivalency standards. Students with degrees reflecting the equivalent of the accredited master’s degree, as determined by program faculty, may begin enrolling for doctoral study.

DOCTORAL APPLICANT INTERVIEWS

Virtual live applicant interviews are used as an opportunity to meet prospective doctoral students prior to admission. The virtual interview date(s) are shown on the current academic calendar on the Counselor Education website. For consistency, virtual interviews are the standard method for doctoral interviews, even for local doctoral applicants.

INTERVIEW PROCEDURES

The virtual live interview offers an opportunity to review an applicant’s progress in previous academic and clinical coursework, aptitude to conduct research, potential for leadership in the field, and to determine the extent to which the applicant possesses the essential communication skills in written and verbal expression necessary for terminal degree work. The virtual live interview is a formal interview involving the student and Program faculty. At an established time, students will log in to the interview forum.

The doctoral interview consists of three (3) elements: (a) documentation and writing sample, (b) prepared responses to supplied questions, and (c) spontaneous responses to faculty questions.

Part I – Documentation and Writing Sample

As a preliminary phase of the virtual live interview, applicants must submit an electronic portfolio. This electronic portfolio must be sent electronically to the program’s administrative staff not less than 5 working days prior to the interview. The following are included:

- Vita/resume which includes a listing of professional experience
- Formal statement of professional goals
- Philosophy of counseling
- One copy of the student’s best sample of written work (this document will be scrutinized carefully by faculty as an example of your academic and/or professional writing skills)

These materials must be received electronically prior to scheduling the student’s interview. Information concerning deadlines and status reports for Part I may be obtained by contacting the Administrative Staff or the Program Chair. Upon completion of Part I, and receipt of the documents in the Counselor Education office, the interview will be scheduled.

PART II - PREPARED RESPONSES

As the introductory phase of the virtual live interview, students will be asked to offer their
prepared responses to an array of questions. These questions are provided for students in the interim period between completion of above Part I and the interview. Student’s prepared responses are to be offered without a means of prompting or assistance (e.g., notes, journal articles, etc).

The questions for the Doctoral interview are as follows:

1. How would you describe the process of your counseling? (This question is intended to prompt a clear, concise statement of your theoretical model and style).

2. What do you see as some of the major contemporary concerns/issues in the field of counseling?

3. What do you see as the future directions in the field of counseling?

4. How do you plan to impact the counseling profession with a Ph.D. in Counselor Education?

5. What do you think your most notable contributions will be to the learning environment within our Program should you be admitted to degree-seeking status?

6. What are some research ideas you have which might be areas for a dissertation?

7. What has been your experience with supervision?

PART III – OPEN DIALOGUE

Following the completion of Part II, open dialogue of interchange between faculty and applicants will occur until the conclusion of the interview. Effort will be made to conclude the interview at the designated time to allow full time for other applicant interviews.

DOCTORAL INTERVIEWS IN ADMISSION DECISIONS

Virtual live doctoral interviews will be considered along with other application materials submitted by the doctoral applicant on the date of admission decisions. The date for doctoral admission decisions appears in the annual calendar featured at the Counselor Education website.

Doctoral Program Planning Record (Revised: Fall, 2015)

Prerequisite

The master’s degree in Counselor Education, or its full equivalent, within the CACREP standards is a prerequisite for entry into the doctoral program.

Residency Requirement
The Program in Counselor Education requires that students meet a residency requirement of full-time study for two contiguous semesters, where a full academic load throughout the summer may be considered equivalent to one academic-year semester.

**BCE REQUIREMENTS**

Doctoral students are required to complete the following courses:

**Semester Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 616 Internship in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>BCE 618 Advanced Theories in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>BCE 619 Internship in Supervision of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>BCE 625 Advanced Internship in Counselor Education</td>
<td>12</td>
</tr>
<tr>
<td>BCE 631 Consultation, Administration, and Leadership in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>BCE 633 Advanced Seminar: Legal, Ethical, and Professional Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 633 Advanced Seminar: Philosophical, Educational, and Cultural Issues</td>
<td>3</td>
</tr>
<tr>
<td>* BCE 699 Dissertation Research</td>
<td>24</td>
</tr>
</tbody>
</table>

**BCE Electives:** Students must complete a minimum of nine (9) semester hours of approved specialty electives in Counselor Education. Suggested courses include, but are not limited to:

- BCE 615 Field Experiences in Counselor Education
- BCE 626 Readings in Counseling
- BCE 633 Advanced Seminar: Substance Abuse
- BCE 633 Advanced Seminar: Issues in Couple and Family Counseling
- BCE 651 Counseling Strategies for Couple Relationships
- BCE 652 Counseling strategies for Adult-Child Relationships

*Students' initial semester of BCE 699 - Dissertation Research requires their enrollment in and successful completion of the scheduled Doctoral Research Seminar conducted by the BCE faculty assigned to that section of BCE 699. Students are allowed to repeat the Doctoral Research Seminar with the permission of their Dissertation Chair and the BCE faculty assigned to that section of BCE 699. Subsequent enrollments in Dissertation Research should be with the Dissertation Chair.*

**College Of Education and Other Requirements**

A minimum of 18 semester hours in research methods must be included in the total hours of graduate credit. These hours must include competencies in research methods, quantitative concepts and analysis, philosophical inquiry, qualitative analysis, computer technology, and other competencies to serve the research expectations for the doctorate. Specific courses required in Counselor Education related to research competencies are as follows:
BER 540 – Quantitative Research I
BER 600 – Quantitative Research Methods in Education
BER 640 – Quantitative Research II
BER 631 – Inquiry as Interpretation: Qualitative Research I

Doctoral students will decide additional two BER courses collaboratively with student’s advisory committee to meet 18 credit hours research requirement.

A minimum of 12 semester hours of foundational must be included in the overall graduate program above the bachelor’s level. The student’s Program Planning Committee determines which courses may be used to meet this requirement. Students anticipating careers in educational settings must complete at least one course in philosophy of education within their foundational study. Students anticipating careers in other settings are not required to include philosophy of education in their foundational study.

Students must obtain a minimum of 60 post-master’s credit hours or a minimum of 90 graduate credit hours in the overall graduate program, to which six of the 24 semester hours of required dissertation research credit may be applied.
Doctoral Examinations

Doctoral students complete two examinations: (a) preliminary examination and (b) comprehensive examination. Students are allowed 10 weeks to complete each examination. A student is eligible to complete the preliminary examination upon BCE 618 (Advanced Theories of Counseling) and BCE 633 (Advanced Seminar: Professional Issues in Counseling). The preliminary examination is composed of 3 questions, covering the following topics:

- Counseling Theory
- Professional Issues
- Student Specialty

Upon electronic submission and satisfactory performance on the preliminary examination, a student is eligible to take the comprehensive examination once he or she has completed BCE 619 (Internship in Supervision of Counseling) and BCE 699 (Doctoral Research Seminar) and has successfully developed and defended the dissertation prospectus. The comprehensive examination is composed of three questions, covering the following topics:

- Applied Counseling/Supervision Practices
- Research in Counseling
- Counselor Education and Supervision

Upon electronic submission and satisfactory performance on the comprehensive examination, the student will have completed the doctoral examination requirements.

The doctoral examination is structured to assess learning associated with doctoral level courses and with broad independent reading in the area of Counselor Education. The following are primary course designations, and the number of questions for each topic/area.

<table>
<thead>
<tr>
<th>TOPIC/AREA</th>
<th>RELATED COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal and Ethical Issues</td>
<td>BCE 633 (Ethical, Legal, and Professional</td>
</tr>
<tr>
<td>Counseling Theory</td>
<td>BCE 618</td>
</tr>
<tr>
<td>Supervision of Counseling, Application of individual and/or group counseling</td>
<td>BCE 616, 618, BCE 619</td>
</tr>
<tr>
<td>Reading and interpreting research in counseling</td>
<td>Required courses in Educational Research</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>All Counselor Education courses</td>
</tr>
<tr>
<td>Major Interest Area</td>
<td>Determined by student and academic advisor</td>
</tr>
</tbody>
</table>

Scoring Rubric for Preliminary and Comprehensive Examinations:

Both the preliminary examination and the comprehensive examinations will be scored as follows:

Questions will be prepared and read by two faculty members with interest and expertise in that particular topic or area. Each reader will grade the answers they read on a five-point basis reflecting the following scale:
<table>
<thead>
<tr>
<th>Rating</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = excellent</td>
<td>A rating of 5 indicates that the student has provided an exceptional response, has used multiple sources, and has produced a document that is near publication quality. A rating of 5 is rare.</td>
</tr>
<tr>
<td>4 = good</td>
<td>A rating of 4 indicates that the student has addressed multiple perspectives for all elements of a question, has used the literature with integration and clarity, and demonstrates accurate use of APA style.</td>
</tr>
<tr>
<td>3 = average</td>
<td>A rating of 3 indicates that the student has addressed all elements of the question, has demonstrated adequate integration of the literature, and has shown accurate use of APA style.</td>
</tr>
<tr>
<td>2 = inadequate</td>
<td>A rating of 2 is given when a student omits elements of a question, relies on limited literature, provides lists and paraphrases from the literature without integration, and makes multiple errors in APA style.</td>
</tr>
<tr>
<td>1 = poor</td>
<td>A rating of 1 is given when a student fails to address elements of a question, relies on personal assumption rather than the literature, plagiarizes in the response, and demonstrates poor understanding of APA style.</td>
</tr>
</tbody>
</table>

On each question, an average of the scores given by the readers of 3.00 or higher will be a passing grade. An average of 2.99 or less with two readers will be a failing score. Questions on which the average score falls between 2.50 and 2.99 will be read by a third reader. In this case, an average of the three readers of 3.00 or higher will constitute a pass. Average scores of less than 2.99 with three readers will be failing scores.

If a student fails any question(s), he or she may retake the question(s) during the next scheduled examination period. Students will be allowed 3 weeks per question for any questions initially failed. Failure on any question from the second attempt at the examination will result in termination from the doctoral program.

**Examination Question Summaries**

In order to assist students in their preparation for the comprehensive examinations, the faculty has developed the following summary information to serve as guide for your study and preparation.

**Applied Counseling/Supervision Practices**

The application question on the comprehensive examination is designed to elicit what a student can decipher from a case scenario. The question usually includes what are the tentative hypotheses about the client, what issues need to be addressed and explored, and what are the potential scenarios that the student can predict. In order to answer completely, the student
needs to study the case line by line and note the issues overtly and covertly within the scenario. If information or clues to issues are present that the student does not have training for, the expectation is that the student will indicate a referral source or explain how he or she will seek consultation. The idea is "What would you actually do?"

**Counselor Education**

This question is intended to allow students to demonstrate knowledge of historical as well as contemporary aspects of the counseling profession. Expectations for students' responses include awareness and ability to formulate discussions related to:

a) formation and development of the professional association,
b) elements of professionalism such as accreditation, licensure, and certifications, and
c) aspects of dis/similarity between counseling and allied professions.

Students should be prepared to articulate their knowledge in a manner that reflects their own understanding of their professional identity as well as positions advanced by others in the field related to the profession of counseling. This question is written by the Program Chair and read by both the Program Chair and the chair of the student’s Program/Dissertation Committee.

**Professional Issues**

This question is intended to allow the student to demonstrate knowledge of controversial and/or sensitive issues affecting counseling with varied populations. Expectations for student’s responses include awareness and ability to formulate discussions by relying upon:

a) ethical precepts from ACA *Code of Ethics and Standards of Practice*,
b) relevant legal precedents,
c) traditions of professional practice, and
d) contemporary, professional literature.

Students should be prepared to articulate their knowledge as well as the arguments advanced by others related to special counseling problems (e.g., confidentiality, duty to warn, etc.), unique client concerns (e.g., persons with the AIDS virus, gay/lesbian relationships, etc.), special populations (e.g., minors, older clients, etc.), and similar counseling relationships that demand awareness of professional issues.

**Research**

The research question on the doctoral comprehensive examination emphasizes application. Each student will be given a sample of current research in their emphasis/background area and will be asked to evaluate the research in terms of its methodology, data analysis, conclusions, and implications for the profession.
Specialty

This question is intended to allow students to demonstrate their knowledge regarding an aspect of counseling about which they feel they are particularly informed. In this way, students are allowed to provide evidence of advanced understanding regarding a particular topic/area/practice within the counseling profession by drawing from published professional literature, personal experiences, research findings, and related sources. The selection of the specialty topic is made by the student in concert with the Chair of the student’s Program/Dissertation Committee. This question is written by the chair of the student’s Program/Dissertation committee or a designee and read by this person and another faculty member designated by the chair of the student’s Program/Dissertation Committee.

Counseling Theory

The theories comprehensive examination will involve students being able to apply one or more theoretical models in a therapeutic situation. Students should be knowledgeable of the nine core theoretical models:

1. Psychoanalytic Therapy
2. Adlerian Therapy
3. Existential Theory
4. Person-Centered Therapy
5. Gestalt Therapy
6. Cognitive Behavior Therapy
7. Behavior Therapy
8. Rational Emotive Behavior Therapy
9. Reality Therapy

*Other Models (e.g., Feminist; Family Systems)

In general, students should consider their preparation for a question on counseling theory to be related to comparison/contrast of either selected theoretical models and/or their own personal notions of counseling theory. However, students should rely upon supporting data and/or references in pursuing this question.
Dissertation Process

The culmination of your work in receiving a doctoral degree comes with the successful completion of your doctoral dissertation. Many students find this obstacle to be insurmountable; it is not! Essentially, the dissertation should allow you to demonstrate your ability to:

1. Analyze, interpret, and synthesize information,
2. Express ideas clearly and succinctly,
3. Demonstrate knowledge of literature, research skills, and methodologies relating to the project,
4. Describe and use methods of data collection and analysis appropriate to the project
5. Present results in a clear and logical manner, and
6. Discuss the meaning and implications of the results.

Your dissertation should be a project that is original, significant, substantial, and independently produced.

Dissertation Committee

The committee can be formed prior to taking comprehensive examinations but no later than registration for BCE699. Your dissertation committee will be the committee that will assist in your work throughout the completion of your dissertation. Your selection decisions are critical in terms of selecting a chair with whom you can be comfortable and committee members in whom you can have faith. In addition, the members of your committee will need to be able to work together. You need their support. You will also need to have members who will be candid about your work in order that you may encounter as much scrutiny as possible before your defense.

Composition

Your committee typically consists of a minimum of five (5) members. Your committee chair will typically come from Counselor Education, although this is not required. Along with the chair, you will need to choose the other members of your committee one of whom must be outside the Department of Educational Studies in Psychology, Research Methodology, and Counseling. The selection of members of the committee should be based on their expertise and scholarly interest in your dissertation topic.

Responsibilities

The chair of your dissertation committee is responsible for providing intense counsel in selecting your dissertation topic and developing your written documents (i.e., Prospectus, Proposal, and Dissertation). Close cooperation and involvement of all committee members is expected at all stages of the dissertation process. However, the student assumes the primary responsibility for pursuing the tasks, completing the documents, and meeting the deadlines associated with the completion of the dissertation.
Changes

You or any member of the committee may initiate a change of committee chairperson or member of the committee. Changes must be agreeable to the committee member being removed, the new committee member, the student, and the Program Coordinator. In the event agreement is not unanimous, the request shall be submitted to the entire Counselor Education faculty for resolution. Changes in the composition of a Doctoral Dissertation Committee must be recorded on the Doctoral Program Committee Form and approved by the Dean of the College of Education.

Dissertation Prospectus

Your dissertation prospectus is an informal initial overview of your dissertation idea. The submission and approval of a prospectus is extremely advantageous in that you can identify areas of concern as well as potential difficulties far in advance of pursuing the actual dissertation proposal. Then, as you proceed through the remainder of your dissertation, you can confidently pursue your idea knowing you have already secured the support of your committee.

Suggested Format

The suggested format for your prospectus should be a document of 10 - 15 pages that addresses the following elements:

- Introduction/Rationale
- Statement of Problem Purpose
- Research Questions
- Hypotheses
- Brief Overview of Literature Methodology
- Subjects
- Instrumentation Research
- Design
- Analysis of Data
- Results of Pilot or Preliminary Studies
- Possible Results - Implications/Significance of Study References

Some departure from this suggested format may be necessary based upon your specific plan. The prospectus must be received by all members of the committee at least ten (10) working days prior to your prospectus proposal meeting. Upon approval of your prospectus you may begin working on your formal proposal. You may want to include a tentative timeline of your research agenda.

Request for Approval of Research Involving Human Subjects

The actual work of data collection for a pilot study and/or a dissertation involving human subjects must be preceded with permission for conducting such inquiries via formal approval by the Institutional Review Board for Human Subjects research. Your dissertation chair will assist in your efforts to secure this initial approval by the University of Alabama.
Dissertation Proposal

The second stage of the dissertation process is developing and presenting a formal proposal of your dissertation project for approval by your committee. It is necessary to have acceptance of the complete dissertation proposal before you receive approval to pursue the dissertation and is admitted to candidacy for the doctoral degree.

The dissertation proposal should include:
- Introduction to the problem
- Statement of the problem
- Research questions or hypotheses
- A comprehensive review of the literature and related research
- A description of the methods of inquiry to be employed in the investigation
- A description of appropriate subjects, if any, and evidence of their availability
- Plan for data analyses
- Result of pilot studies (where appropriate)

The above information presented in the proposal is expected to be comprehensive and will include a discussion of the areas outlined as they will appear in the final dissertation.

Prior to the formal proposal meeting of your dissertation committee, you should confer with all committee members as to a convenient day and time for your meeting (you are responsible for informing the committee members of the date, time, and location of the proposal meeting). Whenever possible, public presentation of your proposal before peers and/or faculty is encouraged. Your written dissertation proposal must be provided to all committee members at least 10 working days prior to your proposal meeting.

Upon acceptance of the dissertation proposal and completion of necessary changes recommended by the committee, each committee member will sign an acceptance page on the dissertation proposal. One copy of the signed proposal will be filed with the chair of the dissertation committee, and one copy will be forwarded to the Department Head of Educational Studies in Psychology, Research Methodology, and Counseling to be placed in your permanent file.

Admission to Candidacy

After successful completion of your comprehensive examinations, as well as all other academic requirements, and acceptance of your formal proposal, you are eligible for admission to candidacy for the doctoral degree. The Application for Admission to Candidacy for Degree must be completed according to the guidelines noted in the Graduate Catalog. You are also required to stay in continuous enrollment for Dissertation Research until the final oral defense of your completed dissertation.
Oral Defense of the Completed Dissertation

The format for your dissertation must comply with the guidelines noted on the Graduate School website. Deadlines for defending the dissertation and its completed, approved acceptance by the Graduate School become particularly important at this time in order for you to graduate at the time you wish to do so.

After completion of the dissertation project as well as development of the final dissertation document in consultation with your Chair and committee, you will participate in a formal oral defense of your project and findings. This activity represents the cumulative efforts of your work and your conclusions from your findings. The oral defense meeting is quite similar to your dissertation proposal meeting. All members of the committee are to receive their documents no less than 10 working days prior to the defense meeting. You are responsible for making all arrangements for the meeting date, site, and time. Coincidental with the plan for the oral defense meeting, the dissertation candidate is required to offer a formal announcement to all faculty in the College of Education about the pending defense meeting. This announcement is typically rather brief and is often communicated via e-mail. Again, the candidate is responsible for providing the announcement to all faculty.

Your defense will include a presentation of all aspects of your research study. The majority of the defense should focus on the data collection, analysis, results, and implications for both the focus of your study and extensions of your study. Many other details regarding your dissertation document and other requirements are available for your review in the Graduate Catalog. You should know that strict adherence to these policies, expectations, and deadlines are typically enacted; exceptions are rare.

Doctoral Standards and Additional Objectives

Doctoral program objectives address the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral graduates.

In addition to the Program Mission and Program Objectives, established for all students in all levels of graduate study in the Program in Counselor Education, the following objectives have been established for doctoral students:

1. To recruit experienced entry-level practitioners for advanced graduate study leading to the terminal degree in Counselor Education and Supervision;

2. To promote the acquisition of knowledge and the development of essential skills in counseling, supervision, teaching, leadership, and other aspects of professionalism for recipients of the doctorate to be successful as counselor educators, counselor supervisors, researchers, and advanced practitioners;
3. To assure doctoral graduates are capable of successfully and independently pursuing a research agenda for a dissertation project, publication, and other aspects of empirical inquiry and distribution of research findings; and

4. To prepare doctoral graduates for leaderships in professional positions to further causes of counseling and other related fields.
Doctor of Philosophy (Ph.D.) Degree Forms and Policies

- Student Data Form
- Selection, Orientation, and Retention Policy for all Degree-Seeking Students, Counselor Education
- Related Academic Policies and Expectations
- Applicant Assessment of Technological Competencies (Required)
- Graduate Assistantship Information Form/Application
- Declaration of Intent to Participate in Doctoral Screening
- Declaration of intent to Participate in Doctoral Pre-Admission
- Faculty Review Student Performance Form
- Student Evaluation Action Form
- Endorsement Policy for Program Students and Graduates
- Program Planning Record
- Checklist and Sequence for Doctoral Examination
- Doctoral Screening Procedure
- Dean’s Policy on Student Complaints
Student Data Form
Counselor Education Program
University of Alabama
Box 870231
Tuscaloosa, Alabama 35487-0231
Phone Number (205) 348-5174

Name: ________________________________ Date: _______________________

Address: ______________________________ CWID #: _______________________

__________________________________________________________________________

Phone #: ____________________________

Local Mailing Address: _______________________________________________________

__________________________________________________________________________

Permanent Mailing Address: __________________________________________________

__________________________________________________________________________

Current Program: __________________________________________________________

Undergraduate Major: ________________________ Minor: ________________________

College or University: _______________________________________________________

Date of Graduation: ________________________ Certification: ______________________

Other Graduate Study; College or University: _________________________________

Major: ________________________________ Credit Hours: _______________________

Degree: ________________________________ Date of Graduation: __________________

Professional Work Experience(s): (Most recent first)

4. Dates: ______ to ________ Employer: ________________________________

Position: _________________________________________________________________

5. Dates: ______ to ________ Employer: ________________________________

Position: _________________________________________________________________

6. Dates: ______ to ________ Employer: ________________________________

Position: _________________________________________________________________

Current Career Plans: _______________________________________________________

__________________________________________________________________________
1. All applications for admission to programs in Counselor Education will come from the Graduate School to the Program Chairperson.

2. The Program Chairperson will present all applications to the faculty in regular staff meetings for purposes of discussion and appropriate action. Candidates may be requested to come in for an interview prior to any decision being made on their admission.

3. Letters advising applicants of acceptance should include:
   a. The name of the student's advisor.
   b. A student data form with instructions to complete it and bring it to the student’s initial interview with his/her advisor.
   c. Instructions directing the students to contact his/her advisor for an interview near the time the/she intends to actively pursue coursework.
   d. Information advising the student that his/her progress will be reviewed by the faculty on completion of 6-12 semester hours of coursework with special reference to his/her suitability for working with others in a counseling relationship.

4. Initial interview between advisor and advisee will be committed to becoming acquainted, and with advisor’s orienting the advisee to the program curriculum, procedures and requirements, and completing appropriate data and course outline forms for the student’s folder and for the student.

5. One staff meeting near the end of each semester (and others, if necessary) will be devoted to reviewing the performance of students about whom any faculty member(s) has/have developed serious concerns. After discussion of pertinent materials and observations, the faculty shall conclude for each student identified that:
   a. The difficulty is not a sufficient severity to warrant any action other than continued monitoring;
   b. The student will be informed of the faculty concern in a conference with the program chairperson and the advisor (or at least one other faculty member), and a plan for relieving the difficulty will developed and agreed upon, with some probationary time limits set; or
   c. The faculty will recommend to the Department Head that the student be dropped from the program.
### Applicant Assessment of Technological Competencies (Required)

As a component of our application process, all prospective students are required to complete the accompanying survey. Please indicate below if you can perform the following computing and technological tasks:

| Yes | No | 1. | I can use word processing programs such as Microsoft Word or Open Office to create scholarly work, as well as attach, open, and save electronic documents received or sent by email. |
| Yes | No | 2. | I use an Internet browser other than Microsoft Internet Explorer or Firefox. |
| Yes | No | 3. | I can conduct Internet research and understand how to check whether or not the validity of the data and information is credible for scholarly work. |
| Yes | No | 4. | I understand online etiquette and its importance for creating a positive online classroom experience. |
| Yes | No | 5. | I can communicate with others through social networks and video software such as Skype. |
| Yes | No | 6. | I have an email address from which I may communicate with program faculty. List your Email Address: ________________________________ |
| Yes | No | 7. | I can assemble and create presentations using PowerPoint or similar software. |
| Yes | No | 8. | I understand how to use applications and web services on cloud computing programs such as Google Apps and Mac Apps. |
| Yes | No | 9. | I can use applications such as Microsoft Access and Microsoft Excel to analyze, organize, and store data. |
| Yes | No | 10. | I can use statistical programs such as SPSS/SAS to analyze data. |

Please return the completed assessment as an e-mail attachment to the administrative assistant for the program or by mailing to: Program in Counselor Education, Box 870231, The University of Alabama, Tuscaloosa, AL 35487-0231. For further information on technology support, please visit The University of Alabama’s Office of Information Technology: [http://oit.ua.edu/oit/services/it-service-desk/](http://oit.ua.edu/oit/services/it-service-desk/)

Student's Signature: ___________________________  CWID #: ____________  Date: ________________
Graduate Assistantship Information Form/Application
Educational Studies in Psychology, Research Methodology & Counseling

Instructions: Please complete this form (2 pages) either by typing or printing responses for legibility.

Date: __________________________ CWID #: __________________________

Name: ___________________________________________ Last First Middle

Permanent Address: ____________________________________________
(Street Name and Number/Apartment Number)

_______________________________________________________________
(City, State, Zip)

Local Address: ________________________________________________
(Street Name and Number/Apartment Number)

_______________________________________________________________
(City, State, Zip)

Have you received official notification of acceptance from The University of Alabama’s Graduate School?

_____ Yes    _____ No

Major: _________________________________________________________

Level: _____ Ph.D.  _____ Master’s

Residence: _____ In State  _____ Out of State
1) Write a paragraph describing what type of assistantship you would prefer. If your interest is research, please note research interest and/or a particular professor with whom you would prefer to work.

2. Specify any skills, competencies, and/or experience you have that would contribute to your work as a research assistant. Include such things as research competencies, computer skills, testing skills, etc.

3. **Return this application form with a cover letter and vita to:**

asmccool@ua.edu  
Counselor Education Program  
University of Alabama  
306 Carmichael Hall  
Box 870231  
Tuscaloosa, Alabama 35487 - Phone (205-348-5174)
### Faculty Review of Student Performance

Program in Counselor Education

Name: _______________________ Program: _______________________
Advisor: _____________________ Date: _______________________
_____ MA   _____ EdS.   _____ Ph.D.

**Purposes of This Recommendation**

1) To take a professional and personal inventory of the student’s strengths and weaknesses as exhibited in relationship to progress in the Program in Counselor Education.

2) To monitor student’s progress and acceptance in the professional sequence.

<table>
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<tr>
<th>Academic Skills</th>
<th>Strength</th>
<th>Concern</th>
<th>No Concern</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Completion of Assignments</td>
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<tr>
<td>Class Participation</td>
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<td>Quality of Work</td>
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<td>Attitude</td>
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<td>Attendance</td>
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<td>Punctuality</td>
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**Clinical Skills**

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<th>Clinical Skills</th>
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<tr>
<td>Basic Attending Skills</td>
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<td>Intentionality</td>
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<td>Case Conceptualization</td>
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<td>Treatment Outcomes</td>
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<td>Accountability/Record Keeping</td>
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<td>Use of Appropriate Counseling Techniques</td>
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**Ethical and Professional Behavior**

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<th>Ethical and Professional Behavior</th>
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<td>Ethical Conduct</td>
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<tr>
<td>Professional Conduct</td>
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**Personal Characteristics**

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<th>Personal Characteristics</th>
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<tbody>
<tr>
<td>Stability</td>
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<td>Maturity</td>
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<td>Respect</td>
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<td>Motivation</td>
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<td>Peer Relationship</td>
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<td>Reaction to Criticism</td>
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**Comply with COE dispositions**

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<th>Comply with COE dispositions</th>
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Comments:

_____ Recommend   ____ Provisional Recommendation   ______ Recommenda tion  ____ Do not recommend
**College of Education Dispositions Rubric**

Please rate the candidate by marking an X in the appropriate box according to the following scale. Please carefully consider each explanation. Please include a composite score for all four dispositions.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Descriptor</th>
<th>Explanation</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Advanced</td>
<td>To receive a “4” the candidate must demonstrate <em>advanced</em> knowledge, skills, and practices. The candidate exceeds the expectations set by the unit’s identified criteria.</td>
</tr>
<tr>
<td>3</td>
<td>Target</td>
<td>The candidate demonstrates <em>target</em> knowledge, skills, and practices expected of educational professionals. Knowledge conveyed and/or performance demonstrated regarding this disposition is consistent with that which meets the unit’s identified criteria.</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
<td>The candidate demonstrates <em>developing</em> knowledge, skills, and practices expected of educational professionals. Knowledge conveyed and/or performance demonstrated regarding this disposition is consistent with initial understanding and/or performance in this area.</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>The candidate demonstrates <em>unacceptable</em> knowledge, skills, and practices of educational professionals. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.</td>
</tr>
</tbody>
</table>
College of Education  
Educator Dispositions Rubric

<table>
<thead>
<tr>
<th>Disposition (Maximum Score = 16)</th>
<th>Advanced (4)</th>
<th>Target (3)</th>
<th>Developing (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
</table>
| **The candidate demonstrates a commitment to diversity**  
Such as:  
- Adapts strategies to students’ life experiences, responses, ideas, or needs in order to facilitate their critical thinking, independent problem solving, or performance capabilities.  
- Demonstrates democratic, just practices with respect to diversity through culturally responsive practices.  
- Uses effective communication skills or appropriate technologies necessary to serve all students. | | | | |
| **The candidate practices behaviors that are consistent with the ideals of fairness/equity**  
Such as:  
- Adopts strategies that use all students’ unique prior knowledge, life experiences, and interests as part of the context for educational practices that advance ideals of equity.  
- Uses methods that demonstrate that all students can learn.  
- Creates environments that are safe spaces for open discussions about fairness, provide equitable learning opportunities, and foster student motivation. | | | | |
| **The candidate fosters a culture of collaboration**  
Such as:  
- Demonstrates collaborative practices with students, schools, families, colleagues, or communities.  
- Recognizes the importance of local, regional, and global partnerships.  
- Incorporates a wide variety of resources in the school, family, or community to facilitate student learning. | | | | |
| **The candidate exhibits a reflective stance for professional practice**  
Such as:  
- Exhibits a commitment to planning, reflecting, assessing, or learning as on-going processes.  
- Practices standards of professional and ethical behavior or decision making.  
- Adopts a wide array of resources to promote critical reflection.  
- Seeks avenues for lifelong learning, evidenced by engagement in professional learning communities. | | | | |
| **Composite Score (sum of all four columns):** | | | | |


Student Evaluation Action Form

This document serves as a supplement to the Student Performance Form completed each semester by the faculty in Counselor Education. Specifically, the Action Form provides a vehicle to document discussions of observed strengths in student performance as well as any corrective measures intended for arrears of faculty concern in a student’s performance. The Action Form reflects a formal, participatory activity and dialogue designed to assist in the student’s successful matriculation into their chosen area of counseling. The procedural elements of this activity are noted in the following listing.

4. Review of Student Evaluation Form

5. Suggested Corrective Actions (specify) A.
   
   B.
   
   C.

6. Required Corrective Actions (specify) B.
   
   B.
   
   C.

Acknowledgement

By our signatures, we verify our discussion and agreement concerning the elements of the student Evaluation Action Form.

_________________________________________  ______________________________
Student                                      Advisor

Date: ________________________________
Endorsement Policy for Students and Graduates of Counselor Education

In order to sustain the highest levels of ethical propriety and professionalism in representing the program in Counselor Education, a formal endorsement policy serves to guide faculty representation of competence and preparing for students and graduates. As a matter of policy, faculty will endorse students and graduates for those positions/opportunities as a professional nature of which they have received adequate, formal academic training. Specifically, students pursuing professional opportunities will only be endorsed relative to the status of their academic preparation (e.g., Practicum students will be endorsed as having completed academic training only to that point their preparing program, etc.). In this regard, students seeking volunteer or paid positions will not be endorsed as competent graduates of the Program in Counselor Education. For graduates seeking endorsement relative to professional opportunities, faculty will only endorse their preparation and competence relative to their specific training and areas of skill (e.g., School Counseling graduates will be endorsed for school-related professional opportunities, etc.). Methods of endorsement will include but not be restricted to written/verbal recommendations and commentary solicited and approved by graduates seeking professional employment, professional certification/licensure status, or related positions of opportunities.

Adopted: 09/1995; Reaffirmed: 11/2010
Prerequisite

The master's degree in Counselor Education, or its full equivalent, within the CACREP standards is a prerequisite for entry into the doctoral program.

Counselor Education Requirements Residency

Requirement

The Program in Counselor Education requires that students meet a residency requirement of full-time study for two contiguous semesters, where a full academic load throughout the summer may be considered equivalent to one academic-year semester.

BCE Requirements

Doctoral students are required to complete the following courses:

Semester Hours
BCE 616 Internship in Counseling 3
BCE 618 Advanced Theories in Counseling 3
BCE 619 Internship in Supervision of Counseling 3
BCE 625 Advanced Internship in Counselor Education 12
BCE 631 Consultation, Administration, and Leadership in Counselor Education 3
BCE 633 Advanced Seminar: Legal, Ethical, and Professional Issues 3
BCE 633 Advanced Seminar: Philosophical, Educational, and Cultural Issues 3
*BCE 699 Dissertation Research 24

BCE Electives: Students must complete a minimum of nine (9) semester hours of approved specialty electives in Counselor Education. Suggested courses include, but are not limited to:

BCE 615 Field Experiences in Counselor Education
BCE 626 Readings in Counseling
BCE 633 Advanced Seminar: Substance Abuse
BCE 633 Advanced Seminar: Issues in Couple and Family Counseling
BCE 652 Counseling strategies for Adult-Child Relationships

*Students' initial semester of BCE 699 - Dissertation Research requires their enrollment in and successful completion of the scheduled Doctoral Research Seminar conducted by the BCE faculty assigned to that section of BCE 699. Students are allowed to repeat the Doctoral Research Seminar with the permission of their Dissertation Chair and the BCE faculty assigned to that section of BCE 699. Subsequent enrollments in Dissertation Research should be with the Dissertation Chair.
A minimum of 18 semester hours in research methods must be included in the total hours of graduate credit. These hours must include competencies in research methods, quantitative concepts and analysis, philosophical inquiry, qualitative analysis, computer technology, and other competencies to serve the research expectations for the doctorate. Specific courses required in Counselor Education related to research competencies are as follows:

BER 540 – Quantitative Research I  
BER 600 – Quantitative Research Methods in Education  
BER 640 – Quantitative Research II  
BER 631 – Inquiry as Interpretation: Qual I

Doctoral students will decide additional two BER courses collaboratively with student's advisory committee to meet 18 credit hours research requirement.

A minimum of 12 semester hours of foundational must be included in the overall graduate program above the bachelor's level. The student's Program Planning Committee determines which courses may be used to meet this requirement.

Students must obtain a minimum of 60 post-master's credit hours or a minimum of 90 graduate credit hours in the overall graduate program, to which six of the 24 semester hours of required dissertation research credit may be applied.
<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
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<tbody>
<tr>
<td></td>
<td>- Student admitted for graduate study as pre-admission doctoral student</td>
</tr>
<tr>
<td></td>
<td>- Student enrolls in graduate study</td>
</tr>
<tr>
<td></td>
<td>- Student examines/establishes a &quot;specialty&quot; area for possible dissertation research</td>
</tr>
</tbody>
</table>
|      | - Student successfully completes graduate courses, specifically:  
  - BCE 618  
  - BCE 633 (Professional Issues) |
|      | - Student begins/completes "preliminary examination" (10 weeks)  
  Examination Areas:  
    Counseling Theory  
    Professional Issues  
    Student Specialty Area |
|      | - Student passes "preliminary examination" |
|      | - Student successfully completes other graduate courses, specifically:  
  BCE 619 |
|      | - Student completes residency requirements ** |
|      | - Student forms Dissertation Committee |
|      | - Student develops and defends dissertation prospectus |
|      | - Student completes minimum BER/research classes ** |
|      | - Student begins/completes "comprehensive examination" (10 weeks)  
  Examination Areas:  
    Applied Counseling/Supervision Practices Research in Counseling  
    Counselor Education and Supervision |
|      | - Student passes "comprehension examination" |
|      | - Student develops and defends dissertation proposal |
|      | - Student applies for Candidacy |
|      | - Student completes dissertation research |
|      | - Student develops and defends completed dissertation |
|      | - Student applies for graduation with Graduate School |

** Completion of this item is dependent on advising agreement
UNIFORM SYLLABUS POLICIES
(Revised for Fall 2014)

The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

Student Accommodations

It is the policy of the College of Education and the Program in Counselor Education to make reasonable accommodations for qualified individuals with disabilities. Students with disabilities are encouraged to register with the Office of Disability Services, 348-4285. Thereafter, you are invited to schedule appointments to see me during my office hours to discuss accommodations and other special needs.

LiveText Submissions for CACREP Accredited Tracks (CMHC, SC, Doctoral):

Beginning in Summer 2014, students in the Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision (Doctoral) tracks will have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) purchase a LiveText membership, (2) turn in all assignments as directed by faculty, per course syllabi; and, (3) upload assignments from CACREP-affiliated courses into LiveText - the data management system used to track all CACREP Standards - by the date designated by faculty. Failure to submit assignments to faculty will lead to a grade of “incomplete” for the student’s final grade.

Membership Information: The LiveText website is https://www.livetext.com/. Go to the purchase/register tab on the homepage.

LiveText Submissions for NCATE Accredited Tracks – School Counseling Majors (Masters and Ed.S):

The College of Education has adopted LiveText to support the personal reflection and professional growth of P-12 professionals. Beginning January 2014, students in designated educator preparation programs will be expected to: (1) purchase a LiveText membership, (2) turn in assignments as directed by the College of Education or the student’s department, or per course syllabi; and, (3) upload assignments from designated courses into LiveText, the College’s data management system by the date specified by the appropriate course instructor. Failure to submit assignments in designated courses will lead to a grade of “incomplete” for the student’s final grade.

Membership Information: The LiveText website is https://www.livetext.com/. Go to the purchase/register tab on the homepage.

Academic Misconduct/Ethical Violations

All acts of dishonesty in any work for any course will constitute academic misconduct. In this regard, the Academic Misconduct Disciplinary Policy noted in the Student Handbook and the University Faculty Handbook will be followed in the event of any acts of academic misconduct. The Code of Ethics and the Standards of Practice of the American Counseling Association or the Code of Ethics for Certified Rehabilitation Counselors
shall serve as the guidelines for determining ethical conduct and propriety for both students and instructors involved with any program activity.

Plagiarism

Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own work. Plagiarism may be inadvertent or purposeful. However, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Assistant Dean. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an “F” in the course and being suspended from the University. For more information, see http://facultysenate.ua.edu/handbood/append-c.html.

Computer Literacy

Each student in Counselor Education is expected to develop computer literacy in the areas of word processing, data analysis, and literature searches. These skills are both appropriate and necessary for practitioners in any counseling environment, particularly during their graduate preparation. Specific courses and instruction in the usage of computers is not provided directly in Counselor Education. Students are encouraged to purchase their own personal computers or to use the College of Education Computer Laboratories located on the second or third floors of Graves Hall. Additionally, the Research Assistance Laboratory located on the third floor of Carmichael Hall provides guidance in the use of computer technology in data entry and analysis. Access to mainframe or other user services is available upon request through the College of Education Computer Laboratories via written verification of enrollment by the Department Head. Undergraduate and graduate courses in Computer Technology are also available and should be considered as students seek to develop their skills in the use of electronic media. Students are encouraged to utilize these opportunities in the pursuit of their graduate studies.

Other Policies and Expectations

All students should seek assistance from their course instructor, their academic advisor, or the Department Head for concerns related to academic policies and expectations. Students seeking degrees in Counselor Education should review the Student Handbook as well as related policies contained in the program website (http://education.ua.edu/psych/counselor/index.html). All students should consult the Graduate Catalog under which they were admitted for additional policies and expectations for graduate study.

The Code of Academic Conduct

All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student.

The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

The Code of Student Conduct

The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning
environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct. Disruptive/obstructive behavior is not limited to but may include the following: physical abuse, verbal abuse, threats, stalking, intimidation harassment, hazing, possession of controlled substances, possession of alcoholic beverages. Please avoid particularly disruptive or annoying behaviors. Turn off or place on silent mode all potentially disruptive electronic devices, such as cell phones, smart phones, and pagers. Do not engage in text messaging during class time.

Use of Plagiarism Detection Software

The University of Alabama is committed to helping students to uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

Severe Weather Protocol

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through Connect-ED--faculty, staff and students  (sign up at myBama)
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA 7. WVUA 7 Storm Watch provides a free service you can subscribe to that allows you to receive weather warnings for Tuscaloosa via e-mail, pager or cell phone. Check [http://www.wvua7.com/stormwatch.html](http://www.wvua7.com/stormwatch.html) for details.
• The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will
• **UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;
• **ACT** to develop the full potential of all learners to be excellent professionals in their field; and
• **LEAD** through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.
Dean’s Policy on Student Complaints

From the College of Education Faculty Handbook: APPENDIX Q

Step 1a. Student raises the issue with the faculty member involved.

Step 1b. Faculty member and student try to resolve the issue based on facts.

Step 1c. After this meeting, student or faculty member writes a brief memo, signed by both, indicating the resolution to the problem.

Step 1d. If there is no resolution, student and faculty member sign a brief memo indicating points of continuing disagreement.

Step 2a. Student raises the issue with the program coordinator, who receives in writing the material from steps 1a-d.

Step 2b. Program coordinator and student try to resolve the issue based on facts. Step 2c.

After this meeting, student or program coordinator writes a brief memo, signed by both, indicating the resolution to the problem.

Step 2d. If there is no resolution, student and program coordinator sign a brief memo indicating points of continuing disagreement.

Step 3a-d. Process is repeated between student and Department Head, with all written material shared from steps 1a-d and 2a-d. Under normal conditions, problems will be resolved at this level or below.

Step 4. If the problem is unresolved, faculty or student may bring it to the Associate Dean to come under University grievance policies.

Step 5. The Associate Dean investigates the grievance and provides a summary and recommendation to the Dean.

Step 6. The Dean renders a final decision. The student may appeal the Dean's decision to the Office of Academic Affairs.

(Note: The following document describes the policy in effect at the time this Handbook was published. Copies of any subsequent revision will be available in departmental and divisional offices in the Office for Academic Affairs).
SECTION III
CORE-Accredited Program in Rehabilitation Counseling

THE UNIVERSITY OF ALABAMA
COUNSELOR EDUCATION

“Rehabilitation counselors .... demonstrate beliefs, attitudes, knowledge, and skills, to provide competent counseling services and to work collaboratively with diverse groups of individuals, including clients, as well as with programs, institutions, employers, and service delivery systems and provide both direct (e.g., counseling) and indirect (e.g., case review, feasibility evaluation) services." (From the Commission on Rehabilitation Counselor Certification Code of Professional Ethics for Rehabilitation Counselors, 2010)
Rehabilitation Counseling (M.A.)

The RCE program at The University of Alabama is an on-line program. Students admitted into the program must meet criteria for full or conditional admission. Students typically enroll for 9 hours (fall and spring) and 6 hours (summer) and complete the degree program in two calendar years. In addition, students may enroll in 12 hours each semester (fall, spring, and summer) and can anticipate completing degree requirements in four semesters. The RCE program is accredited by the Council on Rehabilitation Education, CORE. Program graduates are eligible for national certification as Certified Rehabilitation Counselors (CRC).

Professional rehabilitation counselors encourage and support persons with disabilities and their families to fully participate in their community by providing individual and group counseling, vocational assessment, case management, advocacy, assistive technology, and consultation services to promote their personal, social, vocational, psychological, independent living, and quality of life goals. The mission of the Rehabilitation Counselor Education (RCE) program at the University of Alabama is to prepare professional rehabilitation counselors who will provide quality rehabilitation counseling services for persons with disabilities from diverse backgrounds and their families.

Objectives

1. To introduce the philosophy and historical tenets of rehabilitation counseling through new literacies of technology and interpersonal communication.

2. To deliver a 21st century, distance-based curriculum of didactic and clinical experiences that encourages active learning and adheres to the Council on Rehabilitation Education (CORE) standards.

3. To prepare qualified rehabilitation counselors to work in both public and private settings located in rural and urban communities to facilitate the needs of all persons with disabilities and their families.

4. To recruit, select, and matriculate rehabilitation counseling graduate students who represent racial and cultural minority groups and individuals with disabilities.

5. To provide our rehabilitation counseling graduate students with the knowledge and skills necessary to develop a philosophical orientation and approach reflective of their commitment to meeting the needs of persons with disabilities and their families, as well as employer and community needs.

6. To foster our university’s mission in advancing the intellectual and social condition of all people by communicating to our rehabilitation graduate counseling students the need for advocacy, community integration, and social responsibility.

7. To prepare our rehabilitation counseling graduate students to become ethical rehabilitation counselors by understanding and following the Code of Professional Ethics for rehabilitation counselors.
8. To promote the involvement of our rehabilitation counseling graduate students in rehabilitation counseling professional associations (e.g., National Rehabilitation Association, National Rehabilitation Counseling Association, American Rehabilitation Counseling Association, National Rehabilitation Counselors and Educators Association) to enhance awareness of professional issues and service that are important to the growth of our field.

Employment Outlook


Required Courses

(48 Semester Hours)

Effective Fall 2015

While the majority of your course will be offered through the Program in Counselor Education (designated as BCE), some required courses will be offered by affiliated programs. During your academic career, you will enroll in courses in Educational Psychology (designated as BEP) and Educational Research (designated as BER). Students will also take one elective course for 3 hours.

**BCE 512 (Counseling: Theory and Process):** Three hours. Introduction to counseling, counseling theories, the counseling relationship, and an overview of the counseling profession.

**BCE 513 (Career Development):** Three hours. An introduction to career development concepts, labor force information, and other resources needed to help persons with career planning and decision making.

**BCE 514 (Counseling Skills):** Three hours. An experiential course involving applied elements of theoretical models and customary helping skills to orient and prepare students for their initial supervised work with counseling clients.

**BCE 521 (Group: Process and Procedures):** Three hours. Background in group methods, including group guidance, group counseling, and group dynamics.

**BCE 522 (Individual and Group Appraisal):** Three hours. An overview of measurement methods, practice in administration and interpretation of standardized tests, and evaluation of tests and testing programs for counseling and guidance.
BCE 540 (Orientation to Rehabilitation Counseling): Three hours. Philosophical, social, psychological, and legislative bases of rehabilitation; the nature and scope of the rehabilitation process and the functions of the rehabilitation counselor; and the study of the individual.

BCE 542 (Medical and Psychological Aspects of Disability): Three hours. Orientation to the medical professions and related rehabilitation professions. Survey of body systems, their functions and malfunctions, and the most common diagnostic and treatment procedures. Implications for educational, social, and vocational development.

BCE 545 Vocational Rehabilitation Case Management and Placement: The purpose of this course is to provide the student with information about the total vocational rehabilitation process including follow-up services. Students will learn about the referral process, criteria for services, comprehensive assessment (including medical, psychological, sociological, vocational or work evaluation, etc.), vocational training and placement. Additionally, students will learn about job analysis, job modification, and current placement practices such as supported employment and transitional employment.

BER 500 (Introduction to Educational Research): Three hours. An overview of the research process.

BEP 550 (Life Span Development): Three hours. A study of principles and concepts of physical, cognitive, personality, and social development from conception through death.

BCE 546 (Practicum in Rehabilitation Counseling): Three hours. Prerequisite: Permission of the faculty. Supervised experience in rehabilitation counseling.

BCE 547 (Internship in Rehabilitation Counseling): Six hours. Prerequisite: Completion of requirements for BCE 546. Supervised field experience in rehabilitation counseling.

BCE 611 (Multicultural Counseling): Three hours. This course is a theoretical and skill development course for counselors and other human helpers to strengthen multicultural awareness, knowledge, and skills in the competencies necessary to evaluate presenting issues brought forward by ethnically and culturally diverse clients. Additionally, this course will examine the related ethical and professional issues of developing multicultural competency.

BCE 633 (Advanced Seminar in Substance Abuse Counseling): Three hours. Examination of issues involved in counseling individuals with substance abuse and other addictions.

An Elective Course: 3 hours. To be determined in consultation with your advisor.

Electives: The following elective courses are available for students. Those wishing to take 60 hours of coursework will work with their academic advisor to identify courses to meet their requirements.

BCE 549 (Advanced Internship in Rehabilitation Counseling): 1-6 credits. Prerequisite: Completion of requirements for BCE 547. Supervised field experience in rehabilitation counseling.

BCE 618 (Advanced Theories of Counseling): Three hours. Historical and current approaches to individual counseling, and the theories of personality structure and individual behavior from which
these approaches are derived. Offered alternate spring semesters.

**BCE 626 (Readings in Counseling):** Three hours. Prerequisite: Permission of the faculty. Independent study under faculty direction. Offered fall, spring, and summer semesters/terms.

**BCE 631 (Consultation, Administration, and Leadership in Counseling):** Three hours. Prerequisite: Advanced graduate student status or instructor’s permission. For majors only. An examination of consultation, collaboration, advocacy, administration, and leadership practices for counselors in a variety of practice settings.

**BCE 652 (Counseling Strategies for Adult-Child Relationships)** Three hours. Prerequisite: BCE 512 or permission of the instructor. Examination of theoretical and applied elements of intervention with discordant relationships between adults and children. Offered summer terms only.

**BCE 633 (Advanced Seminar in Counselor Education- Legal, Ethical, and Professional Issues in Counseling):** Three Hours. Examination of selected legal, ethical, and professional issues affecting counselors in a variety of service settings.

**BCE 633 (Advanced Seminar in Counselor Education- Multicultural Approaches to Helping):** Three Hours. This course is a theoretical and skill development course for counselors and other human helpers to strengthen multicultural awareness, knowledge, and skills in the competencies necessary to evaluate presenting issues brought forward by racially, ethnically, and culturally diverse clients. Additionally, this course will examine the related ethical and professional issues of developing multicultural counselling competencies.

**SPE 593 (Introduction to Severe Disabilities) Three hours.** An intensive study of the background and current perspective on severe disabilities. Emphasis is on developing professional knowledge.

**SPE 597 (Transition Methods for Adolescents with Disabilities).** Three hours. Focuses on the strategies, methods, curriculum, and measurement for facilitating an effective transition from school to adulthood of adolescents with disabilities.

**Admissions Criteria**

Unconditional admission to the RCE program involves the following elements:

- A completed graduate application (apply at the following website: [http://graduate.ua.edu](http://graduate.ua.edu))
- A statement of goals and purpose in seeking graduate training (to be submitted to the Graduate School when completing the graduate application)
- One Copy of official transcripts from other academic study (to be submitted to the Graduate School)
- Three (3) letters of recommendation from persons who can attest to your potential for success in graduate school. Letters of recommendation should be uploaded through Graduate School Online Application.
- Online interview with faculty-dates and times of interviews will be determined
• An undergraduate grade point average (GPA) of 3.00 or higher (last 60 hours of undergraduate study)
• A score of 300 or higher (verbal and quantitative combined) on the Graduate Record Examination (GRE) or a score of 50th percentile or higher on the Miller Analogies Test (MAT)

You may be eligible to be considered for conditional admission if you do not fully meet the GPA or admission test score requirements. If you do not meet at least one criteria for conditional admission we do not consider you for admission. A decision to admit you conditionally into the RCE program will be based upon a number of factors including the combination of your GPA and admission test scores, your goals, and previous work experience. Students admitted conditionally into the RCE program will be considered for unconditional status if they maintain a “B” average during their first 12 hours of study.

Admission Deadlines

Admission decisions are made each semester with priority given to prospective students whose applications are reviewed in November and June. Admission decisions may be made in the summer if openings remain after April admission decisions have been completed. Please attend to the following dates to allow adequate time for your application to be reviewed:

• October 15 for Spring: Priority deadline for applications to be completed with Graduate School
• March 15 for Summer: Priority deadline for applications materials to be completed with Graduate School
• May 15 for Fall: Priority deadline for applications to be completed with Graduate School

Advising

Upon acceptance into the RCE program, you will be assigned an advisor. You will receive a letter from the Program in Counselor Education letting you know that you have been admitted and providing you with your advisor’s name and contact information. It is important to plan all aspects of your program of study with your academic advisor; therefore, it is important that you contact your advisor prior to enrolling in any classes.
## Academic Calendar: 2015-2016

### Rehabilitation Counselor Education (M.A.)

#### *FALL 2015*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>October 9</td>
<td>Master’s Portfolios Due (4:00 p.m.)</td>
</tr>
<tr>
<td>October 15</td>
<td>Priority deadline for applications for Spring admission to be completed with Graduate School</td>
</tr>
<tr>
<td>November 4</td>
<td>Admission Decisions Spring</td>
</tr>
<tr>
<td>November 13</td>
<td>Master’s Comprehensive Exam (12:01 a.m. to 11:59 p.m.). Site to be arranged individually</td>
</tr>
<tr>
<td>The 3rd Week in November</td>
<td>Student Evaluation</td>
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#### *SPRING 2016*

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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>February 19</td>
<td>Master’s Portfolios Due (4:00 p.m.)</td>
</tr>
<tr>
<td>March 15</td>
<td>Priority deadline for applications for Summer admission to be completed with Graduate School</td>
</tr>
<tr>
<td>March 18</td>
<td>Master’s Comprehensive Exam (12:01 a.m. to 11:59 p.m.). Site to be arranged individually.</td>
</tr>
<tr>
<td>April 7</td>
<td>Admission Decisions Summer</td>
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<tr>
<td>The 3rd week in April</td>
<td>Student Evaluation</td>
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#### *SUMMER 2016*

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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>May 15</td>
<td>Priority deadline for applications for Fall semester to be completed with Graduate School</td>
</tr>
<tr>
<td>June 9</td>
<td>Admission Decisions Fall</td>
</tr>
<tr>
<td>June 17</td>
<td>Master’s Portfolios Due</td>
</tr>
<tr>
<td>July 15</td>
<td>Master’s Comprehensive Exam (12:01 a.m. to 11:59 p.m.). Site to be arranged individually.</td>
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*See the University of Alabama Graduate School website (graduate.ua.edu) for important deadlines. Also, important University dates are found on the Academic Calendar (mybama.ua.edu).*
Clinical Training/Field Experiences

The overarching goal of clinical training and field experiences is for you to develop the counseling and related skills for entry-level employment as a rehabilitation counselor. Clinical training and field experiences follow a three course sequence: (1) Counseling Skills, (2) Practicum in Rehabilitation Counseling, and (3) Internship in Rehabilitation Counseling.

The RCE program requires that you complete a 100 hour practicum and a 600 hour internship. The internship may be completed in the final semester of study or over the last two semesters of study. Both the practicum and internship must be completed in a setting providing rehabilitation counseling services for persons with physical, cognitive, psychiatric, and/or substance abuse disabilities.

Field experiences are to be completed under the supervision of an agency supervisor as well as a university faculty member. Students are expected to begin planning for their field experiences early in the program and must have the field experience site approved by the academic advisor in the semester before either field experience is to be started.

Counseling Skills Course

The purpose of the counseling skills class is for you to develop and demonstrate micro-counseling skills (e.g., empathy, active listening, open-ended questioning, clarification, probing). This class is a combination of didactic lectures and videotaped role plays. Each student will submit videotapes demonstrating the acquisition of micro-counseling skills, with the final videotape demonstrating integration of the micro-skills. Video recording may be accomplished by recording with Apple iPad2 cameras, personal digital video cameras, HD webcams, and camcorders. Individual feedback is provided to students.

Practicum in Rehabilitation Counseling

The practicum follows successful completion of requirements for the counseling skills course. The purpose of the practicum is to provide students with exposure to the work of rehabilitation counselors in an agency providing services for persons with disabilities. As part of the practicum experience, students are expected to demonstrate basic counseling and related skills appropriate for the practicum setting. Basic learning objectives of the practicum are provided below. Be sure to review the “Practicum Manual” for more detailed information about the practicum.

- To understand the roles, services, and processes of an agency providing rehabilitation counseling and related services to persons with disabilities.
- To become familiar with the roles and responsibilities of counselors working in the agency.
- To demonstrate counseling and related skills appropriate for the pre-internship student.
- To apply evaluative feedback about strengths and weaknesses as a rehabilitation counselor in training.
- To demonstrate understanding of rehabilitation ethical standards and ethical practice.
Appropriate Settings for the Practicum

The following are examples of appropriate settings in which students may complete the practicum experience. Students are responsible for arranging the practicum with the assistance of his or her advisor.

- State-Federal Vocational Rehabilitation Agencies
- Community Rehabilitation Programs
- Community Mental Health Centers
- Veteran’s Administration Vocational Rehabilitation Programs
- Developmental Disabilities Programs
- Mental Health/Mental Retardation Facilities
- University Disability Support Services Offices
- Transition from School to Work Program
- Substance Abuse Treatment Program

Basic Requirements of the Practicum

A requirement of 100 hours of clinical experience in an approved agency setting, with 40 hours of direct service provided to persons with disabilities must be completed for the practicum. Student may participate in no more than 20 hours a week of work at the practicum site. The following requirements must also be met for the practicum:

- Participation in on-going supervision by a site supervisor who has a master’s degree in rehabilitation counseling or a closely related field and two years of experience in an agency setting.
- Participation in 1 hour of weekly individual supervision provided by the university practicum supervisor.
- Participation in 1 ½ hours of weekly group supervision/interaction provided by the university practicum supervisor.
- Submission of videotaped counseling interviews (may be role play) appropriate to the practicum setting and demonstrating basic rehabilitation counseling skills.
- Completion of a mid-practicum self-evaluation by the student and a final practicum self-evaluation by the student.
- Completion of a mid-practicum evaluation of the student by the site supervisor and a final evaluation of the student by the site supervisor.

*Note: all forms are available in the Practicum Manual, which is distributed by the university supervisor to students during the practicum.

Planning for Practicum

The following are the best practices in preparing for your practicum experience. It is important to submit an application for practicum form following deadlines found in the Practicum Manual, identify and request approval for practicum site, complete practicum agreement and practicum student contact information form, and begin practicum experience.
Basic Student Responsibilities

The following are the student responsibilities for participating in practicum: (a) Complete work at the practicum site as scheduled, (b) Participate in on-going supervision provided by the practicum site supervisor, (c) Submit videotaped counseling interviews, (d) Participate in weekly individual and group supervision with university supervisor, and (e) Complete and submit all required forms including practicum time log, mid-practicum self-evaluation, and final practicum self-evaluation.

Basic Agency Responsibilities

The following are the agency responsibilities during your practicum field experience: (a) Assign a site supervisor who meets minimum education and experience requirements, (b) Provide on-going supervision during practicum experience, (c) Maintain direct and periodic communication (3 times over practicum experience) with university supervisor, (d) Complete a mid-practicum evaluation of the student, and (e) Complete a final evaluation of the student.

Basic University Supervisor Responsibilities

The following are the university supervisor responsibilities during your practicum field experience: (a) Provide weekly individual and group supervision/interaction, (b) Maintain direct and periodic communication with site supervisor for progress review, (c) evaluate videotaped counseling interviews and provide feedback, and (d) Assign final grade for the practicum.

Internship in Rehabilitation Counseling

The purpose of the internship in rehabilitation counseling is to enhance students' skills in an advanced clinical setting to make the transition from student to professional rehabilitation counselor. Basic learning objectives of the internship are provided below. Be sure to review the "Internship Manual" for more detailed information about the internship.

- To demonstrate skills for entry-level employment in the internship agency setting.
- To demonstrate understanding of the roles and functions of counselors working in the internship agency setting.
- To gain experience working with a variety of disability conditions.
- To perform work duties and responsibilities in compliance with the Code of Ethics of Certified Rehabilitation Counselors.

Appropriate Settings for the Internship

The following are examples of appropriate settings in which students may complete the internship experience. Students are responsible for arranging the internship with the assistance of his or her advisor.

- State-Federal Vocational Rehabilitation Agencies
- Community rehabilitation Programs
- Community Mental Health Centers
Basic Requirements for the Internship

A requirement of 600 hours of clinical experience must be completed for the internship. The 600 hours may be completed as a 40 hour a week experience in 15 weeks or it may be split across two semesters. As part of the 600 hours, a student must provide 240 hours of direct service to persons with disabilities. The following must also be completed for the internship.

- Participation in an average of one hour a week of individual supervision provided by site supervisor. Site supervisor must have a master’s degree in rehabilitation counseling or a closely related field and must have two years of experience in an agency setting. Status as a Certified Rehabilitation Counselor (CRC) is preferred.
- Participation in one hour of weekly university supervision or 1 ½ hours of group supervision provided by University internship supervisor.
- Submission of weekly progress reviews/summaries to university supervisor.
- Completion of mid-internship self-evaluation and final self-evaluation by student.
- Completion of mid-internship evaluation and final evaluation by site supervisor.

*Note: all forms are available in the Internship Manual, which is distributed by the university supervisor to students during the internship.

Planning For Internship

The following are the best practices in preparing for your internship experience. It is important to submit application for internship form following deadlines in the “Internship Manual”, identify and request approval for the internship site, complete internship agreement and intern student contact information form, and to begin internship.

Basic Student Responsibilities

The following are the student responsibilities for participating in internship: (a) Complete work at internship site as specified in Internship Agreement, (b) Participate in weekly individual site supervision, (c) Participate in weekly university supervision by Skype if site supervisor is not a CRC, and (d) Complete and submit all required forms including weekly progress reviews/summaries/time log, mid-internship self-evaluation, and final self-evaluation.

Basic Agency Responsibilities

The following are the agency responsibilities during your internship field experience: (a) Assign a site supervisor who meets minimum education and experience requirements, (b) Provide
intern with an orientation to the agency, (c) Provide an average of one hour of weekly individual supervision, (d) Expose intern to the range of services provided by the agency, (d) Provide intern with opportunities to perform multiple functions in the agency, depending on the focus of the agency, (e) Communicate at least three times with the university supervisor for progress review, (f) Complete a mid-internship evaluation of the student and (g) Complete a final evaluation of the student.

**Basic University Supervisor Responsibilities**

The following are the university supervisor responsibilities during your internship field experience: (a) Maintain direct and periodic communication (at least 3 times a semester) with the site supervisor, (b) Provide one hour of weekly individual supervision or 1 1/2 hours of group supervision, (c) Be available for consultation with both site supervisor and intern, and (d) Assign a final grade for the internship.

***The clinical skills training and field experience discussed provide a brief overview. Please review the “Practicum Manual” and the “Internship Manual” for more detailed information about practicum and internship requirements and expectations.***

**Comprehensive Examination: Rehabilitation Counseling (Revised 3/21/2013)**

The objective portion of the examination will be given online. Each student will work with the examination coordinator to identify a proctor for the examination. The objective portion of the comprehensive examination consists of 200 multiple-choice items. Questions are taken from courses required for the degree. This includes questions from the research and the Life Span Development courses. Students must achieve a score of 70% or higher on the objective section in order to pass this section.

Typically, you are provided **three hours** for completing the objective section of the master’s comprehensive examination. Dates and times for the objective examination are posted on the Rehabilitation Counseling webpage at the beginning of each academic year.

For students who do not achieve a score of 70% or higher, the objective section (multiple choice exam) may only be retaken in the following semester or a semester other than the first administration. Students who do not pass the objective portion of the comprehensive exam at the second administration are dismissed from the program; this is a Graduate School policy.

In the event that you require an accommodation beyond the typical examination conditions/stipulates, you should submit such a request **in writing** to your advisor by no less than one (1) working week prior to the examination date. You are encouraged to be familiar with regulations affecting comprehensive examinations published in the University of Alabama Graduate Catalog or contact the Graduate School for further information.
Content areas for objective portion of comprehensive exam
Foundations
(Content Areas)

Counseling Theorists and their Theories
Counseling Skills and the Helping Relationship
Group Work
Career Theorists and their Theories
Career Development Process and Career Counseling
Research Designs and Methods
Individual and Group Appraisal
Life Span Development

Program Emphasis-Rehabilitation Counseling
(Content Areas)

Societal Attitudes and Disability
Models of Disability
Legislative History of Rehabilitation Counseling
Policies and Laws Affecting Persons with Disabilities
Roles and Functions of Rehabilitation Counselors
The Vocational Rehabilitation Process
Principles of Case Management
Assessment in Vocational Rehabilitation
Medical and Psychological Evaluations
Job Development and Placement
Resources for Occupational and Labor Market Information
Job Analysis
Job Modification and Reasonable Accommodations
Federal Employment Incentives
Supported Employment
Work Adjustment
Assistive Technology
Independent Living
Advocacy
Rehabilitation Ethics and Ethical Decision Making
Medical Aspects and Psychological Aspects of Disability
Health and Wellness
Adjustment to Disability
Multicultural Issues and Disability
Disability Management
Private-for-Profit Rehabilitation
Portfolio Presentation

You will be required to submit the following materials in a portfolio for grading. The materials may be those selected from classes or especially prepared for the portfolio. All work must be free of any grading marks. You will be expected to have the material typed and designated/labeled.

Resume

Your resume must include previous work experience, educational experiences, professional activities/memberships, and honors. You may or may not have all of these; however, you should provide as much information as possible. Remember your resume is your professional summary and it is a vital element of your image to both peers and the public (it's also the most essential item to provide as you pursue employment opportunities).

Personal Theory Paper

The personal theory paper allows a student to demonstrate their understanding of various theoretical perspectives on the helping process with their applied experiences. This document is intended to be declarative (i.e., portraying your personal perspective) rather than comparative (i.e., selecting various theoretical models and comparing them against one another). In essence, this activity is an opportunity for you to articulate what you have learned and what you attempt to accomplish in your counseling efforts. Your personal theory paper will present your integration of training and experience through a description of the following:

A Brief Description of Your Theory

Key concepts to include:

- View of human nature
- Structure/development of personality
- Philosophical orientation
- Client’s experience in therapy
- Relationship between client and therapist
- The Therapeutic Process

Student Selection

Your selection may be a paper, project, or presentation that you believe represents your best work in your area of study and preparation. You should remember that this is your opportunity to be creative with your representation of your professional skills and knowledge.
PROFESSIONAL INVOLVEMENT

Rehabilitation counseling students are encouraged to become professionally involved by joining professional associations. Such memberships will encourage ongoing learning opportunities to introduce students to the rehabilitation counseling profession and to expose rehabilitation counseling students to professional issues and leaders and workers in the field of rehabilitation counseling. The following are links to professional associations which offer student discounts for membership:

National Rehabilitation Association

National Rehabilitation Counseling Association
http://nrca-net.org/

American Rehabilitation Counseling Association
http://www.arca-web.org/

Rehabilitation Counselors and Counselor Educators Association

American Counseling Association
http://www.counseling.org/

PROFESSIONAL CODE OF ETHICS

“Rehabilitation counselors provide services within the Scope of Practice for Rehabilitation Counseling. They demonstrate beliefs, attitudes, knowledge, and skills, to provide competent counseling services and to work collaboratively with diverse groups of individuals, including clients, as well as with programs, institutions, employers, and service delivery systems and provide both direct (e.g., counseling) and indirect (e.g., case review, feasibility evaluation) services. Regardless of the specific tasks, work settings, or technology used, rehabilitation counselors demonstrate adherence to ethical standards and ensure the standards are vigorously enforced. The Code of Professional Ethics for Rehabilitation Counselors, henceforth referred to as the Code, is designed to provide guidance for the ethical practice of rehabilitation counselors” (CRCC, 2010, p.1). Rehabilitation counseling students are required to be familiar with and adhere to the Commission on Rehabilitation Counselor Certification (CRCC) Code of Ethics throughout their professional training and practice as a Rehabilitation Counselor.
Master’s Degree Forms and Policies: Rehabilitation Counseling

The following forms are required for all master’s degrees in the Program in Counselor Education Rehabilitation Counseling:

- Student Data Form
- Selection, Orientation, and Retention Policy for all Degree-Seeking Students
- Related Academic Policies and Expectations Program in Counselor Education
- Applicant Assessment of Technological Competencies (Required)
- Faculty Review Student Performance Form
- Student Evaluation Action Form
- Endorsement Policy for Program Students and Graduates
- Conceptual Base and Progressive Distinctions: Rehabilitation Counseling
- Program Planning Record - Rehabilitation Counseling
- Site Supervisor’s Guide to Internships in Rehabilitation Counseling
- Dean’s Policy on Student Complaints
Student Data Form
Counselor Education Program
University of Alabama
Box 870231
Tuscaloosa, Alabama 35487-0231
Phone Number (205) 348-5174

Name: ____________________________ Date: ____________________________

Address: ____________________________ CWID#: ____________________________

Address: ____________________________ Phone #: ____________________________

Permanent Mailing Address: __________________________________________________

Permanent E-mail Address: __________________________________________________

Current Program: ___________________________________________________________

Undergraduate Major: ____________________________ Minor: ____________________________

College or University: __________________________________________________________

Date of Graduation: ____________________________ Certification: ____________________________

Other Graduate Study; College or University: ____________________________________________

Major: ____________________________ Credit Hours: ____________________________

Degree: ____________________________ Date of Graduation: ____________________________

Professional Work Experience(s): (Most recent first)

1. Dates: ______ to _______ Employer: ____________________________
   Position: ____________________________

2. Dates: ______ to _______ Employer: ____________________________
   Position: ____________________________

3. Dates: ______ to _______ Employer: ____________________________
   Position: ____________________________

Current Career Plans: __________________________________________________________

______________________________________________________________________________
Selection, Orientation and Retention Policy
Degree-Seeking Students, Counselor Education

1) All applications for admission to programs in Counselor Education will come from the Graduate School to the Program Chairperson.

2) The Program Chairperson will present all applications to the faculty in regular staff meetings for purposes of discussion and appropriate action. Candidates may be requested to come in for an interview prior to any decision being made on their admission.

3) Letters advising applicants of acceptance should include:
   a. The name of the student's advisor.
   b. A student data form with instructions to complete it and bring it to the student's initial interview with his/her advisor.
   c. Instructions directing the students to contact his/her advisor for an interview near the time the/she intends to actively pursue coursework.
   d. Information advising the student that his/her progress will be reviewed by the faculty on completion of 6-12 semester hours of coursework with special reference to his/her suitability for working with others in a counseling relationship.

4) Initial interview between advisor and advisee will be committed to becoming acquainted, and with advisor's orienting the advisee to the program curriculum, procedures and requirements, and completing appropriate data and course outline forms for the student's folder and for the student.

5) One staff meeting near the end of each semester (and others, if necessary) will be devoted to reviewing the performance of students about whom any faculty member(s) has/have developed serious concerns. After discussion of pertinent materials and observations, the faculty shall conclude for each student identified that:
   a. The difficulty is not a sufficient severity to warrant any action other than continued monitoring;
   b. The student will be informed of the faculty concern in a conference with the program chairperson and the advisor (or at least one other faculty member), and a plan for relieving the difficulty will developed and agreed upon, with some probationary time limits set; or
   c. The faculty will recommend to the Department Head that the student be dropped from the program.
The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

Student Accommodations

It is the policy of the College of Education and the Program in Counselor Education to make reasonable accommodations for qualified individuals with disabilities. Students with disabilities are encouraged to register with the Office of Disability Services, 348-4285. Thereafter, you are invited to schedule appointments to see me during my office hours to discuss accommodations and other special needs.

LiveText Submissions for CACREP Accredited Tracks (CMHC, SC, Doctoral):

Beginning in Summer 2014, students in the Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision (Doctoral) tracks will have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) purchase a LiveText membership, (2) turn in all assignments as directed by faculty, per course syllabi; and, (3) upload assignments from CACREP-affiliated courses into LiveText - the data management system used to track all CACREP Standards - by the date designated by faculty. Failure to submit assignments to faculty will lead to a grade of “incomplete” for the student’s final grade.


Academic Misconduct/Ethical Violations

All acts of dishonesty in any work for any course will constitute academic misconduct. In this regard, the Academic Misconduct Disciplinary Policy noted in the Student Handbook and the University Faculty Handbook will be followed in the event of any acts of academic misconduct. The Code of Ethics and the Standards of Practice of the American Counseling Association or the Code of Ethics for Certified Rehabilitation Counselors shall serve as the guidelines for determining ethical conduct and propriety for both students and instructors involved with any program activity.

Plagiarism

Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own work. Plagiarism may be inadvertent or purposeful. However, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Assistant Dean. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an “F” in the course and being suspended from the University. For more information, see http:// facultysenate.ua.edu/handbood/append-c.html.
Computer Literacy

Each student in Counselor Education is expected to develop computer literacy in the areas of word processing, data analysis, and literature searches. These skills are both appropriate and necessary for practitioners in any counseling environment, particularly during their graduate preparation. Specific courses and instruction in the usage of computers is not provided directly in Counselor Education. Students are encouraged to purchase their own personal computers or to use the College of Education Computer Laboratories located on the second or third floors of Graves Hall. Additionally, the Research Assistance Laboratory located on the third floor of Carmichael Hall provides guidance in the use of computer technology in data entry and analysis. Access to mainframe or other user services is available upon request through the College of Education Computer Laboratories via written verification of enrollment by the Department Head. Undergraduate and graduate courses in Computer Technology are also available and should be considered as students seek to develop their skills in the use of electronic media. Students are encouraged to utilize these opportunities in the pursuit of their graduate studies.

Other Policies and Expectations

All students should seek assistance from their course instructor, their academic advisor, or the Department Head for concerns related to academic policies and expectations. Students seeking degrees in Counselor Education should review the Student Handbook as well as related policies contained in the program website (http://education.ua.edu/psych/counselor/index.html). All students should consult the Graduate Catalog under which they were admitted for additional policies and expectations for graduate study.

The Code of Academic Conduct

All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student.

The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

The Code of Student Conduct

The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct. Disruptive/obstructive behavior is not limited to but may include the following: physical abuse, verbal abuse, threats, stalking, intimidation harassment, hazing, possession of controlled substances, possession of alcoholic beverages. Please avoid particularly disruptive or annoying behaviors. Turn off or place on silent mode all potentially disruptive electronic devices, such as cell phones, smart phones, and pagers. Do not engage in text messaging during class time.
Use of Plagiarism Detection Software

The University of Alabama is committed to helping students to uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.

Severe Weather Protocol

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through Connect-ED--faculty, staff and students (sign up at myBama)
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA 7. WVUA 7 Storm Watch provides a free service you can subscribe to that allows you to receive weather warnings for Tuscaloosa via e-mail, pager or cell phone. Check http://www.wvua7.com/stormwatch.html for details.

- The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who
advance the theme of the COE: Unites, Acts, and Leads (UA Leads). By engaging in theoretically informed and intellectually advanced effective practice our graduates will

- **UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;
- **ACT** to develop the full potential of all learners to be excellent professionals in their field; and
- **LEAD** through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.
Applicant Assessment of Technological Competencies (Required)

As a component of our application process, all prospective students are required to complete the accompanying survey. Please indicate below if you can perform the following computing and technological tasks:

Yes  No  1. I can use word processing programs such as Microsoft Word or Open Office to create scholarly work, as well as attach, open, and save electronic documents received or sent by email.

Yes  No  2. I use an Internet browser other than Microsoft Internet Explorer or Firefox.

Yes  No  3. I can conduct Internet research and understand how to check whether or not the validity of the data and information is credible for scholarly work.

Yes  No  4. I understand online etiquette and its importance for creating a positive online classroom experience.

Yes  No  5. I can communicate with others on the Internet through social networks and video software such as Skype.

Yes  No  6. I have an email address from which I may communicate with program faculty. List your Email Address: ____________________________

Yes  No  7. I can assemble and create presentations using PowerPoint or similar software.

Yes  No  8. I understand how to use applications and web services on cloud computing programs such as Google Apps and Mac Apps.

Yes  No  9. I can use applications such as Microsoft Access and Microsoft Excel to analyze, organize, and store data.

Yes  No  10. I can use statistical programs such as SPSS/SAS to analyze data.

Please return the completed assessment as an e-mail attachment to the administrative assistant for the program or mail to: Program in Counselor Education, Box 870231, The University of Alabama, Tuscaloosa, AL 35487-0231. For further information on technology support, please visit The University of Alabama’s Office of Information Technology: http://oit.ua.edu/oit/services/it-service-desk/

Student’s Signature:_______________________  CWID #: _____________  Date: _____________
# Faculty Review of Student Performance

**Program in Counselor Education**

Name: ___________________________  CWID #: ______________________
Advisor: __________________________ Program: ______________________

____MA  _____Ed.S.  _____Ph.D.  Date: __________________________

## Purposes of This Recommendation

1) To take a professional and personal inventory of the student’s strengths and weaknesses as exhibited in relationship to progress in the Program in Counselor Education.
2) To monitor student’s progress and acceptance in the professional sequence.

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>Strength</th>
<th>Concern</th>
<th>No Concern</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Assignments</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Class Participation</td>
<td></td>
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<tr>
<td>Quality of Work</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Attitude</td>
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<tr>
<td>Attendance</td>
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<td></td>
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<tr>
<td>Punctuality</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Skills</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Basic Attending Skills</td>
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<tr>
<td>Intentionality</td>
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<tr>
<td>Case Conceptualization</td>
<td></td>
<td></td>
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<tr>
<td>Treatment Outcomes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accountability/Record Keeping</td>
<td></td>
<td></td>
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<tr>
<td>Use of Appropriate Counseling</td>
<td></td>
<td></td>
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<tr>
<td>Techniques</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethical and Professional Behavior</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Conduct</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Professional Conduct</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Characteristics</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Stability</td>
<td></td>
<td></td>
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<tr>
<td>Maturity</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Respect</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Motivation</td>
<td></td>
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<tr>
<td>Peer Relationship</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reaction to Criticism</td>
<td></td>
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</tr>
</tbody>
</table>

| Comply with COE dispositions       |          |         |            |     |

Comments:

Recommend ________ Provisional Recommendation ______ Recommendation ________ Do not recommend
College of Education Dispositions Rubric

Please rate the candidate by marking an X in the appropriate box according to the following scale. Please carefully consider each explanation. Please include a composite score for all four dispositions.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Descriptor</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Advanced</td>
<td>To receive a “4” the candidate must demonstrate <em>advanced</em> knowledge, skills, and practices. The candidate exceeds the expectations set by the unit’s identified criteria.</td>
</tr>
<tr>
<td>3</td>
<td>Target</td>
<td>The candidate demonstrates <em>target</em> knowledge, skills, and practices expected of educational professionals. Knowledge conveyed and/or performance demonstrated regarding this disposition is consistent with that which meets the unit’s identified criteria.</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
<td>The candidate demonstrates <em>developing</em> knowledge, skills, and practices expected of educational professionals. Knowledge conveyed and/or performance demonstrated regarding this disposition is consistent with initial understanding and/or performance in this area.</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>The candidate demonstrates <em>unacceptable</em> knowledge, skills, and practices of educational professionals. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.</td>
</tr>
</tbody>
</table>
## Educator Dispositions Rubric

<table>
<thead>
<tr>
<th>Disposition (Maximum Score = 16)</th>
<th>Advanced (4)</th>
<th>Target (3)</th>
<th>Developing (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The candidate demonstrates a commitment to diversity</strong></td>
<td></td>
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<tr>
<td>Such as:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Adapts strategies to students’ life experiences, responses, ideas, or needs in order to facilitate their critical thinking, independent problem solving, or performance capabilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates democratic, just practices with respect to diversity through culturally responsive practices.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses effective communication skills or appropriate technologies necessary to serve all students.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

| **The candidate practices behaviors that are consistent with the ideals of fairness/equity**      |              |            |                |                  |
| Such as:                                                                                         |              |            |                |                  |
| • Adopts strategies that use all students’ unique prior knowledge, life experiences, and interests as part of the context for educational practices that advance ideals of equity. |              |            |                |                  |
| • Uses methods that demonstrate that all students can learn.                                     |              |            |                |                  |
| • Creates environments that are safe spaces for open discussions about fairness, provide equitable learning opportunities, and foster student motivation. |              |            |                |                  |

| **The candidate fosters a culture of collaboration**                                             |              |            |                |                  |
| Such as:                                                                                         |              |            |                |                  |
| • Demonstrates collaborative practices with students, schools, families, colleagues, or communities. |              |            |                |                  |
| • Recognizes the importance of local, regional, and global partnerships.                         |              |            |                |                  |
| • Incorporates a wide variety of resources in the school, family, or community to facilitate student learning. |              |            |                |                  |

| **The candidate exhibits a reflective stance for professional practice**                         |              |            |                |                  |
| Such as:                                                                                         |              |            |                |                  |
| • Exhibits a commitment to planning, reflecting, assessing, or learning as on-going processes.   |              |            |                |                  |
| • Practices standards of professional and ethical behavior or decision making.                   |              |            |                |                  |
| • Adopts a wide array of resources to promote critical reflection.                                |              |            |                |                  |
| • Seeks avenues for lifelong learning, evidenced by engagement in professional learning communities. |              |            |                |                  |

**Composite Score (sum of all four columns):**
**Student Performance Action Form**

This document serves as a supplement to the Student Performance Form completed each semester by the faculty in Counselor Education. Specifically, the Action Form provides a vehicle to document discussions of observed strengths in student performance as well as any corrective measures intended for arrears of faculty concern in a student’s performance. The Action Form reflects a formal, participatory activity and dialogue designed to assist in the student’s successful matriculation into their chosen area of counseling. The procedural elements of this activity are noted in the following listing.

1. Review of Student Evaluation Form

2. Suggested Corrective Actions (specify)
   
   A.

   B.

   C.

3. Required Corrective Actions (specify)

   C.

   B.

   C.

**Acknowledgement**

By our signatures, we verify our discussion and agreement concerning the elements of the student Evaluation Action Form.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Advisor</th>
<th>Date</th>
</tr>
</thead>
</table>

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Endorsement Policy for Students & Graduates
Counselor Education Program

In order to sustain the highest levels of ethical propriety and professionalism in representing the program in Counselor Education, a formal endorsement policy serves to guide faculty representation of competence and preparing for students and graduates. As a matter of policy, faculty will endorse students and graduates for those positions/opportunities as a professional nature of which they have received adequate, formal academic training. Specifically, students pursuing professional opportunities will only be endorsed relative to the status of their academic preparation (e.g., Practicum students will be endorsed as having completed academic training only to that point their preparing program, etc.). In this regard, students seeking volunteer or paid positions will not be endorsed as competent graduates of the Program in Counselor Education. For graduates seeking endorsement relative to professional opportunities, faculty will only endorse their preparation and competence relative to their specific training and areas of skill (e.g., School Counseling graduates will be endorsed for school-related professional opportunities, etc.). Methods of endorsement will include but not be restricted to written/verbal recommendations and commentary solicited and approved by graduates seeking professional employment, professional certification/licensure status, or related positions of opportunities.

Adopted: 09/1995; Reaffirmed: 11/2010
## Conceptual Base and Progressive Distinctions: Rehabilitation Counseling

<table>
<thead>
<tr>
<th>Course</th>
<th>Theoretical Base</th>
<th>Application</th>
<th>Supervision/Roles</th>
<th>Art/Science</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 512 (RC)</td>
<td>Classical Theorist; Speculative personal theory</td>
<td>Theoretical</td>
<td>None</td>
<td>Art</td>
<td>“0”</td>
</tr>
<tr>
<td>BCE 514 (RC)</td>
<td>Egan</td>
<td>Theoretical/Applied</td>
<td>Minimal; T-S</td>
<td>Science</td>
<td>“0-1”</td>
</tr>
<tr>
<td>BCE 546 (RC)</td>
<td>Synthesis; Emergent personal theory</td>
<td>Applied/Theoretical</td>
<td>Close; T-S, C-C, Co-Co</td>
<td>Art &amp; Science</td>
<td>“1-2”</td>
</tr>
<tr>
<td>BCE 547 (RC)</td>
<td>Established personal theory</td>
<td>Applied</td>
<td>Minimal: Co-CO</td>
<td>Art</td>
<td>“2-3”</td>
</tr>
</tbody>
</table>

**Key:**
- T-S = Teacher-Student
- C-C = Counselor-Client
- Co-Co = Colleague-Colleague

CMHC = Clinical Mental Health Counseling
RH = Rehabilitation Counseling
SC = School Counseling
Program Planning Record: Rehabilitation Counseling

The Rehabilitation Counselor Education Program is a 48 semester hour sequence, including 6 semester hours of internship. Program revised: Spring 2013; Effective: Fall 2013.

Student Name: ______________________ CWID: ______________________

Faculty Advisor: ______________________ Date: ______________________

<table>
<thead>
<tr>
<th>REQUIRED COURSES (48 semester hours)</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 512 Counseling: Theory and Process</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 513 Career Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 514 Counseling Skills</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 521 Group: Process and Procedures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 522 Individual and Group Appraisal</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 540 Orientation to Rehabilitation Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 542 Medical and Psychological Aspects of Disability</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 545 / BCE 533 Vocational Rehabilitation Case Management and Placement</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 611 Multicultural Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 633 Advanced Seminar: Substance Abuse</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BEP 550 Life Span Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BER 500 Research Methods in Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Any approved elective (typically BCE 626 Readings in Counseling)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 546 Practicum in Rehabilitation Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 547 Internship in Rehabilitation Counseling</td>
<td>6</td>
<td>/</td>
</tr>
</tbody>
</table>
Step 1a. Student raises the issue with the faculty member involved.

Step 1b. Faculty member and student try to resolve the issue based on facts.

Step 1c. After this meeting, student or faculty member writes a brief memo, signed by both, indicating the resolution to the problem.

Step 1d. If there is no resolution, student and faculty member sign a brief memo indicating points of continuing disagreement.

Step 2a. Student raises the issue with the program coordinator, who receives in writing the material from steps 1a-d.

Step 2b. Program coordinator and student try to resolve the issue based on facts. Step 2c.

After this meeting, student or program coordinator writes a brief memo, signed by both, indicating the resolution to the problem.

Step 2d. If there is no resolution, student and program coordinator sign a brief memo indicating points of continuing disagreement.

Step 3a-d. Process is repeated between student and Department Head, with all written material shared from steps 1a-d and 2a-d. Under normal conditions, problems will be resolved at this level or below.

Step 4. If the problem is unresolved, faculty or student may bring it to the Associate Dean to come under University grievance policies.

Step 5. The Associate Dean investigates the grievance and provides a summary and recommendation to the Dean.

Step 6. The Dean renders a final decision. The student may appeal the Dean’s decision to the Office of Academic Affairs.

(Note: The following document describes the policy in effect at the time this Handbook was published. Copies of any subsequent revision will be available in departmental and divisional offices in the Office for Academic Affairs)
“The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.”

http://www.counseling.org/about-us/about-aca/our-mission
ACA Code of Ethics Requirement

Prior to enrollment in the Program in Counselor Education at The University of Alabama, you must read the American Counseling Association (ACA) Code of Ethics and sign a statement of consent. These documents are found at the following links on our website:


This consent must be signed by all students enrolled in Counselor Education classes at the University of Alabama. These two required steps demonstrate your obligation to use the ACA Code of Ethics as your guide for your actions with clients, student colleagues, and fellow professional counselors. If there are questions related to the ACA Code of Ethics, you must address them with your academic advisor. Failure to comply with the ACA Code of Ethics could affect your continued enrollment in the Program in Counselor Education.

The applicability of the ACA Code of Ethics throughout a student’s graduate career in our program does not require his or her membership in the American Counseling Association. Similarly, a student’s non-member status in the American Counseling Association does not affect a student’s obligation to comply with the ACA Code of Ethics throughout his or her graduate career in our program.