STUDENT HANDBOOK

Box 870231
Tuscaloosa, AL 35487-0231

Program in Counselor Education
(205) 348-8362

Department of Educational Studies Psychology, Research and Counseling
(205) 348-5174
SECTION I
Program Information

PROGRAM MISSION:
The mission of the Program in Counselor Education at The University of Alabama is to educate a diverse population of students. The priority of the faculty is to train competent, ethical, and knowledgeable practitioners and educators.
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 Specialty)

Baltrinic, Eric R., Ph.D., LPCC (2014, Kent State University). Assistant Professor, Clinical Mental Health Counseling Specialty)

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

Dawson-Hardy, Millie, Ph.D., LPC, CPCS, MAT (2000, Georgia State University). Clinical Assistant Professor, (School Counseling Specialty)

Fye, Heather, Ph.D., LPCC, NCC (2016, Kent State University). Assistant Professor, (School Counseling Specialty)

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

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

Vaughans, Doris, Ph.D. (2014, University of Alabama). Clinical Assistant Professor, (Clinical Mental Health Counseling Specialty)
Contact Information:

Dr. Joy Burnham is the Program Coordinator of Counselor Education. Program Coordinators coordinate the program (e.g., faculty meetings, schedules, student admissions and evaluations, recommends to the Department Head student recruitment and retention activities, responds to inquiries related to the academic unit, and provides year-round leadership to the program.

Dr. Ryan Cook is the Clinical Director of the Counseling Laboratory. He oversees the clinical laboratory, graduate assistants, and is responsible for all aspects of operating the Counseling Laboratory.

Dr. Doris Vaughans is the Practicum and Internship Coordinator. Dr. Vaughans is responsible for managing the scheduling of student practicum counseling sessions and coordination of practicum and internship experiences in Counselor Education. Dr. Vaughans also responds to inquiries and questions about practicum and internship. All inquiries about practicum and internship should go to Dr. Vaughans.

Specific Track Contact Information:

Dr. Ryan Cook and Dr. Eric Baltrinic work closely with the Clinical Mental Health Counseling (CMHC) degree track. CMHC inquiries, advisement, and questions should be directed to them.

Dr. George Mugoya and Dr. Junfei Lu work closely with the Rehabilitation Counseling (RC) degree track. RC inquiries, questions, and advisement should be directed to them.

Dr. Joy Burnham and Dr. Heather Fye work closely with the SC track. SC inquiries, questions, and advisement should be directed to them.

Dr. Millie Dawson-Hardy works closely with the Educational Specialist (Ed.S.) track. Ed.S. inquiries, questions, and advisement should be directed to her.

Dr. Junfei Lu addresses doctoral inquiries. Questions should be directed to him. Specific advisement questions are directed to advisors and committee chairs.

Other Contact Information:

Chi Sigma Iota – See Dr. Heather Fye (CSI Chapter Faculty Advisor)

Phone Numbers/Locations:
Program in Counselor Education: (205) 348-8362 or 315 Graves Hall
Department of Educational Studies: (205) 348-5174 or 306 Carmichael Hall
Counseling Laboratory: (205) 348-1193 or 318 Graves Hall
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. In 2017, CORE and CACREP merged, allowing for all programs in Counselor Education to be under one accreditation body.

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 mission of the Program in Counselor Education at The University of Alabama is to educate a diverse population of students. The priority of the faculty is to train competent, ethical, and knowledgeable practitioners and educators.

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 offered below.

1. Faculty will recruit, select, retain, and graduate a diverse population of students across all Counselor Education programs.

2. Students will demonstrate competence on our diversity, fairness and equity, collaboration, and reflective practice dispositions, endorsed by the College of Education.

   **Master’s-Specific Objectives:**

3. Students demonstrate knowledge and develop skills in all eight CACREP common core curricular areas (i.e., 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).

4. Students demonstrate specific knowledge and develop skills in their selected areas of CACREP specialties (i.e., Clinical Mental Health Counseling, Rehabilitation Counseling, or School Counseling).

5. Students demonstrate specific knowledge and develop skills competencies related to the following key performance indicators:
✓ Demonstrate knowledge of ethical and legal practice in the counseling profession in a multicultural and pluralistic society.

✓ Continuously enhance multicultural competence by heightening cultural awareness, knowledge, and skills to work in a multicultural and pluralistic society.

✓ Promote resilience and wellness across the lifespan.

✓ Become knowledgeable of various and current career development theories and relevant career counseling models.

✓ Become knowledgeable of counseling theoretical models and develop a personal theoretical orientation that is conducive to work with clients with diverse backgrounds.

✓ Demonstrate knowledge of various therapeutic factors and how they contribute to group effectiveness given clients’ diverse backgrounds.

✓ Demonstrate knowledge and skills in current assessment and measurement.

✓ Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

✓ Demonstrate skills regarding essential interviewing, counseling, and case conceptualization.

**Specialty-Specific Objectives:**

✓ Articulate the role and practice of the clinical mental health counselor (Clinical Mental Health Counseling).

✓ Advocate for integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers. (Rehabilitation Counseling).

✓ Articulate the role and practice of the school counselor. (School Counseling).

**Doctoral-Specific Objectives:**

6. Doctoral students demonstrate knowledge and develop skills across five CACREP specific domains (counseling, supervision, teaching, research & scholarship, and leadership and advocacy)

7. Students demonstrate specific knowledge and develop skills related to the following key performance indicators:

   ✓ Articulate best counseling practices and evaluate counseling effectiveness.
✓ Effectively demonstrate developmentally appropriate and ethical supervision with master’s level students.

✓ Effectively demonstrate teaching content in Counselor Education.

✓ Demonstrate use of appropriate research methods and designs.

✓ Demonstrate advocacy skills and comprehend the role of advocacy in Counselor Education.

**ACADEMIC DEGREES**

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/](http://education.ua.edu/academics/esprmc/counseling/)

**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). Please refer to Section II, CMHC, for more information on the Clinical Mental Health Counseling program.

**School Counseling (SC)**

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). Please refer to Section II, SC, for more information on the School Counseling program.

**Rehabilitation Counseling (RC)**

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. The rehabilitation counseling program is 60 hours (since July 1st, 2017) and meets accreditation criteria of Council for Accreditation of Counseling and Related Educational Programs (CACREP). Please refer to Section II, RC, for more information on Rehabilitation Counseling program.

Educational Specialist in School Counseling (SC) – The educational specialist degree in Counselor Education leads to advanced certification for school counselors. Successful completion of the program results in eligibility to be recommended for Class AA (specialist-level) certification as a school counselor.

Doctoral Degree in Counselor Education and Supervision (Ph.D.)
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). Please refer to Section III, Ph.D., for more information on the Counselor Education and Supervision program.

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, School Counseling, and Rehabilitation 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 Counselor 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 are accredited by The National Council for Accreditation of Teacher Education and in the future The Council for the Accreditation of Educator Preparation (CAEP).

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.
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. An application may be submitted during the final semester of study. Application materials are available through:

Commission on Rehabilitation Counselor Certification
1699 East Woodfield Road
Suite 300
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
ADMISSION, FINANCIAL ASSISTANCE, AND ADVISING

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. Admission to the various programs in counselor education are very competitive. Each program has criteria for admitting students. Please refer to the program you are interested in for specific criteria for admission (See Section II)

Financial Assistance

**Student Financial Aid**

There are various financial assistances offered by the department, college and university. 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.

**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 research, instructional and administrative needs of the program and are awarded to doctoral students with advanced standing in their degree programs. Assistantships are awarded for 1 academic year, and may have the opportunity to be renewed based on availability of funding. 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 lab and program. The decisions on awarding of assistantships for the subsequent academic year will be made at the next faculty meeting following March 1st.

The Program in Counselor Education has a limited number of assistantships to award on an annual basis. These assistantships are intended to support research, instructional and administrative needs of the program. Assistantships are awarded for 1 academic year, and may be renewed based on availability of funding and quality of work. 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 of the graduate assistant include staffing and managing the Counseling Laboratory, assisting faculty with their research, and completing administrative duties associated with the management of the lab and program. The decisions on awarding of assistantships for the subsequent academic year will be made at the next faculty meeting following March 1st.
Scholarships
Some of the scholarships students in the Counselor of Education Program are eligible to apply for include:

**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, preferred 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.

**Prospective Student Inquiry Meetings**

“Prospective “Student Inquiry” meetings are also provided at least four times during the academic year for more thorough review of our Program and related information. Please contact the Program Office for a schedule of these meetings. The dates for Inquiry Meetings are on our website. Inquiry Meetings offered online and in-person.

**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.
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
- Master of Arts in Rehabilitation Counseling
- Educational Specialist in Counselor Education (School Counseling)
- Doctor of Philosophy in Counselor Education and Supervision

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.

All admitted students are assigned an academic advisor to assist in course and sequence selections. Accurate advising is vital to timely pursuit of a graduate degree. Advising will be based upon the requirements listed in the Graduate Catalog and the “Program Planning Record” for the specific track into which are admitted. Critical sequences of courses are often required and your advisor is prepared to maximize your success in planning.

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.

**The Essentials of the Curriculum**

The curriculum in our Program reflects required coursework and some elective elements. Your advisor will assist in your efforts to supplement your required plan of study in such a way that you will be prepared to enter the job market and pursue your career goals. The courses during the academic year are typically in the later-afternoon or evening hours. Summer classes are typically offered daily during usual working hours, although few required courses are provided during summer terms. The majority of our courses are offered only on annual basis. The Graduate School defines “full-time enrollment” as enrolling for nine (9) or more hours in an academic term, though students may elect to pursue their study at a pace above or below full-time status.

Our curriculum also features a substantial mixture of courses in Counselor Education as well as Educational Psychology, School Psychology, and Educational Research. These Programs, along with Counselor Education, are housed in the Area of Educational Studies in the College of Education.

The requirements for any degree level or track in Counselor Education reflect both classroom and field/applied experiences. It is essential that you understand that a commitment to pursue your graduate degree in our program will involve a great deal more in your field/applied courses than the simple three (3) hours of class time typically associated with a classroom course. Specifically, you will need to anticipate time for at least one (1) “practicum” course (typically between 8-10 hours per week) and either two (2) half-time “internships” of 20 hours per week or one (1) full-time internship of 40 hours per week. These commitments are substantial and required.

**The Essentials of Student Evaluation**

The entire Program faculty reviews active students in every degree level of study in Counselor Education. You should know that this activity reflects the faculty commitment to insure competent services to clients and avoid difficulties that become problematic at a later time. You should also know that your commitment to the integrity of the program and its reputation occasionally leads to decisions to restrict or be discontinue a student’s enrollment in our courses. This rare occurrence develops only after careful attempts have been made to assist the student in correcting difficulties that appear to be present the potential for unsatisfactory care and service to clients. Therefore, selection and retention for students in Counselor Education is a sustained process intended to insure the best possible education for our students and the best possible service to their clients.

**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 Fall and Spring semesters. The rubric used is the Faculty Review of Student Performance and Review of Student Dispositions provided (see Section 5.B., Forms). The faculty review professional and personal strengths and concerns, while monitoring progress. This form entails five sections: academic skills, clinical skills, ethical and professional behaviors, personal characteristics, and the four professional dispositions, endorsed by the College of Education are also included. Within each section, faculty members will discuss their observed student performance or individual characteristics/dispositions over various indicators and rate a student on a four-point scale: advanced, target, developing, and unacceptable. If dispositions do not meet the minimum standard of “Target,” a concern for remediation plan is raised. Student data on their dispositions are also aggregated to help faculty members annually evaluate program objectives for the purpose of program improvement. Based on this evaluation, students will receive one of the following based on rubric scores: (1) A letter stating exemplary progress in the program, (2) Communication that there were no concerns
related to progress in the program, (3) Communication to meet advisor because of a provisional recommendation, and (4) An action plan is required (Remediation).

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 Faculty Handbook.

The Essentials of Employment Prospects
A final item for your consideration concerns prospects for employment upon graduation. The competition for employment in human-services fields is fierce and extremely competitive. Still, graduates from our program have had a very good record of employment upon graduation. A significant item for your consideration is the scope of your employment efforts. Specifically, a limited scope of attempted employment such as only Tuscaloosa and the local area is quite limited for both employee and student positions. However, as one expands the scope of employment inquiries, the chances of success increase accordingly. Our graduates have a history of securing exciting and rewarding positions.

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 of Arts 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. See Admission Rubric used for program admissions in Section 5.B (Forms).

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.

• After reviewing application packets, online interviews between applicants and faculty will be scheduled. Dates and times of interviews will be determined. The rubric used for Admissions is under Section 5.B (Admission Rubric).
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/](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/](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.

Class Visitor Statement

Visitors of any age are not allowed in BCE classes. Because faculty are responsible for the learning of all students in a class this requirement is in place: to protect the safety of fellow students, to support class confidentiality, to encourage reflective learning in a safe space, and to assure fairness to all students. A visitor is anyone who is not the instructor, a student enrolled in the class, approved professional, or invited guest by the instructor. If a visitor is invited to class by a student without consent, the guest and the student will be asked to leave. No exceptions.

Overall Comprehensive Assessment Plan (CAP)
The Program in Counselor Education at The University of Alabama employed the Comprehensive Assessment Plan (CAP) in Fall 2011. The CAP was revised in Fall 2018. 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.

Key Performance Indicators (KPIs)
“Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives” (CACREP, 2015). Refer to Section 5.B. in this document, for Key Performance Indicators for each degree track in Counselor Education. Specific KPI information is also found in course syllabi and the CAP.
Student Engagement

All students in the Counselor Education Program (i.e., Clinical Mental Health, Rehabilitation Counseling, School Counseling and PhD. in Counselor Education and Supervision) 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, rehabilitation, and school counseling.

Chi Sigma Iota (CSI)
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.

See Dr. Heather Fye (CSI Chapter Faculty Advisor) with questions.

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).

Professional Counseling Associations
The following are links to professional associations which offer student discounts for membership:

- Alabama Counseling Association (http://www.alabamacounseling.org/)
- American Association for Counselor Education and Supervision (http://acesonline.net/)
- American Counseling Association (http://www.counseling.org/)
- American Mental Health Counseling Association (http://www.amhca.org)
- American Rehabilitation Counseling Association (http://www.arcaweb.org/)
- American School Counseling Association (http://www.schoolcounselor.org/)
- Southern Association of Counselor Education and Supervision
- Chi Sigma Iota (http://www.csi-net.org/)
- National Rehabilitation Counseling Association (http://nrcasite.org/)
- Rehabilitation Counselors and Counselor Educators Association (https://rceapro.com/)
SECTION II - Part A

Master’s Degrees:
Clinical Mental Health Counseling
and
School Counseling
CLINICAL MENTAL HEALTH COUNSELING PROGRAM OVERVIEW

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 COURSE WORK

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 517 (Professional Issues, Ethics, and Advocacy in Counseling): Three hours. This course is designed to expose students to the fundamental principles of being a professional counselor.

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.

**Admission for Clinical Mental Health Program**

Unconditional admission to the CMHC program involves the following elements:

- The deadline to submit admission materials for Fall enrollment in the upcoming year is January 31st and March 1

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. 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 CMH 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 CMH program will be considered for unconditional status if they maintain a “B” average during their first 12 credit hours of study.

After reviewing application packets, online interviews between applicants and faculty will be scheduled. Dates and times of interviews will be determined.
SCHOOL COUNSELING PROGRAM OVERVIEW

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). *Beginning in 2023, the program will move to 60 hours.

SCHOOL COUNSELING COURSE WORK

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 517 (Professional Issues, Ethics, and Advocacy in Counseling): Three hours. This course is designed to expose students to the fundamental principles of being a professional counselor.

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.

**Admission for School Counseling Program**

Using the rolling admission procedures, admission decisions are made each semester with priority given to prospective students whose applications are reviewed in November and April. Admission decisions may be made in the summer if openings remain after April admissions are 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

Unconditional admission to the SC 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. 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 SC 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 SC program will be considered for unconditional status if they maintain a “B” average during their first 12 credit hours of study.

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

After reviewing application packets, online interviews between applicants and faculty will be scheduled. Dates and times of interviews will be determined.
CLINICAL EXPERIENCES
PRACTICUM AND INTERNSHIP PROCEDURES

Clinical Mental Health Counseling and School Counseling

Refer to Internship and Practicum Manuals for specific details and steps (email the Director of Practicum and Internship for a copy)

Preface

While the skills necessary to perform in classroom settings are 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.

Site Supervisors Requirements for Practicum and Internship:

Prospective site supervisors must meet the following CACREP and program criteria:

a. A minimum of a master's degree in counseling or related profession with equivalent qualifications, including appropriate 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 practicum or internship is:

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.

**Practicum**

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.

**Documentation.** Students are responsible for retaining cumulative documentation of all practicum activities. The program requires completion of a supervised practicum in the student’s designated program area of 100 clock hours. Each student's practicum includes all of the following:

Required CACREP 2016 Standards for Practicum Students:

- Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

- Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

- Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

- Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.”
**Internship**

**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 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 for SC and 12 hours for CMHC) or two (2) consecutive half-time placements (20 hours per week for 3 hours of credit per semester for SC or 6 hours credit for CMHC). 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 practicum, internship placements are prearranged during the semester prior to enrollments. For school and clinical mental health students, on-campus supervision is provided weekly.

**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).

**Internship responsibilities and duties.** 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 ensure 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, 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. All internship forms and supervision training are electronically 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:

Required CACREP 2016 Standards for Interns:

- After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

- Internship students complete at least 240 clock hours of direct service.

- Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

- Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

**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 enrolled for UA liability insurance through registration for any practicum or internship in Counselor Education per policy of the Office of Risk Management. Students must complete the liability form each term and return the form to BCE instructor for course.

**COMPREHENSIVE EXAMINATIONS for CMHC and SC STUDENTS**

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.

**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**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Items</th>
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<tbody>
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<td>BCE 512</td>
<td>Counseling Theory and Process</td>
<td>20</td>
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<tr>
<td>BCE 514</td>
<td>Counseling Skills</td>
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<td>Career Development</td>
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<td>BCE 521</td>
<td>Group: Process and Procedures</td>
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<tr>
<td>BER 500</td>
<td>Research Methods in Education</td>
<td>20</td>
</tr>
<tr>
<td>BCE 517</td>
<td>Professional Issues, Ethics and Advocacy</td>
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**Program Emphasis-Clinical Mental Health Counseling**
You need to complete a reflection (3-6 pages) on the following aspects:

1. Review your CV and provide a detailed description and discussion of your career development history with current position and future career plans (1-2 pages)

2. Give a detailed description of your career theory/model of choice and provide a rationale for your theory/model that supports your career development history, progress and projection (2-4 pages)

**b) 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

c) 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.

d) All Key Performance Indicators (KPIs) must be completed.
SECTION II – Part B

Master’s Degree in

*Rehabilitation Counseling

*An online degree
REHABILITATION COUNSELING PROGRAM OVERVIEW

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. 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. The RC program at The University of Alabama is an on-line program. The RCE program is 60 credit hour program and meets accreditation criteria set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Program graduates are eligible for national certification as Certified Rehabilitation Counselors (CRC) and National Board for Certified Counselors (NBCC).

Students admitted into the program must meet criteria for full or conditional admission. Student can enroll to take fulltime or part-time. Full time course work entails enrolling in 9 credit hours (fall and spring) and 6 credit hours (summer), although some students do enroll for 12 credit hours in fall and spring. Part-time course work is typically in 6 credit hours (fall and spring) and 3 credit hours (summer). Student taking full time course work (i.e., 9 to 12 credit hours (fall and spring) and 6 credit hours (summer)), are capable of completing the program is two academic years.

REHABILITATION COUNSELING COURSEWORK

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), Educational Research (designated as BER) and School Psychology (designated as BSP).

**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 517 (Professional Issues, Ethics, and Advocacy in Counseling):** Three hours. This course is designed to expose students to the fundamental principles of being a professional counselor.
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 Psychosocial 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.

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.

BCE 613 (Advanced Seminar in Substance Abuse Counseling): Three Hours. This course offers a review and critiques of the theory and practice in counseling individuals with issues related to mind altering chemical substances and other addictions.

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

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

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.

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.

BCE 546 (Practicum in Rehabilitation Counseling): Three hours. Prerequisite: BCE 514 & BCE 545. Supervised experience in rehabilitation counseling

BCE 547 (Internship in Rehabilitation Counseling): 6 hours. Prerequisite: Completion of
requirements for BCE 546. Supervised field experience in rehabilitation counseling.

REHABILITATION COUNSELING ADMISSION AND STUDENT ADVISING

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)
- 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.
- Virtual live 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)

Conditional Admission. You may be eligible to be considered for conditional admission if you do not fully meet the GPA or admission test score requirements. 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, previous work experience and faculty evaluation during the virtual live interview. 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. Using the rolling admission procedures, admission decisions are made each semester with priority given to prospective students whose applications are reviewed in November and April. Admission decisions may be made in the summer if openings remain after April admissions are 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

Student 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.
APPLIED EXPERIENCES FOR REHABILITATION COUNSELING

Refer to Internship and Practicum Manuals for specific details and steps (email the Director of Practicum and Internship for a copy)

Clinical Training/Field Experiences Overview
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 is typically completed in 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

PRACTICUM (CACREP Standards 2016)

• Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

• Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

• Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in...
accordance with the supervision agreement.

- Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

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 around 10 hours per week 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 1½ hours of weekly group supervision/interaction provided by the university practicum supervisor.
• 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 (consult with academic advisor for the manual).

**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) Participate in weekly individual and group supervision with university supervisor, and (d) 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**
**INTERNSHIP (CACREP Standards 2016)**

• After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

• Internship students complete at least 240 clock hours of direct service.

• Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2)
counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

- Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

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 (consult with academic advisor for the manual).

- 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
- 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 Programs

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.

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 group supervision, 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, (e) Provide intern with opportunities to perform multiple functions in the agency, depending on the focus of the agency, (f) Communicate at least three times with the university supervisor for progress review, (g) Complete a mid-internship evaluation of the student and (h) 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 ½ hours of group supervision, (c) Be available for consultation with both site supervisor and intern, and (d) Assign a final grade for the internship.

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.

COMPREHENSIVE EXAMINATIONS - Rehabilitation Counseling
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 as follows:

**a) 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). For all students admitted at or after Fall of 2017, based on the Resume, students need to complete a reflection (3-6 pages) on the following aspects:

1. Review your resume and provide a detailed description and discussion of your career development history with current position and future career plans (1-2 pages)
2. Give a detailed description of your career theory/model of choice and provide a rationale for your theory/model that supports your career development history, progress and projection (2-4 pages)

**b) 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
– View of human nature
– Structure/development of personality
– Philosophical orientation
– Client’s experience in therapy
– Relationship between client and therapist
– The Therapeutic Process
c) **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.

d) all **Key Performance Indicators** must be completed.
SECTION III

Doctor of Philosophy (Ph.D.)
Counselor Education and Supervision
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:

Admission Process for Doctoral Study (Ph.D. In Counselor Education)

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 be considered for admission if the recruitment committee members reach a consensus that this applicant’s submitted application materials and performance in the virtual live interview demonstrate adequate readiness (in academic and personal dispositions) to pursue a doctoral level counselor education. 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.”

Doctoral Applicant Interviews

Virtual live applicant interviews are used as an opportunity to meet prospective doctoral students prior to

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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.

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 CACREP Standards (2016) and *Key Performance Indicators (KPIs) will be assessed throughout the program. CACREP Standards are evaluated in courses. When standards are being measured, they will be listed in the syllabi near the front and the last page will be a table with each standard in the course, along with a column for evidence, and outcome measures.

**KPIs are evaluated in courses, preliminary examinations, comprehensive examinations, and in the doctoral portfolio.

DOCTORAL DEGREE – COUNSELOR EDUCATION AND SUPERVISION

KEY PERFORMANCE INDICATORS

There are two measurement points for each area:

1. Counseling:
   1. Objective: The doctoral candidate will articulate best counseling practices and evaluate counseling effectiveness.
      • BCE 616 Counseling Effectiveness Project
      • Comprehensive – one question on counseling practices and evaluate counseling effectiveness

2. Supervision:
   2. Objective: The doctoral candidate will effectively demonstrate developmentally appropriate and ethical supervision with master’s level students.
      • Preliminary Examination question on Supervision.
      • Doctoral Portfolio (Supervision Philosophy Statement & Evaluation on supervision practice in BCE 625).

3. Teaching:
   3. Objective: The doctoral candidate will effectively demonstrate teaching content in Counselor Education.

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• BCE 635 Teaching philosophy.
• Doctoral Portfolio (updated teaching philosophy & Supervisor evaluation of teaching practice in BCE 625).

4. Research and Scholarship:

4. Objective: The doctoral candidate will demonstrate use of appropriate research methods and designs.
   • Comprehensive Examination Question on Research
   • Doctoral Portfolio (Dissertation Proposal Draft OR Complete Manuscript Draft).

5. Leadership and Advocacy:

5. Objective: The doctoral candidate will demonstrate advocacy skills and comprehend the role of advocacy in Counselor Education.
   • BCE 636 Leadership and Advocacy Presentation
   • Doctoral Portfolio (Leadership and Advocacy Plans)
Prerequisite: An earned Master’s degree in Counselor Education, or its full equivalent, is required. Within the CACREP standards, this is a prerequisite for entry into a Counselor Education doctoral program.

Residency Requirements: The Program in Counselor Education (BCE) requires that students meet a residency requirement of full-time study for two contiguous semesters (9 credits or more, not including dissertation hours). A full academic load throughout the summer may be considered equivalent to one academic-year semester.

BCE Required Courses:

BCE 616 - Advanced Practicum in Counseling 3
BCE 618 - Advanced Theories in Counseling 3
BCE 619 - Supervision in Counselor Education 3
BCE 625 – Doctoral Internship in Counselor Education 18
BCE 635 –Teaching and Scholarship in Counselor Education 3
BCE 636 - Leadership and Advocacy in Counselor Education 3
BCE 699 - Dissertation Research 24

Total: 57 post-master's hours in BCE.

College of Education and Other Requirements:

A. RESEARCH - A minimum of 18 semester hours in research methods must be included in the total hours of graduate credit. Specific courses required in Counselor Education related to research competencies are as follows:

*BER 540 – Quantitative Research OR Choose another BER 600-level elective 3
BER 600 – Quantitative Research Methods in Education- (Required) 3
BER 640 – Quantitative Research II - (Required) 3
BER 631 – Inquiry as Interpretation: Qualitative I (Required) 3
**BER ___ 3
**BER ___ 3

Total: 18 total hours in Research

*BER 540 is Introduction to Statistics, which is often a required course in the Master’s program. Students who have taken an Introduction to Statistics in their Master’s program may move directly to BCE 640. Advisor approval is needed for decision. 18 total hours of research courses are required.

**Doctoral students will decide two or three BER 600-level elective courses collaboratively with academic advisors to meet research requirement of 18 hours.
B. **FOUNDATIONS – A minimum of 12 semester hours in foundational coursework must be included in graduate work.** 12 hours of graduate coursework in (1) any BEF or BEP courses; or (2) any “non-research methods courses outside the student’s department” are required.

Note. “Foundations courses cannot come from the student’s major program. Approved by the program study committee, these classes should introduce the student to theoretical discourses and bodies of knowledge that provide a depth and breadth of understanding necessary for fluency with the research, theory, and scholarship foundational to the student’s field of inquiry and dissertation research.” See [https://catalog.ua.edu/graduate/education/#requirementstext](https://catalog.ua.edu/graduate/education/#requirementstext)

These 12 semester hours are primarily used for meeting the foundation course requirement. However, for students with previous graduate foundations courses (within six years), they may be permitted to count these courses, with faculty permission. Advisor approval is required.
Program Planning Record in Counselor Education
Doctor of Philosophy (Ph.D.)

**Doctoral Program Planning Record** (Revised: Fall, 2015)
**For Students Admitted Prior to Fall 2018**

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>

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.

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College of Education and Other Requirements

1. 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 or other approved by advisor
BER 600 – Quantitative Research Methods in Education
BER 640 – Quantitative Research II
BER 631 – Inquiry as Interpretation: Qualitative Research I
**BER __
**BER__
**Doctoral students will decide additional two BER courses collaboratively with student’s advisory committee. Required: 18 total credit hours research

2. A minimum of 12 semester hours of foundational courses must be included in the overall graduate program.

Doctoral Practicum and Internships Guidelines
BCE 616 and BCE 625

- For specific details, see course syllabus. See Practicum and Internship Manual. Please email the Director of Practicum and Internship for a copy.

BCE 616: Advanced Practicum (CACREP 2016 Standards)

- “Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 100 hours, of which 40 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee.

- During the doctoral student’s practicum, supervision is provided by a counselor education program faculty member or an individual with a graduate degree (preferably doctoral) in counseling or a related mental health profession with specialized expertise to advance the student’s knowledge and skills.

- Individuals serving as practicum supervisors have (1) relevant certifications and/or licenses, (2) knowledge of the program’s expectations, requirements, and evaluation procedures for students, and (3) relevant training in counseling supervision.

- Doctoral students participate in an average of one hour per week of individual and/or triadic supervision throughout the practicum. When individual/triad supervision is provided by the counselor education program faculty, practicum courses should not exceed a 1:6 faculty:student ratio

- Group supervision is provided on a regular schedule with other students throughout the practicum and must be performed by a counselor education program faculty member. Group supervision of practicum students should not exceed a 1:12 faculty:student ratio.
• Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in practicum.”

BCE 625: Internship in Counselor Education (CACREP 2016 Standards)

• “Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.

• During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student’s knowledge and skills.

• Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.”

*Doctoral Examination Format
*For Students Beginning in Fall 2018

Doctoral students complete two examinations: (a) preliminary examination and (b) comprehensive examination. Students are allowed 10 weeks to complete each examination.

Preliminary Examination:
A student is eligible to complete the preliminary examination upon BCE 616 and BCE 619 and nine hours of doctoral coursework. The preliminary examination is composed of three questions.

The purpose of the preliminary exam is to assess students’ baseline knowledge in the following areas. *Areas 1 through 3 (below) are intended to be reflective of learning occurred in previous master’s program. Area 4 is to reflect learning that occurred during doctoral coursework.

1. *Ethical and Multicultural Competent Counseling Practices
2. *Counseling Theory and Skills
3. *Counseling Research
4. Supervision Practices

Comprehensive Examination:
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 all BCE content core courses and BER content core courses (see Doctoral Plan of Study). The comprehensive examination is composed of five questions covering BCE Core Content and BER Core Content from the Plan of Study (from table below)

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.
<table>
<thead>
<tr>
<th>TOPIC/AREA</th>
<th>RELATED COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and Advocacy</td>
<td>BCE 636</td>
</tr>
<tr>
<td>Teaching and Scholarship</td>
<td>BCE 635</td>
</tr>
<tr>
<td>Counseling Theory and Practices</td>
<td>BCE 618</td>
</tr>
<tr>
<td>Supervision of Counseling</td>
<td>BCE 616, BCE 619</td>
</tr>
<tr>
<td>Research methodology</td>
<td>Required courses in Educational Research (BER 540, BER 640, BER 631, and BER 600)</td>
</tr>
</tbody>
</table>

Note: Students enroll in BCE 625 are required to complete their internship in three of the five areas listed.

**Doctoral Examinations Format**

For Students Who Entered Prior to Fall 2018

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

**Examination Samples to Consider:**

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. These are intended as a guide – they are not the exact questions.

**Supervision Practices:** This could be an application question on the comprehensive examination is designed to elicit what a student can decipher from a case scenario related to supervision. 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?" Or a question related to:
- a. purposes of supervision
- b. theoretical frameworks of supervision
- c. roles and relationships related to supervision
- d. skills of clinical supervision and personal style
- e. assessment

**Teaching:** This type of question could allow students to demonstrate knowledge of teaching and scholarship in Counselor Education. Students should be prepared to articulate their knowledge in a manner that reflects their own understanding of positions advanced by others in the field related to teaching and scholarship, such as:
- a. roles and responsibilities related to educating counselors
- b. pedagogy and teaching methods
- c. instructional design and delivery
- d. assessment
- e. models of adult development and learning
- f. screening, remediation, and gatekeeping
- g. mentoring

**Professional Issues in Counseling:** This type of question could allow the student to demonstrate knowledge of 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 and cultural precedents,
- c. traditions of professional practice,
- d. integration of theories in counseling
- e. evidence-based counseling practices
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, special populations, and similar counseling relationships that demand awareness of professional issues.

**Leadership and Advocacy:** This type of question could allow students to demonstrate knowledge of leadership and advocacy in Counselor Education. Expectations for students’ responses include awareness and ability to formulate discussions related to the following:

- a. theories and skills of leadership
- b. leadership and leadership development in professional organizations
- c. leadership in counselor education programs
- d. knowledge of accreditation standards and processes
- e. leadership, management, and administration in counseling organizations and other institutions
- f. leadership roles and strategies for responding to crises and disasters
- g. strategies of leadership in consultation
- h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to current multicultural and social justice issues
- l. ethical and culturally relevant leadership and advocacy practices

**Research:** A research question could demonstrate knowledge of:

- a. research designs appropriate to quantitative and qualitative research questions
- b. univariate and multivariate research designs and data analysis methods
- c. qualitative designs and approaches to qualitative data analysis
- d. emergent research practices and processes
- e. models and methods of instrument design
- f. models and methods of program evaluation
- g. research questions appropriate for professional research and publication
- h. professional writing for journal and newsletter publication
- i. professional conference proposal preparation
- j. design and evaluation of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding
- l. ethical and culturally relevant strategies for conducting research

**Counseling Theory:** Students should be knowledgeable of theoretical models:

- Psychoanalytic Therapy; Adlerian Therapy; Existential Theory; Person-Centered Therapy; Gestalt Therapy; Cognitive Behavior Therapy; Behavior Therapy; Rational Emotive Behavior; Therapy; Feminist; and Family Systems. Students should be able to:

- a. demonstrates a scholarly examination of theoretical models relevant to counseling
- b. integrates theories relevant to counseling
- c. conceptualizes clients from multiple theoretical perspectives
- d. use evidence-based counseling practices
- e. discusses methods for evaluating counseling effectiveness

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Scoring Rubric for Preliminary and Comprehensive Examinations
Doctoral Program

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.

Portfolio: Five Doctoral Domains

Students Entering Program (Fall 2018 and Later)

In final semester of all coursework, including all required BCE coursework (33 Hours Total), BER required and elective coursework (18 Hours Total), but excluding Foundation and dissertation credit hours, students submit Program Portfolio evidence in Live Text (prior to the arrangement of

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Dissertation Proposal).

**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
- 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.

**See Doctoral Checklist in Section V, Part B** of this document: This points out necessary steps in the doctoral program.

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SECTION IV

Educational Specialist (Ed.S.) in Counselor Education
EDUCATIONAL SPECIALIST DEGREE
IN COUNSELOR EDUCATION (Ed.S.)

The Educational Specialist degree (Ed.S.) is available as an advanced graduate program of study for those who already possess a master’s degree in Counselor Education. The purpose of this degree is to advance the entry-level knowledge and skills for those seeking to return to a graduate program but no seeking admission for doctoral study.

The Program in Counselor Education and the College of Continuing Studies at the University of Alabama offer the educational specialist degree in Counselor Education in an on-line format with a two-year cycle of class options. This degree program consists of 30 hours of post-master's coursework and may be useful for counselors in school settings, as well as persons pursuing counselor licensure.

*Note: This Educational Specialist degree is in School Counseling. You must be a certified School Counselor with a master’s degree for admission into this program. Admission to pursue an educational specialist degree in Counselor Education is based on success in admission for graduate study with the Graduate School and completion of a master's degree in counseling. Individuals pursuing Class AA certification in School Counseling must hold a valid Class A (master's level) certificate as a School Counselor and experience specified by the Alabama Department of Education.

Curricular Structure
The Ed. S. features great variety for selection of course work for students. Faculty advising is essential in the selection of course work for the Ed. S. degree, particularly for students who may be pursuing licensure by the Alabama Board of Examiners in Counseling (ABEC). Check with licensure board in your state for details. However, the content specified in ABEC regulations requires that such courses be “counseling in nature” in order to be used for this purpose. Your academic advisor is critical in assisting with any student’s intention to pursue this option.

Livetext Account Is Required
The BCE program tracks all CACREP/CAEP/ALSDE standards and the Key Performance Indicators in LiveText - a data management platform. All students are required to purchase a LiveText-FEM account. See below for details.

LiveText Submissions for CACREP Accredited Tracks (CMHC, SC, Ed.S., and Doctoral):
Beginning in Spring 2018, students in the Clinical Mental Health Counseling, School Counseling, Educational Specialist School Counseling, Rehabilitation Counseling, and Counselor Education and Supervision (Doctoral) tracks will have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) upgrade to a LiveText FEM 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.
Advising
As with all graduate programs of study, faculty advising is critical for successful completion of the Ed. S. degree. Students should carefully follow the content and sequence of the CHECKLIST FOR COMPLETING GRADUATE STUDY for the Ed. S. degree. Failure to address each item on this document may result in obstacles for graduation, licensure, or other forms of advancement.

*See Section V of this document for important procedures and forms. The Ed.S. Program Planning Record and Ed.S. Checklist are also located in this section.

Comprehensive Examination Policy
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 educational specialist cumulative portfolio in Counselor Education is consistent with this expectation.

Per Graduate School policies, students have two (2) opportunities for successful performance on the comprehensive project established for their program/department. Eligibility for the initial attempt to secure a passing score on the Ed. S. cumulative portfolio in Counselor Education is granted in the semester in which students are completing their final class. Because the completion of a student’s final class 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 Ed. S. cumulative portfolio. A passing score on the second submission of the cumulative portfolio 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/project will lead to the student’s dismissal from the program.

Portfolio Requirements
The Educational Specialist degree (Ed. S.) is an advanced graduate program in Counselor Education. All Ed. S. students have completed a master’s degree in counseling as a prerequisite for admission into the Ed. S. program. As with any graduate degree, a final examination or project is required for graduation. The final project for the Ed. S. degree in Counselor Education is a student portfolio. The portfolio requires the student to demonstrate advanced skill and knowledge beyond that typically expected of a master’s graduate. Thus, the Ed. S. portfolio should provide cumulative evidence of advanced graduate-level learning that has occurred during the student’s program of study. Any student not receiving a passing grade on the portfolio is allowed three weeks to resubmit the portfolio for re-evaluation.

For students who begin study in or after Fall 2018, the following elements of the Ed. S. portfolio are required.

The portfolio consists of two elements. Element One of the portfolio requires new/original work on the part of the student. No existing course products, assignments, or materials may be submitted for this element of the portfolio.

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Element One -- Element One of the portfolio requires new/original work on the part of the student. No existing course products, assignments, or materials may be submitted for this element of the portfolio

1. Curriculum Vita -- Students must develop and submit a current curriculum vita (cv) reflecting a comprehensive summary of educational, employment, affiliation, and accomplishment benchmarks and activities.

2. Application Statement -- Students must develop and submit an original paper addressing selected elements of their experience in BCE 615 – Field Experiences in Counselor Education. This document should use the following list as margin headings for this category:
   a. Theoretical orientation employed in the placement,
   b. Existing strengths at the beginning of the placement,
   c. New learning during and following the completion of the placement,
   d. Changes in my perception of the population served during the placement,
   e. Reading or research completed prior to and during the placement.

Please use APA style, and Evidences of advanced counseling skills beyond master's-level abilities that emerged through the placement.

Element Two – New or Existing Work (Students must select 2 of the 3 following categories)

1. Advanced Theoretical Skill/Knowledge -- Students selecting this option are to provide a document to demonstrate how the how counseling theory was addressed in their Ed. S. program of study. The document may be from any course in the Ed. S. Plan of Study that is essentially theoretical in nature. The paper may include theoretical concepts for working with special populations, personal theory, or a specific theory the student investigated for the class. Introductory courses and courses dealing with special populations may be the best sources for this category.

2. Advanced Research Skills/Knowledge -- Students selecting this option are to provide a document to demonstrate how the Research component of the Ed. S. plan of study was met. This component does not have to be from a course with a research prefix. The purpose of this category is to allow students to demonstrate their ability to conduct research. (e.g., research paper, project, or annotated bibliography).

3. Advanced Technology Skills/Knowledge -- Students selecting this option are to provide a document that demonstrates how technology was used to meet the requirements of one or more classes in their Ed. S. plan of study. This component does not have to be from a course with a Technology prefix. The purpose of this category is to allow students to demonstrate their ability to use technology for counseling-related purposes. (e.g., a PowerPoint presentation, homepage designed for a course, digital tape, or other method
where technology was used to complete an assignment or project).

Evaluation of the portfolio will be completed by an assigned member of the faculty in Counselor Education. Grading for each element of the portfolio will be “pass/fail” based on the reviewer’s evaluation of the elements as evidence of advanced graduate skill and knowledge. All portfolios are to be submitted electronically. Please verify the submission deadline on the Annual Academic Calendar for Counselor Education. Students who receive a failing review may resubmit their revised portfolio within three weeks of such notice.

Related Aspects Of The Ed.S. Degree
A common motive for pursuit of the Ed. S. degree is for students to pursue areas of opportunity to advance or develop competence. For example, many students whose master’s degree emphasized competence as a School Counselor may pursue the Ed. S. degree to advance their knowledge and skills for work in non-school settings (e.g., mental health practices). For all students in Counselor Education, the Endorsement Policy adopted by program faculty members guides in any portrayal of competencies on behalf of students and graduates, such as letters of recommendation. Students wishing to secure endorsements beyond those for which their master’s degree was intended should consult their faculty advisor for course selection.

On occasion, students pursuing their Ed. S. degree determine an interest in pursuing the doctorate in Counselor Education. Program graduates at any pre-doctoral level of preparation are welcome to apply for admission into the Ph. D. program. However, competition for admission into the doctoral program is unbiased and does not favor admission into the doctorate for UA graduates over applicants who have graduated from other institutions.

**Rubric BCE 698.**

<table>
<thead>
<tr>
<th>BCE 698</th>
<th>Beginning 3 points or less per standard</th>
<th>Developing 4-5 points per standard</th>
<th>Gold Standard 5-7 points per standard</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>REFLECTION</td>
<td>Evidence of counselor reflection missing</td>
<td>Evidence that counselor has reflected on his/her own practice in developing project</td>
<td>Evidence of counselor practice reflection and evidence of preliminary research on topic</td>
<td></td>
</tr>
<tr>
<td>AUTHENTICITY</td>
<td>Evidence is missing</td>
<td>Some evidence available but detailed explanation of real world use and how the information applied to the</td>
<td>Evidence of how the project answers a deficit in the individual counselor’s practice and</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>KEY KNOWLEDGE</strong></th>
<th>Evidence is missing or non-specific</th>
<th>Specific ASCA Mindsets and Behaviors are mentioned in project</th>
<th>Specific Mindsets and Behaviors are mentioned and explanation of how the project meets the Mindsets and Behaviors is included.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHALLENGING PROBLEM OR QUESTION</strong></td>
<td>Evidence is missing or non-specific</td>
<td>Problem/question is well stated</td>
<td>Problem/question is well stated and detailed explanation is given as to why the topic was chosen.</td>
</tr>
<tr>
<td><strong>SUSTAINED INQUIRY</strong></td>
<td>Evidence is missing</td>
<td>Counselors participate in class supervision and project creation</td>
<td>Evidence within project of how class participation has affected the project</td>
</tr>
<tr>
<td><strong>CRITIQUE &amp; REVISION</strong></td>
<td>Evidence is missing</td>
<td>Evidence of continued examination of topic is evident</td>
<td>Evidence of continued examination of topic is evident and when appropriate changes in project are made</td>
</tr>
<tr>
<td><strong>PUBLIC PRODUCT</strong></td>
<td>Evidence is missing</td>
<td>Counselors share results within the college classroom with others counselors</td>
<td>Counselor puts forth a conference proposal or writes and article for publication</td>
</tr>
<tr>
<td><strong>STYLE</strong></td>
<td>Poor quality</td>
<td>APA style and college level writing</td>
<td>APA style College level writing with a</td>
</tr>
</tbody>
</table>

**The Ed.S. Portfolio Rubric:**

Scores will be offered by two faculty members with expertise. 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 portfolio, has used multiple sources, and has produced a document that is of superior quality.</td>
</tr>
<tr>
<td>4 = good</td>
<td>A rating of 4 indicates that the student has addressed multiple perspectives for all elements of the portfolio. Integration and clarity are demonstrated.</td>
</tr>
<tr>
<td>3 = average</td>
<td>A rating of 3 indicates that the student has addressed all elements of the portfolio, has demonstrated adequate integration and clarity.</td>
</tr>
<tr>
<td>2 = inadequate</td>
<td>A rating of 2 is given when a student omits elements of the portfolio and makes multiple errors.</td>
</tr>
<tr>
<td>1 = poor</td>
<td>A rating of 1 is given when a student fails to address elements of the portfolio, plagiarizes in the response, and/or demonstrates poor understanding.</td>
</tr>
</tbody>
</table>
SECTION V

A. POLICIES AND PROCEDURES

B. STUDENT FORMS
A. POLICIES AND PROCEDURES

○ UA/COE POLICIES
  1. COE Student Complaint Protocol
  2. UA Grievance Policy
  3. COE Syllabi Information

○ BCE PROCEDURES
  4. BCE Endorsement Policy
  5. BCE Required LiveText Purchase
  6. BCE Retention of Training Data
  7. Selection, Orientation, and Monitoring (SOM) Procedures
  8. Retention, Remediation, and Dismissal (RRD) Procedures
1. COE Dean’s Student Complaint Protocol

The following steps are to be used by all students for complaints. This document is from the COE Faculty Handbook (2015).

1. Step 1
   a. Student raises the issue with the faculty member involved.
   b. Faculty member and student try to resolve the issue based on facts.
   c. After this meeting, student or faculty member writes a brief memo, signed by both, indicating the resolution to the problem.
   d. If there is no resolution, student and faculty member sign a brief memo indicating points of continuing disagreement.

2. Step 2.
   a. Student raises the issue with the program coordinator, who receives in writing the material from steps 1a-d.
   b. Program coordinator and student try to resolve the issue based on facts.
   c. After this meeting, student or program coordinator writes a brief memo, signed by both, indicating the resolution to the problem.
   d. If there is no resolution, student and program coordinator sign a brief memo indicating points of continuing disagreement.

3. 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.

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

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

   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)
2. Academic Grievance Policy for UA

This policy is from the UA Faculty Handbook. This policy relates to the steps for academic grievances, resolution, and appeal.

I. Academic Grievances

A. A student academic grievance is broadly defined as a student complaint regarding an academic action taken by instructional or administrative personnel at The University of Alabama. An academic grievance may be filed by a student against university personnel including instructional personnel, administrators, or staff members at the University. Examples of academic grievances include, but are not limited to, allegations of unfairness in grading, alleged violation of a written or oral agreement with a student (e.g. course requirements for graduation), and alleged inconsistent applications of existing policies.

For a protest of a final course grade or other final comprehensive evaluations to be considered, the protest must be based upon one or more of the following grounds and upon allegation that the ground or grounds cited influenced the grade assignment to the student's detriment:

1. Arithmetic or clerical error
2. Arbitrariness, possibly including discrimination based upon race, sex, religion, or national origin of the student
3. Personal malice

Grievances related to course grades normally should be filed during the semester in which the alleged action takes place, but such protest must be made not later than the last day of classes of the next succeeding regular semester. This grievance procedure is not available in cases where a decision has been appealed, and been afforded a committee hearing, and the appeal has been denied.

B. A student must file a grievance in the academic department (academic department is a phrase that also refers to academic program or area if these terms apply) of The University of Alabama in which the alleged action took place. Academic grievances shall be resolved by the department head in the division where the grievance took place. Grievances concerning matters that are not within the jurisdiction of a particular academic division and grievances against the divisional academic dean must be resolved by the Provost/Vice President for Academic Affairs. Grievances against the department chairperson must be resolved by the divisional academic dean. Appeals from the academic dean's decisions may also be made to the Provost/Vice President for Academic Affairs.

II. Resolution by Department Chairperson

A. A student who believes that an academic action has unjustly affected him or her may file a grievance with the department chairperson. The facts and circumstances which are bases for the academic grievance should be presented to the department chairperson in written form.

B. The department chairperson will schedule a conference with the student who has brought the
grievance, reissue the student a copy of the university-wide Academic Grievance Procedures, ascertain the circumstances involved, and review any materials or circumstances pertinent to the grievance to determine if there seems to be a reasonable or sound basis for the academic grievance. If the chairperson decides there may be a reasonable or sound basis for the academic grievance, or if the student insists on filing the grievance anyway, then the department chairperson will arrange conferences with the student and other person(s) involved. Prior to these conferences, the other person(s) involved will be given a copy of the written grievance and will be reissued a copy of the university-wide Academic Grievance Procedures. Both the student and other person(s) will be informed that the purpose of conferences scheduled by the department chairperson is to attempt to resolve the issue informally. Both parties will be informed that they have the right to present any evidence, supporting witnesses, or any other relevant information during these conferences.

C. At the beginning of these conferences, the department chairperson will inform the student and other person(s) involved that the purpose of these meetings is to attempt to resolve the grievances informally. The department chairperson will act as intermediary between the student and other individual(s) with whom the student has a dispute. If a mutually satisfactory resolution can be reached, the academic grievance is resolved.

D. If a resolution cannot be reached informally between the student and other person(s) involved, then the matter will be forwarded to the academic dean to be resolved.

III Resolution by Academic Dean

Any matter not resolved by the department chairperson will be resolved by the academic dean. The dean may act alone or in the conjunction with a standing divisional committee or an ad hoc committee appointed by the dean, but the dean will make the decision. The academic dean will arrange conferences with the faculty or staff member, student, and others, as may be appropriate, to discuss the matter in question. The student and other person(s) involved will be given an opportunity to make a statement, present evidence, witnesses, or materials pertinent to the academic grievance; during these conferences both parties can be accompanied or advised by anyone either party chooses. The academic dean, after careful deliberation, will render a decision.

Notice of the dean’s decision will be sent by certified mail to the student with copies to the faculty or staff member and other involved parties; either party may appeal the dean's decision to the Office for Academic Affairs if the appeal is filed within 15 working days of the date of mailing of the dean's decision.

IV Appeal

The dean’s decision may be appealed to the Office for Academic Affairs within 15 working days of the mailing of the dean’s decision. Appeals must be based on substantive grounds such as procedural errors, new information, or inconsistencies in the application of policies. When an appeal is received by the Office for Academic Affairs, an official from that office will schedule a conference(s) with the student and other concerned parties to discuss the reasons for the appeal. If meetings with the student and other concerned parties result in an agreeable solution to the matter, the appeal process will end. If no such solution is reached, the official from the Office for Academic Affairs will recommend to the Provost/Vice President for Academic Affairs, giving reasons for the recommendation, whether the
appeal should be heard or denied. If the Provost/Vice President for Academic Affairs denies the appeal, the appeal process will end. If the appeal is to be heard, the official from the Office for Academic Affairs will convene a panel to resolve the issues that remain. The panel will consist of a person designated by the Vice President for Student Affairs, a person designated by the Provost/Vice President for Academic Affairs (not the official convening the panel), one student (appointed by the president of the SGA), and one faculty member (appointed by the president of the Faculty Senate); both the student and the faculty member will come from the division holding jurisdiction for resolving the academic grievance if it is possible to find such people who have no prior connection with the case. In cases involving graduate students, the faculty and student members of the appeal panel should hold graduate faculty or graduate student status respectively. The person designated by the Provost/Vice President for Academic Affairs will serve as hearing administrator and will coordinate and preside at all meetings conducted to resolve the academic grievance appeal.

The hearing by a panel is an administrative hearing and the proceedings will be informal rather than those used in courts of law. The panel may admit any evidence which is of probative value in determining the issues, subject to the panel’s judgment as to the relevance, credibility, and weight of the evidence. The panel may ask the parties to produce evidence on specific issues, may examine witnesses, and may call and examine its own witnesses. The student may be represented at the hearing by a person of his or her choice; if the student is represented by an attorney, then the other parties may be represented by a person from the Office of the University Counsel. Each party (or the representative of the party) will have the right to confront and cross-examine all opposing witnesses. The panel will decide each of the issues raised in the appeal. The panel’s decision will be final and will conclude the process insofar as the University is concerned.

A decision contrary to the student’s position must be supported by the votes of at least three of the four panel members. The panel will give written notice of its decision to the student, the faculty or staff member, the dean, and the Provost/Vice President for Academic Affairs.
3. UNIFORM SYLLABUS POLICIES
The University of Alabama - College of Education

These requirements are in syllabi from the College of Education. Each year these are updated. See your current syllabi for latest version of policies.

1. Course Title; department prefix; section number; term; credit information
2. Instructor's name and all contact information
3. Mission of the College of Education
   Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.
4. Conceptual Framework Summary
   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: Unite, Act, and Lead (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 fields; and
   **LEAD** through continuous research-based inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

5. Dispositions
   We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

6. Prerequisites
7. Course Description
8. Required Texts
9. Course Objectives
10. Student Learning Outcomes
11. Other Course Materials
12. Outline of Topics
13. Exams and Assignments
14. Grading Policy
15. Policy on Missed Exams and Coursework
16. Attendance Policy
17. Statement on Academic Misconduct
   - Students are expected to be familiar with and adhere to the official Code of Academic Conduct provided in the Online Catalog (https://catalog.ua.edu).
   - “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students 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 commit an act of academic

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dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:
- **Cheating:** Using or attempting to use unauthorized materials, information, study aids or computer-related information.
- **Plagiarism:** Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one’s own.
- **Fabrication:** Presenting as genuine, any invented or falsified citation or material.
- **Misrepresentation:** Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

18. **Statement on Disability Accommodations**
- Contact the [Office of Disability Services (ODS)](http://ods.ua.edu) as detailed in the Online Catalog.
- The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at [http://ods.ua.edu](http://ods.ua.edu). ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

19. **Severe Weather Protocol**
- Please see the latest [Severe Weather Guidelines](https://readyt.ua.edu/severe-weather-guidelines/) in the Online Catalog. The link for the Severe Weather Guidelines is [https://ready.ua.edu/severe-weather-guidelines/](https://ready.ua.edu/severe-weather-guidelines/)

20. **Act Statement**
The [Act website](https://www.ua.edu/campuslife/uact/) provides an overview of The University’s expectations regarding respect and civility. The website link is [https://www.ua.edu/campuslife/uact/](https://www.ua.edu/campuslife/uact/)

21. **Statement on Religious Observances**
- The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to [http://provost.ua.edu/religious-observances.html](http://provost.ua.edu/religious-observances.html)

22. **Statement on Academic Work Duplication**
- Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may results in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

23. **Elasticity Statement.**
- Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs*

24. **Pregnant Student Accommodations**
- Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please go to [https://www.ua.edu/campuslife/uact/information/pregnancy](https://www.ua.edu/campuslife/uact/information/pregnancy)
4. BCE Endorsement Policy for Students and Graduates

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
5. LiveText Account Required

The BCE program tracks all CACREP standards and the Key Performance Indicators in LiveText - a data management platform. All students are required to purchase a LiveText-FEM account. See below for details.

LiveText Submissions for CACREP Accredited Tracks (CMHC, SC, Ed.S., and Doctoral):

Beginning in Spring 2018, students in the Clinical Mental Health Counseling, School Counseling, Rehabilitation Counseling, Educational Specialist, and Counselor Education and Supervision (Doctoral) tracks will have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) upgrade to a LiveText FEM 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 CACREP Accredited Tracks (RC):

Beginning in Fall 2017, students in Rehabilitation Counseling track will have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) purchase a LiveText FEM 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.
6. The Counselor Education Counseling Developmental Laboratory
Policy and Procedures for Retention of Training Data

1. PURPOSE

The purpose of this policy is to outline the operating procedures for collection, storage, access and retention of Training Data by Counselor Education Counseling Developmental Laboratory (EDDEVLAB)

2. DEFINITION

Training Data includes audio and video recordings of therapy sessions conducted by EDDEVLAB student counselors who are enrolled in the Master’s and Doctoral degrees in Counselor Education. Training data are collected solely for the supervision, training, and education of the student counselors and, as such, is not a part of a EDDEVLAB client’s case file.

3. POLICY

A. Collection: Training Data may only be recorded when the client or the client’s parent or legal guardian has been informed of and provided written consent to the recording. The recording must be done in a manner that ensures an environment respectful to the client’s rights to privacy. The recordings will be made utilizing the VALT Software.

B. Storage: Training Data will be encrypted and stored on the CVI server system housed within the Office of Information and Technology at The University of Alabama. In the event of the need for a backup copy of data, data will be encrypted and stored on a secure hard drive located in the Child Development Research Center. All data will adhere to the retention policy outlined herein.

C. Access: Training Data is owned by The University of Alabama. Access to the Training Data will only be granted to (1) Counselor Education staff; (2) students enrolled in the Master’s and Doctoral Counselor Education Program; (3) other University employees that have a legitimate need to know; and/or (4) as otherwise allowed and/or required by law. Training Data will only be available for access inside the EDDEVLAB, and should not be removed from the EDDEVLAB.

D. Retention: Training Data will be maintained on the CVI server system only until its useful purpose has been fulfilled, not to exceed seven (7) years from the date of its creation, at which time it will be permanently deleted from the CVI server system.
Admission Procedures for Clinical Mental Health, School, and Rehab Programs

- All applications for admission to programs in Counselor Education will come from the Graduate School to the Contact Person of Each Program.

- The Program Contact Person will present all applications to the program admission committee for purposes of review, discussion, and appropriate action. The program admission committee is typically comprised of all faculty members within a corresponding program for admission, as well as at least one external faculty member from one other counseling program.

Unconditional Admission to Master’s Level Counselor Education Program

- A bachelor’s or professional degree earned from a department of approved standing and granted by an accredited college or university.
- A completed graduate application (apply at the following website: 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.
- Virtual live 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)

Conditional Admission. You may be eligible to be considered for conditional admission if you do not fully meet the GPA or admission test score requirements. A decision to admit you conditionally into the CMHC, School, or RCE programs will be based upon a number of factors including the combination of your GPA and admission test scores, your goals, previous work experience and faculty evaluation during interview process (described below). Students admitted conditionally into the CMHC, School, or RCE programs will be considered for unconditional status if they maintain a “B” average during their first 12 hours of study.

Additional Admission Information for International Applicants

- All students from countries where English is not the primary language must achieve satisfactory scores on the Test of English as a Foreign Language (TOEFL) and the general test of the GRE. Applicants are required to request results of the Graduate Record Examination (GRE) and TOEFL/IELTS examination be sent to the College of Graduate Studies. Scores must be received electronically from ETS. Institution code - 1845. Paper copies of scores are not accepted.
• All international students must also demonstrate they have adequate financial resources for their graduate education before they can be admitted.

Admission Deadlines:

Clinical Mental Health Counseling Track
• The deadline to submit admission materials for Fall enrollment in the upcoming year is January 31st and March 1

School Track
• 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

Rehabilitation Track
• 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

Virtual Interview Process:

The Admissions Committee is comprised of department faculty. The purpose of the interview is to provide applicants with additional information about the program, insure the program will meet applicants’ needs, assess applicants’ personal suitability to provide interpersonal counseling, assess the relevance of applicants’ professional goals and objectives to the program and faculty, and to assess the applicants’ potential for success based on the following dispositional areas:

Academic Skills
• Completion of Assignments, Class Participation, Quality of Work, Attitude, Attendance, and Punctuality

Clinical Skills
• Basic Attending Skills, Intentionality, Case Conceptualization, Treatment Outcomes/Student Outcomes (School Counseling), Accountability/Record Keeping, and Use of Appropriate Counseling Techniques

Ethical and Professional Behavior
• Ethical and Professional Conduct

Personal Characteristics
• Stability, Maturity, Respect, Motivation, Peer Relationship, Reaction to Criticism, and Awareness and Respect for Diversity and Multicultural Differences

Admission Decisions

The Department Admissions Committee will make a final determination regarding an applicant’s selection for admission usually within a few weeks following the interview. Applicants will be notified of the committee’s decision by email.

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It should be noted that admission to the Counselor Education master’s degree programs is selective and competitive. Meeting minimum program criteria does not guarantee that an applicant will be invited for an interview and being invited for an interview does not guarantee admission. Department instructional and advising resources are limited and this places restrictions on the number of students we can admit and effectively serve in a given term. Consequently, the Department may be unable to offer interviews or admission to otherwise qualified applicants.

**Notification of Admission**

1) Letters advising applicants of program admission will be sent by the BCE program and include:
   
   a. The applicants admission status and rationale
   b. The name of the student’s advisor.
   c. A student data form with instructions to complete it and bring it to the student’s initial interview with his/her advisor.
   d. Instructions directing the students to contact his/her advisor for an interview near the time he/she intends to actively pursue coursework.
   e. 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.
   f. Request for student response and projected start date.

**Orientation (Add: group or formal orientation if applicable)**

1) 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

2) Completing appropriate data and course outline forms for the student’s folder and for the student.

**Monitoring**

1) **Individual level:** Student progress will be monitored at the individual level via the following: (a) advising, (b) academic progress, (c) dispositional characteristics (see Student Performance Form). Monitoring of student progress will occur on an ongoing basis.

2) **Group Level:** One staff meeting near the end of each semester (and others, if necessary) will be devoted to formally reviewing the performance of students, using the Program in Counselor Education Faculty Review of Student Performance Form found below on p. __, about whom any faculty member(s) has/have developed serious concerns.
   
   a. After discussion of pertinent materials and observations, the faculty shall conclude for each student identified that:

   b. The difficulty is not a sufficient severity to warrant any action other than continued monitoring;

   **C.** If however, the difficult requires further action, then the faculty will begin procedures for the Retention, Remediation, and/or Dismissal of the student from the program described in the next section

Rev. 01.02.19
8. Retention, Remediation, and Dismissal (RRD) Procedures

The Counselor Education program supports the vision of the College of Education (COE) at The University of Alabama, which promotes the development of effective, ethical, and reflective professionals (https://education.ua.edu/about-us/conceptual-framework/). Accordingly, students are expected to maintain professional conduct on and off campus. To support this vision, the Counselor Education Program promotes a student retention, remediation, and dismissal policy consistent with the due process policies at The University of Alabama, and in accordance with the American Counseling Association Code of Ethics (see ACA Code of Ethics Requirement below) and standards of practice. For those students requiring more than monitoring through individual advising and the program’s bi-annual dispositional review, the following RRD procedures apply:

Retention and Remediation

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 using the Student Evaluation Action Form described below.

Monitoring and assessing status of remediation plan (i.e., successful completion, need for continued implementation, or move to dismissal) will occur regularly during the time parameters identified in the student evaluation action form. First, faculty will monitor student progress (see monitoring section) and use the student progress form to document any progress in the areas that are identified as concerns in the student evaluation action form. Also, during monthly faculty meetings, the UA counselor education faculty will discuss the student’s progress in the areas reflected in the student evaluation action form as well as student’s adherence to the student evaluation action plan. Progress in these areas will be documented and evaluated using the student performance form. At the completion of the time parameters identified in the student evaluation action form, the faculty will reevaluate student progress. At that time, a final disposition will be made regarding student progress, the faculty options include, but not limited to: (a) successfully completed, (b) continue implementing of student evaluation action plan, or (c) move to dismissal.

Dismissal

In the event the student does not successfully complete the remediation plan, or in the event the student’s difficulty supersedes the need to develop a plan as described above in item 1, the faculty will recommend to the Department Head that the student be dropped from the program.
B. BCE PROGRAM FORMS

- **KEY PERFORMANCE INDICATORS**
  - Key Performance Indicators (Master’s)
  - Key Performance Specialty Areas (CMHC, RC, SC)
  - Key Performance Indicators (Doctoral)

- **PLANS OF STUDY/PROGRAM PLANNING RECORDS**
  - CMHC Program
  - SC Program
  - RC Program
  - Doctoral Program (Ph.D.)
  - Educational Specialist Degree

- **PROGRAM CHECKLISTS**
  - Program Checklist for Master’s Degrees (CMHC and SC)
  - Program Checklist for Master’s Degrees (RC)
  - Program Checklist for Doctoral Degree (Ph.D.)
  - Program Checklist for Educational Specialist Degree

- **FORMS REQUIRED BEFORE ENROLLMENT IS ALLOWED**
  (These must be returned electronically to the BCE Office Associate before enrollment).
  - Student Data Forms
  - Applicant Technology Competency Form
  - ACA Code of Ethics Agreement
  - Student Handbook Agreement

- **BCE RUBRICS**
  - Faculty Review of Student Performance and COE Dispositions
  - Admission Rubric
  - Student Evaluation (Action Plan Form)
KEY PERFORMANCE INDICATORS (KPIs)

1. Key Performance Indicators (Master’s)

2. Key Performance Specialty Indicators (CMHC, RC, SC)

3. Key Performance Indicators (Doctoral)

Key Performance Indicators (KPIs) will be measured throughout the program. KPIs are required in the courses or sequences offered on the next pages. Details are offered in syllabi and will be discussed by faculty.
1. Key Performance Indicators (for Master’s Degree)

MASTER’S DEGREE (CMHC, RC, and SC) KEY PERFORMANCE INDICATORS

1. Professional Counseling Orientation and Ethical Practice:

1. Objective: The counseling candidate will demonstrate knowledge of ethical and legal practice in the counseling profession in a multicultural and pluralistic society.

- First measurement point: Ethics Group Project in BCE 517
- Second measurement point: Counselor Intervention Project in BCE 525/547 (Internship)

2. Social and Cultural Diversity:

2. Objective: The counseling candidate will continuously enhance multicultural competence by heightening cultural awareness, knowledge, and skills to work in a multicultural and pluralistic society.

- First measurement point: Self-evaluation MCC in BCE 611.
- Second measurement point: Counselor Intervention Project in BCE 525/547 (Internship).

3. Human Growth and Development:

3. Objective: The counseling candidate will promote resilience and wellness across the lifespan.

- First measurement point: Wellness plan developed in BCE 517.
- Second measurement point: Counselor Intervention Project in BCE 525/547 (Internship).

4. Career Development:

4. Objective: The counseling candidate will become knowledgeable of various and current career development theories and relevant career counseling models.

- First measurement point: Midterm Case Study in BCE 513.
- Second measurement point: Resume Development & Reflection (Student Portfolio)

5. Counseling and Helping Relationships:

5. Objective: The counseling candidate will become knowledgeable of counseling theoretical models and develop a personal theoretical orientation that is conducive to work with clients with diverse backgrounds.

- First measurement point: Personal theory paper in BCE 512.
- Second measurement point: Counselor Intervention Project in BCE 525/547 (Internship).
6. **Group Counseling and Group Work:**

   **Objective:** The counseling candidate will comprehend various therapeutic factors and how they contribute to group effectiveness given clients’ diverse backgrounds.

   - First measurement point: Mock Group Counseling Experience & Reflection in BCE 521.
   - Second measurement point: Group Leading & Reflection in practicum and/or Internship.

7. **Assessment and Testing:**

   **Objective:** The counseling candidate will demonstrate knowledge and skills in current assessment and measurement.

   - First measurement point: Assessment and Psychological Report in BCE 522.
   - Second measurement point: Counselor Intervention Project in BCE 525/547 (Internship).

8. **Research and Program Evaluation:**

   **Objective:** Understanding the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

   - First measurement point: Article Critique I and II in BER 500.
   - Second measurement point: Counselor Intervention Project in BCE 525/547 (Internship).

9. **Counseling Skills:**

   **Objective:** Demonstrate skills regarding essential interviewing, counseling, and case conceptualization.

   - First measurement point: Mock counseling evaluation in BCE 514.
   - Second measurement point: Internship Site Supervisor Evaluation in BCE 525/547.
2. Key Performance Indicators (Specialty Focus for Each Master’s Degree)

CLINICAL MENTAL HEALTH COUNSELING KEY PERFORMANCE INDICATORS

10. Objective: The Clinical Mental Health Counseling candidate will articulate the role and practice of the clinical mental health counselor.

- First measurement point: A Day in the Life: Learning from a Counselor in BCE 518.
- Second measurement point: Course assignment in BCE 528 Program evaluation assignment in BCE 528

REHABILITATION COUNSELING KEY PERFORMANCE INDICATORS

11. Objective: The Rehabilitation Counseling candidate will advocate for integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers.

- First measurement point: Disability Awareness Journal Discussion and Advocacy Action Plan in BCE 540.
- Second measurement point: Counselor Intervention Project in BCE 525/547 (Internship).

SCHOOL COUNSELING KEY PERFORMANCE INDICATORS

12. Objective: The School Counseling candidate will articulate the role and practice of the school counselor.

- First measurement point: A Day in the Life: Learning from a Counselor in BCE 511.
- Second measurement point: Comprehensive School Counseling Program Project in BCE 523
DOCTORAL DEGREE – KEY PERFORMANCE INDICATORS

There are two measurement points for each area:

1. Counseling:
   1. **Objective:** The doctoral candidate will articulate best counseling practices and evaluate counseling effectiveness.
      - BCE 616 Counseling Effectiveness Project
      - Comprehensive – one question on counseling practices and evaluate counseling effectiveness

2. Supervision:
   2. **Objective:** The doctoral candidate will effectively demonstrate developmentally appropriate and ethical supervision with master’s level students.
      - Prelim – one question on Supervision.
      - Doctoral Portfolio (Supervision Philosophy Statement and Evaluation on supervision practice in BCE 625).

3. Teaching:
   3. **Objective:** The doctoral candidate will effectively demonstrate teaching content in Counselor Education.
      - BCE 635 Teaching philosophy.
      - Doctoral Portfolio (updated teaching philosophy and Supervisor evaluation of teaching practice in BCE 625).

4. Research and Scholarship:
   4. **Objective:** The doctoral candidate will demonstrate use of appropriate research methods and designs.
      - Comprehensive – one Question on Research
      - Doctoral Portfolio (Dissertation Proposal Draft OR Complete Manuscript Draft).

5. Leadership and Advocacy:
   5. **Objective:** The doctoral candidate will demonstrate advocacy skills and comprehend the role of advocacy in Counselor Education.
      - BCE 636 Leadership and Advocacy Presentation
      - Doctoral Portfolio (Leadership and Advocacy Plans)
PLANS OF STUDY/PROGRAM PLANNING RECORDS

- CMHC Program
- SC Program
- RC Program
- Doctoral Program (Ph.D.)
- Educational Specialist Degree (Ed.S)
# Program Planning Record: Clinical Mental Health Counseling

**Master of Arts in Counselor Education**

The Clinical Mental Health Program is a 60-semester hour sequence, including 12 semester hours of internship. Program revised: Fall 2017.

**Student Name:** __________________________  **CWID#:** __________________________

**Advisor:** __________________________  **Initial Term:** __________________________

## REQUIRED COURSES (60 Semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester Offered</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 512</td>
<td>Counseling: Theory and Process</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BCE 513</td>
<td>Career Development</td>
<td>3</td>
<td>Spring/Summer</td>
<td></td>
</tr>
<tr>
<td>BCE 514</td>
<td>Counseling Skills</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BCE 516</td>
<td>Practicum in Counseling II (PASS/FAIL)</td>
<td>3</td>
<td>Spring/Fall</td>
<td></td>
</tr>
<tr>
<td>BCE 517</td>
<td>Prof Issues: Ethics, and Advocacy</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BCE 518</td>
<td>Intro to CMHC</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>BCE 521</td>
<td>Group: Practices and Procedures</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BCE 522</td>
<td>Individual and Group Appraisal</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>BCE 528</td>
<td>Advance CMHC</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>BCE 611</td>
<td>Introduction to Multicultural Counseling</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BCE 650</td>
<td>Counseling Strategies for Family</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>BCE 613</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BEP 550</td>
<td>Life Span Development</td>
<td>3</td>
<td>Spring/Summer</td>
<td></td>
</tr>
<tr>
<td>BER 500</td>
<td>Research Methods in Education</td>
<td>3</td>
<td>All terms</td>
<td></td>
</tr>
<tr>
<td>BER 540</td>
<td>Quantitative Research I</td>
<td>3</td>
<td>All terms</td>
<td></td>
</tr>
<tr>
<td>BSP 660</td>
<td>Psychopathology</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>BCE 525</td>
<td>Internship in CMHC Counseling (Fall)</td>
<td>6</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BCE 525</td>
<td>Internship in CMHC Counseling (Spring)</td>
<td>6</td>
<td>Spring</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS**

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Rev. 01.02.19
The School Counseling Program is a 48-semester hour sequence, including 6 semester hours of internship. Program revised: Spring 2018.

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>Fall</td>
</tr>
<tr>
<td>BCE 512 Counseling: Theory and Process</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 513 Career Development</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 517 Prof Issues: Ethics, and Advocacy</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 521 Group: Practices and Procedures</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 522 Individual and Group Appraisal</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 523 Program Development and Management</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 611 Introduction to Multicultural Counseling</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 650 Counseling Strategies for Family Relationships</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BEP 550 Life Span Development</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BER 500 Research Methods in Education</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BER 540 Quantitative Research I</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 514 Counseling Skills</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 516 Practicum in Counseling II (PASS/FAIL)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 525 Internship in School Counseling</td>
<td>6</td>
<td>Fall</td>
</tr>
<tr>
<td>*SPE 500 Introduction to Exceptional Children</td>
<td>3</td>
<td>Fall</td>
</tr>
</tbody>
</table>

*Requirement for School Counseling Certification (Alabama Department of Education)
The Rehabilitation Counselor Education Program is a 60-semester hour sequence, including 12 semester hours of internship. Program revised: Fall 2017; Effective: Fall 2017.

Student Name: ________________________  CWID: _________________________
Advisor: ______________________________  Initial Term: ________________________

<table>
<thead>
<tr>
<th>Required Courses (60 Semester Hours)</th>
<th>Credit</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 512 Counseling: Theory and Process</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>BCE 513 Career Development</td>
<td>3</td>
<td>Spring/Summer</td>
</tr>
<tr>
<td>BCE 514 Counseling Skills</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>BCE 517 Prof. Issues, Ethics &amp; Advoc in Couns.</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 521 Group: Process and Procedures</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 522 Individual and Group Appraisal</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>BCE 540 Orientation to Rehab. Counseling</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 542 Med. &amp; Psych. Aspects of Disability</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BCE 545 Case Management &amp; Rehab Services</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>BCE 611 Multicultural Counseling</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>BCE 613 Substance Abuse Counseling</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BER 500 Introduction to Educational Research</td>
<td>3</td>
<td>Summer/Fall</td>
</tr>
<tr>
<td>BER 540 Quantitative Research I</td>
<td>3</td>
<td>Spring/Summer/Fall</td>
</tr>
<tr>
<td>BEP 550 Life Span Development</td>
<td>3</td>
<td>Spring/Summer</td>
</tr>
<tr>
<td>BEO 660 Psychopathology</td>
<td>3</td>
<td>Summer (even year)</td>
</tr>
<tr>
<td>BCE 546 Practicum in Rehabilitation Counseling</td>
<td>3</td>
<td>Spring/Summer/Fall</td>
</tr>
<tr>
<td>BCE 547 Internship in Rehabilitation Counseling</td>
<td>6</td>
<td>Spring/Summer/Fall</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
PROFESSIONAL COURSES (15 Semester hours)

*BCE 615: Field Experiences in Counselor Education (3) (REQUIRED)
Select 12 Semester Hours from the Courses Below:
BCE 511 - Principles of Guidance (3)
BCE 618 - Advanced Theories of Counseling (3)
**BCE 626 - Readings in Counselor Education (3-6)
BCE 633 - Advanced Seminar in Counselor Education (3-9)
BCE 652 - Counseling Strategies for Adult-Child Relationships (3)
BCE 653 - Introduction to Play Therapy (3)
BCE 654 - Advanced Play Therapy (3)

**Students must confer with their advisor if they wish to register for this course more than one time during their tenure in the program

FOUNDATIONS OF PROFESSIONAL STUDIES (3) semester hours (REQUIRED)

*BCE 626 - Readings in Counselor Education (REQUIRED) (3)
Required or other approved Foundations of Professional Studies Course by Advisor Only

RESEARCH COURSES (3) semester hours)

*BCE 698 - Non-Dissertation (REQUIRED) Or other approved research course by Advisor

ELECTIVE COURSES (9) semester hours from courses listed below or APPROVED electives)

BCE 518 - Introduction to Clinical Mental Health Counseling (3)
BCE 540 - Introduction to Rehabilitation Counseling (3)
BCE 542 - Medical Aspects of Rehabilitation (3)
BCE 543 - Psychological and Sociological Aspects of Disability (3)
BCE 626 - Readings in Counselor Education (3-6**)
BCE 633 - Advanced Seminar in Counselor Education (3-9)
BER 500 - Introduction to Education Research (3)
BER 540 - Quantitative Research I (3)
BER 558 - Introduction to Psychometrics (3)
BER 603- Survey Research in Education (3)
BER 660 - Evaluation I: Evaluation Theory and Practice (3)
BCE 626 - Readings in Counselor Education (3-6**)
CAT 531 - Computer-Based Instructional Technologies (3)
BCE 633 - Advanced Seminar in Counselor Education (3-9)
CAT 532 - Current and Emerging Instructional Technologies Ed (3)
CAT 533 - Computer Application in Educational Research
Program Planning Record - Doctor of Philosophy (Ph.D.)
(Revised: Spring 2018)

Prerequisite: Earned Master’s degree in Counselor Education or its full equivalent is required. Within the CACREP standards, this is a prerequisite for entry into the doctoral program.

Residency Requirements: The Program in Counselor Education (BCE) requires that students meet a residency requirement of full-time study for two contiguous semesters. 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 BCE post-master’s courses (57 Total Credit Hours):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCE 616*</td>
<td>Advanced Practicum in Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 618*</td>
<td>Advanced Theories in Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 619*</td>
<td>Supervision in Counselor Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 625</td>
<td>Doctoral Internship in Counselor Education</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>BCE 635*</td>
<td>Teaching and Scholarship in Counselor Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 636*</td>
<td>Leadership and Advocacy in Counselor Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 699</td>
<td>Dissertation Research</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

*BCE Content Core Courses

College of Education Requirements:
1. A minimum of 18 credit hours in research methods;

BER Content Core Research Courses – 18 TOTAL Hours Are Required.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BER 540 or **BER Elective</td>
<td>*OPTIONAL COURSE-- Quantitative Research I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>**BER 600</td>
<td>Quan Research Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>**BER 640</td>
<td>Quantitative Research 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>**BER 631</td>
<td>Interpretation: Qual 1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>**BER Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>**BER Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*Doctoral students need to take BER 540 if both students and their academic advisors agree that an introduction to statistics is necessary. Otherwise, take another 600-level BER Elective.

**Doctoral students will decide two or three BER 600-level elective courses collaboratively with academic advisors to meet research requirement.

Rev. 01.02.19
(2). A minimum of 12 semester hours of foundational courses must be included in the overall graduate program.

Foundation Courses – 12 TOTAL Hours Are Required.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM CHECKLISTS

- Program Checklist for Master’s Degrees (CMHC and SC)
- Program Checklist for Master’s Degrees (RC)
- Program Checklist for Doctoral Degree (Ph.D.)
- Program Checklist for Educational Specialist Degree (coming soon)
Checklist and Sequence for Master’s Degree: CMHC and SC Tracks  
(Revised, 2018)

_______ 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 and BCE 514

___ *SC students: complete required background check/fingerprints and seek advisement from the Certification Officer in Carmichael Hall about tests to take for state certification in School Counseling.

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

_______ Student successfully completes Practicum

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

_______ NCE can be taken the semester of graduation. Ask advisor for details.

_______ 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” and portfolio

_______ Student graduates from program
Checklist and Sequence for Master’s Degree: RC Track
(Updated in Fall 2018)

______  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 514 and BCE 545*
______  Student enrolls in Practicum (BCE 546) with permission from advisor
______  Student successfully completes Practicum
______  Student begins 600-hour internship BCE 547 (over the course of two semesters)
______  During internship, students pass portfolio prior to being eligible for requesting Comprehensive Exam
______  In the last semester of study, students make request for the Comprehensive Exam
______  Student applies for graduation through The University of Alabama Graduate School (Completes forms/fees: Application to Graduate and Admission to Candidacy)
______  Student takes and passes “comprehensive examination”
______  Student graduates from program

*For student who is admitted to the program before fall of 2018, BCE 545 is replaced by BCE 512.

Note: Student can request to take the CRC after completing 75% of coursework. Consult with advisor for details
# Checklist and Sequence for Ed.S. Degree: School Counseling

(Updated in Fall 2018)

## Student Record of Courses Completed: 15 Semester Hours must be 600 Level

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>() – Received Admission Letter Identifying Academic Advisor</td>
<td></td>
</tr>
<tr>
<td>() – Returned Required Forms (e.g., Student Data Form, Technology Competencies Form, and ACA Code of Ethics Agreement)</td>
<td></td>
</tr>
<tr>
<td>() – Reviewed BCE Student Handbook on website:</td>
<td></td>
</tr>
<tr>
<td>() – Reviewed “Program Planning Record” for Educational Specialist (Ed.S.)</td>
<td></td>
</tr>
<tr>
<td>() – Reviewed “Annual Academic Calendar” for Counselor Education</td>
<td></td>
</tr>
</tbody>
</table>

### Specific Elements of Graduate Study for Ed.S., including:

- () – At least half of courses at 600-level of study
- () – Courses “clearly counseling in nature” for LPC (if applicable)
- () – Completed BCE 698 – Non-dissertation research course
- () – Completed BCE 626 – Readings in Counselor Education
- () – Completed BCE 615 – Field Experiences in Counselor Education
- () – Removed all “Incomplete” grades from course work (if applicable)
- () – Completed “Application for Candidacy” Form for Graduate School
- () – Completed “Application to Graduate” found on [myBama](#)
- () – Paid fees and Reserved Cap and Gown for Graduation (if applicable)
- () – Completed Cumulative Portfolio per Deadline on Annual Academic Schedule
- () – Received Official Letter of Successful Completion of Cumulative Portfolio

Rev. 01.02.19
## Checklist and Sequence for Doctoral Procedures

(Revised Spring 2018; Updated Fall 2018)

For Students Admitted - Fall 2018 or Later

<table>
<thead>
<tr>
<th>Date</th>
<th>Item to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>Student is admitted for graduate study as doctoral student in BCE</td>
</tr>
<tr>
<td>__________</td>
<td>Student enrolls in graduate study</td>
</tr>
<tr>
<td>__________</td>
<td>Students may begin <strong>Preliminary Examination</strong> (10 weeks) in semester following completion of 9 hours of doctoral level coursework, which must include:</td>
</tr>
<tr>
<td></td>
<td>BCE 616: Doctoral Practicum</td>
</tr>
<tr>
<td></td>
<td>BCE 619: Supervision in Counselor Education</td>
</tr>
<tr>
<td></td>
<td><strong>Preliminary Examination Areas:</strong></td>
</tr>
<tr>
<td></td>
<td>The purpose of the preliminary exam is to assess students’ baseline knowledge in the following areas. Areas 1 through 3 are intended to be reflective of learning occurred in previous master’s program and Area 4 is to reflect learning that occurred during doctoral coursework</td>
</tr>
<tr>
<td></td>
<td>1. Ethical and Multicultural Competent Counseling Practices</td>
</tr>
<tr>
<td></td>
<td>2. Counseling Theory and Skills</td>
</tr>
<tr>
<td></td>
<td>3. Counseling Research</td>
</tr>
<tr>
<td></td>
<td>4. Supervision Practices</td>
</tr>
<tr>
<td>__________</td>
<td>Student passes <strong>Preliminary Examination</strong></td>
</tr>
<tr>
<td>__________</td>
<td>Students may begin <strong>Comprehensive Examination</strong> in semester following completion of all BCE core content and BER core content. Student successfully completes other graduate courses, specifically (in addition to courses named previously):</td>
</tr>
<tr>
<td></td>
<td>BCE Courses:</td>
</tr>
<tr>
<td></td>
<td>• BCE 618: Advanced Theories in Counseling</td>
</tr>
<tr>
<td></td>
<td>• BCE 636: Leadership and Advocacy in Counseling Education</td>
</tr>
<tr>
<td></td>
<td>• BCE 635: Teaching and Scholarship in Counselor Education</td>
</tr>
<tr>
<td></td>
<td>BER Core Research Courses (12 Hours Total):</td>
</tr>
<tr>
<td></td>
<td>• BER 600: Quantitative Research Methods I</td>
</tr>
<tr>
<td></td>
<td>• BER 640: Quantitative II</td>
</tr>
<tr>
<td></td>
<td>• BER 631: Qualitative I</td>
</tr>
<tr>
<td></td>
<td>• BER Elective</td>
</tr>
<tr>
<td>__________</td>
<td>Student passes <strong>Comprehension Examination</strong></td>
</tr>
<tr>
<td>__________</td>
<td>Student completes residency requirements</td>
</tr>
<tr>
<td>__________</td>
<td>Student forms <strong>Dissertation Committee</strong></td>
</tr>
</tbody>
</table>

Rev. 01.02.19
In final semester of all coursework, including all required BCE coursework (15 Hours Total), BCE Advanced Internship (18 Hours), BER required and elective coursework (18 Hours Total), but excluding Foundation coursework and dissertation credit hours, student develops and defends **Dissertation Prospectus**

Student submits **Program Portfolio** (after completed Prospectus, Before Proposal Defense)

Student develops and defends **Dissertation Proposal**

Student applies for Candidacy with the Graduate School

All Foundation coursework must be completed (12 Total hours)

Student develops and defends **Dissertation**

Student applies for graduation with Graduate School

Student turns in Dissertation by deadline to Graduate School
## Checklist and Sequence for Doctoral Procedures

*Original Checklist - Admitted Prior to Fall 2018*

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
</tr>
</thead>
<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 “specialty” area for possible dissertation research</td>
</tr>
<tr>
<td></td>
<td>- Student successfully completes graduate courses, specifically:</td>
</tr>
<tr>
<td></td>
<td>- BCE 618</td>
</tr>
<tr>
<td></td>
<td>- BCE 633 (Professional Issues)</td>
</tr>
<tr>
<td></td>
<td>- Student begins/completes &quot;preliminary examination&quot; (10 weeks)</td>
</tr>
<tr>
<td></td>
<td><strong>Examination Areas:</strong> Counseling Theory, Professional Issues, Student Specialty Area</td>
</tr>
<tr>
<td></td>
<td>- Student passes &quot;preliminary examination&quot;</td>
</tr>
<tr>
<td></td>
<td>- Student successfully completes other graduate courses, specifically: BCE 619</td>
</tr>
<tr>
<td></td>
<td>- Student completes residency requirements **</td>
</tr>
<tr>
<td></td>
<td>- Student forms Dissertation Committee</td>
</tr>
<tr>
<td></td>
<td>- Student develops and defends dissertation prospectus</td>
</tr>
<tr>
<td></td>
<td>- Student completes minimum BER/research classes **</td>
</tr>
<tr>
<td></td>
<td>- Student begins/completes &quot;comprehensive examination&quot; (10 weeks)</td>
</tr>
<tr>
<td></td>
<td><strong>Examination Areas:</strong> Applied Counseling/Supervision Practices Research in Counseling Counselor Education and Supervision</td>
</tr>
<tr>
<td></td>
<td>- Student passes &quot;comprehension examination&quot;</td>
</tr>
<tr>
<td></td>
<td>- Student develops and defends dissertation proposal</td>
</tr>
<tr>
<td></td>
<td>- Student applies for Candidacy</td>
</tr>
<tr>
<td></td>
<td>- Student completes dissertation research</td>
</tr>
<tr>
<td></td>
<td>- Student develops and defends completed dissertation</td>
</tr>
<tr>
<td></td>
<td>- Student applies for graduation with Graduate School</td>
</tr>
</tbody>
</table>

** Completion of this item is dependent on advising agreement
FORMS REQUIRED BEFORE ENROLLMENT IS ALLOWED

The following four consecutive forms must be completed and returned to the BCE Office Associate Prior to Enrollment at UA.

1. Student Data Forms
2. Applicant Technology Competency Form
3. ACA Code of Ethics Agreement
4. Student Handbook Agreement
5. Permission to be Videotaped (RMC)
1. Student Data Form
Counselor Education Program
University of Alabama
Box 870231
Tuscaloosa, AL 35487-0231
Phone Number (205) 348-5174

Name: ___________________________ Date: ___________________________
Address: ___________________________ CWID #: ___________________________
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)
1. Dates: __________ to __________ Employer: ___________________________
   Position: ___________________________

2. Dates: __________ to __________ Employer: ___________________________
   Position: ___________________________

Current Career Plans: ___________________________________________

Rev. 01.02.19
2. 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 Microsoft Word or Open Office to create scholarly work.

Yes  No  2. 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  3. I understand online etiquette and its importance for creating a positive online classroom experience.

Yes  No  4. I can communicate with others through social networks and video software such as Skype or Zoom.

Yes  No  5. I can assemble and create presentations using PowerPoint or similar software.

Yes  No  6. I understand how to use applications and web services on cloud computing programs such as Google Apps and Mac Apps.

Yes  No  7. I can use applications such as Microsoft Access and Microsoft Excel to analyze, organize, and store data.

Yes  No  8. I can use statistical programs such as SPSS/SAS to analyze data.

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/.

Student’s Signature: ______________________  CWID #: ____________

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3. 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:


Download, print, and sign this ACA Agreement form from the Counselor Education website:

https://education.ua.edu/programs/bce/

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.
4. Student Handbook Agreement

I have received the online link to Counselor Education Student Handbook provided through the website of the Program in Counselor Education at The University of Alabama. I have accessed and read the Counselor Education Handbook and had all questions addressed by my academic advisor or the program coordinator for Counselor Education concerning adherence to the Student Handbook.

Specifically, I understand that the Counselor Education Student Handbook serves as the guide for my actions with clients, student colleagues, and fellow professional counselors while I am a student in this program.

By my signature below, I verify my clear understanding of information outlined in the Counselor Education Handbook.

_______________________
Printed Student Name

_______________________  _____________
Signature of Student  Date
5. Permission to be videotaped
**Faculty Review of Student Performance Form** (Revised Fall 2018)

**Program in Counselor Education**

Name: __________________________  Program: ________________
Advisor: ________________________  Date: ________________

**Part A**

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>Advanced 4</th>
<th>Target 3</th>
<th>Developing 2</th>
<th>Unacceptable 1</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>
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<tr>
<td>Quality of Work</td>
<td></td>
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<tr>
<td>Attitude</td>
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<tr>
<td>Attendance</td>
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<tr>
<td>Punctuality</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Skills</th>
<th>Advanced 4</th>
<th>Target 3</th>
<th>Developing 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Attending Skills</td>
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<td></td>
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<tr>
<td>Intentionality</td>
<td></td>
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<tr>
<td>Case Conceptualization</td>
<td></td>
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<tr>
<td>Treatment Outcomes/Student Outcomes (School Counseling)</td>
<td></td>
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<tr>
<td>Accountability/Record Keeping</td>
<td></td>
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<tr>
<td>Use of Appropriate Counseling Techniques</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Ethical and Professional Behavior</th>
<th>Advanced 4</th>
<th>Target 3</th>
<th>Developing 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Conduct</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Professional Conduct</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Characteristics</th>
<th>Advanced 4</th>
<th>Target 3</th>
<th>Developing 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stability</td>
<td></td>
<td></td>
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<tr>
<td>Maturity</td>
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<tr>
<td>Respect</td>
<td></td>
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<tr>
<td>Motivation</td>
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<tr>
<td>Peer Relationship</td>
<td></td>
<td></td>
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<tr>
<td>Reaction to Criticism</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Awareness and Respect for Diversity and Multicultural Differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUBTOTAL A SCORE**
### COE 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>Disposition 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Disposition 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairness and Equity</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Disposition 3</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
<td></td>
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<tr>
<td><strong>Disposition 4</strong></td>
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<td></td>
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<tr>
<td>Reflective Practice</td>
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</tr>
</tbody>
</table>

**SUBTOTAL B SCORE**

**FACULTY EVALUATION (SUBTOTAL A + SUBTOTAL B) = ________________**

- Letter (Exemplary Progress in Program)
- Recommendation to Remain in Program – No Concerns Related to Progress in Program
- Provisional Recommendation (email to student to meet with advisor)
- Action Plan Required (Remediation)
- N/A
# BCE Admission Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No opportunity to observe</th>
<th>Does not meet requirements</th>
<th>Meets minimum requirements</th>
<th>Exceeds requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRE/MAT</td>
<td></td>
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</tr>
<tr>
<td>(CACREP 1.L.2)</td>
<td></td>
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<tr>
<td>GPA (3.0 or higher)</td>
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<tr>
<td>(CACREP 1.L.2)</td>
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</tr>
<tr>
<td>Reference 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement of Purpose/Goals</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(CACREP 1.L.1)</td>
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</tr>
<tr>
<td>Interview Q1</td>
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<tr>
<td>(CACREP 1.L.3)</td>
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<tr>
<td>Interview Q2</td>
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<td>(CACREP 1.L.4)</td>
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<td>Interview Q3</td>
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<td>(CACREP 1.L.1)</td>
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<tr>
<td>Interview Q4</td>
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<td></td>
</tr>
</tbody>
</table>

| Total Score                               |                           |                             |                           |                      |

Decision: ___ Admit ___ Reject
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

Rev. 01.02.19