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

Baltrinic, Eric R., Ph.D., LPCC (2014, Kent State University). Assistant Professor

Cook, Ryan M. Ph. D., LPC, ACS (2016, Virginia Tech). Assistant Professor

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

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

Grenawalt, Teresa, Ph.D., CRC (2019, University of Wisconsin-Madison). Assistant Professor

Jenkins-Richarson Kimberly, Ph.D. (2014, University of Alabama). Clinical Assistant Professor

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

Lund, Emily, Ph.D., CRC (2016, Utah State University). Assistant Professor

Mugoya, George, Ph.D., MPH, CRC (2012, University of Arizona). Assistant Professor
Contact Information:

Dr. George Mugoya 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. Junfei Lu is the CACREP Liaison and Assessment Coordinator. The responsibilities of this role include (a) being available on an ongoing basis to receive information and updates from CACREP; (b) maintaining current program information on the CACREP website; (c) Communicating CACREP information, such as when various reports or fees are due, to program faculty and administrators; (d) processing the annual fee invoice and complete the Vital Statistics survey; (e) communicating re-accreditation process considerations and due dates to the program faculty and administrators; (f) Communicating initial review results to the program faculty; and (g) coordinating and monitoring other program assessment related issues (e.g., Institutional Effectiveness evaluation, certification program evaluation)

Dr. Ryan Cook is the Counseling Lab Coordinator. The responsibilities of the Counseling Lab Coordinator is to:

1. Train field course instructors on lab procedures and VALT system.
2. Attend field experience courses to train students on lab procedures and VALT system, as needed.
3. Oversee the creation of a Lab Coverage Schedule for each semester lab, and posting the schedule for public visibility.
4. Ensure that the appropriate students and faculty have access to the VALT system each semester.
5. Ensure record keeping (i.e., file cabinets) are ready for use each semester.
6. Ensure physical space is presentable for clients and ready for use by students
7. Coordinate with field placement coordinators, doctoral site supervisors, and BCE 619 course instructors regarding client scheduling and lab coverage.
8. Update Counseling Lab procedures, as needed.

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

Specific Track Contact Information:

Dr. Ryan Cook and Dr. Eric Baltrinic work closely with the Clinical Mental Health Counseling (CMHC) degree track.

Dr. George Mugoya, Dr. Junfei Lu, Dr. Teresa Grenawalt, and Dr. Emily Lund work closely with the Rehabilitation Counseling (RC) degree track.

Dr. Joy Burnham and Dr. Heather Fye work closely with the School Counseling (SC) degree track.

Dr. Millie Dawson-Hardy works closely with the Educational Specialist (Ed.S.) degree 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 (CSI) – Dr. Heather Fye is the 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
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/

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, rehabilitation 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

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). Doctoral students receive first priority.

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, 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 an 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 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, 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/

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

Counseling Laboratory
The purpose of the UA Counselor Education program is to ensure that all work being conducted in the Counseling Lab serves to create meaningful learning opportunities that enrich student professional and personal development, and to safeguard the quality of the counseling and supervision services being rendered to clients and students, alike. It is the highest priority of the Counselor Education program that all student work conducted in the Counseling Lab be in accordance with ethical standards in counseling (e.g., ACA Code of Ethics, 2014), accreditation standards (e.g., 2016 CACREP Standards), and professional guidelines (e.g., ACES Best Practices in Clinical Supervision, 2011).
Work Samples and Direct Observation of Student Work

Students will be required to produce work samples of the client sessions from their sites. Audio/video recordings are an essential part of supervision for beginning counselors and allow better feedback than student self-report. Clinical experiences should definitely involve intensive, direct observation-based supervision. Not every site, however, has to allow taping. You are responsible for ensuring that you can audio or video record at your site prior to the start of practicum and/or internship. If a site will not allow taping, please contact the Practicum and Internship Coordinator at soon as possible to make appropriate accommodations. It may be acceptable for the student to have placements at more than one site with at least one allowing taping. The UA counselor faculty members might also decide that the learning experience provided at the site outweighs the lack of opportunity for direct observation. If no other solutions can be found, it may be possible for students to work at a site that does not allow audio/video recording. However, the student will likely be asked to make accommodations to create an opportunity to directly observe their clinical skills, if possible (e.g., work with clients in the counseling lab).

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://nrca-net.org/)
   Rehabilitation Counselors and Counselor Educators Association (https://rceapro.com/)
SECTION II - Part A

Master’s Degrees:
Clinical Mental Health Counseling
and
School Counseling
(On-Campus Programs)
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). Program graduates are eligible for National Board for Certified Counselors (NBCC).

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 512 & 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

See Section IV of this document for “Selection, Orientation and Monitoring (SOM) Procedures” for admission details. Section IV also includes the BCE Admission rubric used for admittance.

**Admissions**

- Admission for Fall enrollment takes place in each spring semester of an academic year for the CMHC track
- Admission decisions are made based on application materials submitted and applicant interview with admission committee
- After reviewing application packets, interviews between applicants and faculty will be scheduled
- The Admission Committee is comprised of corresponding program faculty members

Unconditional admission to the CMHC 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.
• 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.

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, interviews between applicants and faculty will be scheduled. Dates and times of interviews will be determined.

**Student Advising**
Upon acceptance into the CMHC 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.
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). Program graduates are eligible for National Board for Certified Counselors (NBCC).

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

SCHOOL 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 School Counseling.

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 512 & 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

See Section IV of this document for “Selection, Orientation and Monitoring (SOM) Procedures” for admission details. Section IV also includes the BCE Admission rubric used for admittance.

Admissions

- Admission for Fall enrollment takes place in each spring semester of an academic year for the School track
- Admission decisions are made based on application materials submitted and applicant interview with admission committee
- After reviewing application packets, interviews between applicants and faculty will be scheduled
- The Admission Committee is comprised of corresponding program faculty members

Unconditional admission to the SC 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.
• 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, interviews between applicants and faculty will be scheduled. Dates and times of interviews will be determined.

**Student Advising**
Upon acceptance into the SC 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.
FIELD 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 in 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.”

**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.
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 supervisor, site supervisor, and the student during practicum and internship. Departures from the stated contents of the internship agreement are to be discussed by and agreed upon by all parties. Grade determination for interns is based upon successful completion of the elements of the internship agreement.

Orientation, assistance, consultation, and professional development opportunities are provided by the counseling program faculty to site supervisors. 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.

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<th>Foundational Courses</th>
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<tr>
<td>BCE 512</td>
<td>Counseling Theory and Process</td>
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<tr>
<td>BCE 514</td>
<td>Counseling Skills</td>
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<td>BCE 513</td>
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Program Emphasis—Clinical Mental Health Counseling

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### Program Emphasis-School Counseling

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<td>BCE 611</td>
<td>Introduction to Multicultural Counseling</td>
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<td>BCE 522</td>
<td>Individual and Group Appraisal</td>
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<td>BCE 650</td>
<td>Counseling Strategies for Family Relationships</td>
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<tr>
<td>BCE 511/523</td>
<td>Principles of Guidance and Program Development</td>
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### Portfolio Submission

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

*School counselors will have a more detailed portfolio to submit for certification compliance beginning in Fall 2019. See advisor.

**a) Curriculum Vita (CV)**

Your curriculum vita must include previous work experience, educational experiences, professional activities/memberships, honors, professional presentations, and publications. You may or may not have all of these; however, you should provide as much information as possible. Remember your CV is your professional summary and it is a vital element of your image to both peers and the public (it is also the most essential item to provide as you pursue employment opportunities). For all students admitted at or after Fall of 2017, based on the CV, students 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.
SECTION II – Part B
Master’s Degree in Rehabilitation Counseling
(Online Program)
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 Rehabilitation Counseling Education (RCE) 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 to take Certified Rehabilitation Counselors (CRC) Examination and/or National Board for Certified Counselors (NBCC) Examination.

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), 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 School Counseling.

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 legislatives 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 512 & BCE 514 and permission of the faculty. 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.
Admission for Rehabilitation Counseling Program

See Section IV of this document for “Selection, Orientation and Monitoring (SOM) Procedures” for admission details. Section IV also includes the BCE Admission rubric used for admittance.

Admissions
- Admission for Rehabilitation Counseling track is conducted on a rolling basis, however, we have priority deadlines on the website
- Admission decisions are made based on application materials submitted and applicant interview with admission committee
- After reviewing application packets, interviews between applicants and faculty will be scheduled
- The Admission Committee is comprised of corresponding program faculty members

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.
- An undergraduate grade point average (GPA) of 3.00 or higher (last 60 hours of undergraduate study)
- A score of 300 or higher (verbal and quantitative combined) on the Graduate Record Examination (GRE) or a score of 50th percentile or higher on the Miller Analogies Test (MAT)

You may be eligible to be considered for conditional admission if you do not fully meet the GPA or admission test score requirements. If you do not meet at least one criteria for conditional admission we do not consider you for admission. A decision to admit you conditionally into the RCE program will be based upon a number of factors including the combination of your GPA and admission test scores, your goals, 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.

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, interviews between applicants and faculty will be scheduled. Dates and times of interviews will be determined.

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.
FIELD EXPERIENCES
PRACTICUM AND INTERNSHIP PROCEDURES

Rehabilitation 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 virtual 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 in closely supervised work with clients in courses noted as “practicum.” For rehabilitation counseling students, BCE 546 typically involves 1.5 hours of weekly group supervision and one hour of weekly individual supervision with client contact throughout. University supervision for rehabilitation counseling students is provided via Zoom online videoconference.

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.”

Practicum Evaluation. Evaluations of internships are secured from two (2) sources at the conclusion of the practicum 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.
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 in the program. 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 Rehabilitation Counseling) or two (2) consecutive half-time placements (20 hours per week for 3 hours of credit per semester for Rehabilitation Counseling). 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 rehabilitation counseling students, Zoom online video conference is provided weekly for the supervision purpose.

Prearranged Placement. Internship placements are to be 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. Basic Student Responsibilities: (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: (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: (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.
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 – RC 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. For students who do not achieve a score of 140 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.

**Objective Section**

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% (140) or higher on the objective section in order to pass this section.

Typically, students 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. In the event that a student requires an accommodation beyond the typical examination conditions/stipulates, the student should submit such a request **in writing** to your advisor by no less than one (1) working week prior to the examination date. Students are encouraged to be familiar with regulations affecting comprehensive examinations published in the University of Alabama *Graduate Catalog* on their website 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
Portfolio Submission

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

a) Curriculum Vita (CV)
Your curriculum vita must include previous work experience, educational experiences, professional activities/memberships, honors, professional presentations, and publications. You may or may not have all of these; however, you should provide as much information as possible. Remember your CV is your professional summary and it is a vital element of your image to both peers and the public (it is also the most essential item to provide as you pursue employment opportunities). For all students admitted at or after Fall of 2017, based on the CV, students 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) Updated 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.
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)

Section IV also includes the BCE Doctoral Admission rubric used for admittance.

Graduate Admission

As an initial step in pursuing the doctoral degree in Counselor Education, applicants must have completed the master’s degree in counseling and have been admitted, without condition, to the University of Alabama Graduate School. 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. Additional evidence of an applicant’s ability to be successful in the PhD program includes but is not limited to: (a) national certification, (b) state licensure, (c) research and scholarly activity, (d) exceptional professional experience, or (e) exceptional academic performance. 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 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. See rubric in Section V of this document.

**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 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
      - Doctoral Portfolio (Section: Counseling).

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 (Section: Supervision).

3. **Teaching:**

   3. **Objective:** The doctoral candidate will effectively demonstrate teaching content in Counselor Education.
      - BCE 635 Teaching philosophy.
      - Doctoral Portfolio (Section: Teaching).

4. **Research and Scholarship:**

   4. **Objective:** The doctoral candidate will demonstrate use of appropriate research methods and designs.
      - Preliminary Examination question on Research and Scholarship
      - Doctoral Portfolio (Section: Research).

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 (Section: Leadership and Advocacy).
Program Planning Record in Counselor Education
Doctor of Philosophy (Ph.D.)
*Revised: Spring 2018
*For Students Beginning Fall 2018

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:

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

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BER 540 – Quantitative Research OR Choose another BER 600-level elective</td>
<td>3</td>
</tr>
<tr>
<td>BER 600 – Quantitative Research Methods in Education- (Required)</td>
<td>3</td>
</tr>
<tr>
<td>BER 640 – Quantitative Research II- (Required)</td>
<td>3</td>
</tr>
<tr>
<td>BER 631 – Inquiry as Interpretation: Qualitative I (Required)</td>
<td>3</td>
</tr>
<tr>
<td>**BER__</td>
<td>3</td>
</tr>
<tr>
<td>**BER__</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

Foundation courses must reflect Graduate Level Education (note: at the University of Alabama, this is translated to courses that are at 500-level or above)

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

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.

**Doctoral Program Advisory Committee**

Upon admission to the doctoral program, the student is assigned by the Program Coordinator to his/her academic advisor, who leads the Doctoral Program Advisory Committee. The purpose of this committee is to establish a program of coursework that is consistent with the expectations of the Graduate School, the College of Education, and the Program in Counselor Education. The Ph.D. Program Advisory Committee consists of all faculty members in the Counselor Education Program. Typically student’s academic advisor will primarily work with the student to develop the doctoral plan of study and submit this plan to the Committee for discussion and approval. In general, once the Program Advisory Committee has determined and approved the selection of courses according to various requirements within the Program, College, and University, its plan is followed by the student in consultation with the academic advisor. Departures from the approved plan of study typically include approval by the Program Advisory Committee.
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/triadic 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 students complete preliminary examination. Students are allowed 8 weeks to complete the examination.

**Preliminary Examination:**
A student is eligible to complete the preliminary examination upon registering for at least 18-credit doctoral coursework. The preliminary examination covers the areas of Research, Supervision, Counseling, and Multiculturalism & Ethics.

**Scoring Rubric for Preliminary Examination Doctoral Program**

The preliminary examination will be scored as follows:
Student Responses will be read by three 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 three readers will be a failing score. If a student fails any question(s), he or she may retake the question(s) during the next scheduled examination period in fall or spring semester of an academic year. 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.
Via/LiveText Portfolio

The Program Portfolio is a collection of training-based materials and reflective information that demonstrate various dimensions of doctoral students’ work, philosophy, abilities, and attitudes. The goal is to demonstrate how diverse activities and insights have contributed to the development of a doctoral student in Counselor Education & Supervision. The development of the professional portfolio starts as a doctoral student enters the program, and continues over the entire educational process.

The Program Portfolio in Counselor Education & Supervision also serves as the Comprehensive Examination to help evaluate doctoral student learning experiences across five key training domains (i.e., counseling, research, supervision, teaching, and leadership/advocacy). Specifically, the Program Portfolio must entail the Proposal for Dissertation Prospectus, which is primarily used to determine the student's research competence and readiness to begin work on a dissertation.

Submission Point: After successfully completing all required BCE coursework (15 Hours Total), BCE Advanced Internship (18 Hours), and BER coursework (12 to 18 Hours), a doctoral student will prepare and submit the Program Portfolio to the Live Text (Due Dates: March 16th for Spring semester/October 16th for Fall semester).

Subsequently, a Portfolio Review Meeting will be scheduled with a student (By March 31st for Spring semester/October 31st for Fall semester). On this meeting, a student will present his/her portfolio to faculty members in the Counseling Education Program and answer questions accordingly. All faculty members who ATTEND the meeting will evaluate the student using the “Rubric for Portfolio & Presentation.” To PASS the portfolio (i.e., Comprehensive Examination), a student must receive an average score of “2” or above in each section highlighted in the rubric.

A portfolio will be considered “FAIL” if a student receives an average score less than “2” in any one of the sections in the rubric. In this case, a student needs to REWORK on the portfolio and RETAKE Portfolio Review Meeting during the next scheduled examination period in fall or spring semester of an academic year. Failure on this second attempt at the examination will result in termination from the doctoral program.

The Structure of the Program Portfolio
A portfolio is a well-organized and detailed presentation of student professional materials. The structure of a portfolio is standardized and includes EIGHT sections. Each section includes required (highlighted in Red) components, which are essential to the portfolio assessment process; as well as optional components, which further demonstrate student professional development

1. Professional Identity and Background Information
   a) Curriculum Vitae
   b) Professional Statement
      o Students are required to write a professional statement that discloses the relevance of their doctoral level learning in Counselor Education & Supervision to their future work as a scholar in counselor education and supervision. (1-2 pages, single space, Times New Roman, 12 points)
II. Teaching

a) **Teaching philosophy** (1-2 pages, single space, Times New Roman, 12 points)
b) **Courses taught**
   - Students are required to provide a brief description of each course taught (or co-taught) during the doctoral training process
c) **Supervisor evaluations**
d) Course syllabi developed, if available
e) Student evaluations, if available

III. Research & Scholarship

a) **Research statement** (1-2 pages, single space, Times New Roman, 12 points)
b) **Research activities/products**
   - Students will present one or more of the following artifacts:
     - Conference presentation
     - Articles
     - Book or book chapters
     - Grants
     - Guest lectures or speeches
     - Other

IV. Service, Leadership and Advocacy

a) **Service/leadership/Advocacy statement** (1-2 pages, single space, Times New Roman, 12 points)
b) **Internal and/or external Service/Leadership/Advocacy Activities**
   - Internal Service/leadership/Advocacy Activities
     - Students are required to list program, college, and/or university–wide Services provided that demonstrates leadership and/or advocacy efforts. Please offer a short description of each activity listed and include any related supporting artifacts.
   - External Service/leadership/Advocacy Activities
     - Students are required to list services provided that are community-based and/or professional oriented. Please offer a short description of each activity listed and include any related supporting artifacts. Activities may include community service/organization participation, community leadership roles, conference proposal reviewer, conference volunteer, committee member in a professional counseling association, etc.
   - Other

V. Counseling Practice
a) **Counseling Statement** (1-2 pages, single space, Times New Roman, 12 points)
b) **Evaluations from Site and/or university supervisor**
c) Evaluation from clients
d) Selected documentation of advanced practice
   o Documentations may include curriculum or program developed, interventions planned, ethical dilemma addressed, consultation provided, etc.
e) Other

VI. **Supervision**

a) **Supervision Statement** (1-2 pages, single space, Times New Roman, 12 points)
b) **Evaluations from university supervisor**
c) Evaluation from Supervisees
d) Other

VII. **Awards/Honors/Others**

VIII. **Dissertation Prospectus**

**Rubric for Portfolio and Presentation**

<table>
<thead>
<tr>
<th>Doctoral KPI</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KPI 1. Counseling</strong></td>
<td>Summative Assignment lacks adequate portrayal of the student’s work over the domain of Counseling. The evidence fail to support candidate’s knowledge and skills in practicing counseling and/or evaluating counseling effectiveness</td>
</tr>
<tr>
<td></td>
<td>Summative assignment provides a well-articulated, insightful, clear, and detailed picture of the student’s work over the domain of Counseling. The evidence supports candidate’s advanced knowledge and skills in practicing counseling and/or evaluating counseling effectiveness</td>
</tr>
<tr>
<td><strong>KPI 2. Supervision</strong></td>
<td>Summative Assignment lacks adequate portrayal of the student’s work over the domain of Supervision. The evidence fail to support candidate’s knowledge and skills in demonstrating developmentally appropriate and ethical supervision with master’s level students.</td>
</tr>
<tr>
<td></td>
<td>Summative assignment provides a well-articulated, insightful, clear, and detailed picture of the student’s work over the domain of Supervision. The evidence supports candidate’s advanced knowledge and skills in demonstrating developmentally appropriate and ethical supervision with master’s level students.</td>
</tr>
<tr>
<td><strong>KPI 3. Teaching</strong></td>
<td>Summative Assignment lacks adequate portrayal of the student’s work over the domain of Teaching. The evidence fail to support candidate’s knowledge and skills in demonstrating teaching content in Counselor Education.</td>
</tr>
<tr>
<td></td>
<td>Summative assignment provides a well-articulated, insightful, clear, and detailed picture of the student’s work over the domain of Teaching. The evidence supports candidate’s advanced knowledge and skills in demonstrating teaching content in Counselor Education.</td>
</tr>
</tbody>
</table>

Rev. 08.27.2019
### KPI #4. Research and Scholarship:

**Objective:** The doctoral candidate will demonstrate use of appropriate research methods and designs

| Summative Assignment lacks adequate portrayal of the student’s work over the domain of Research & Scholarship. The evidence fails to support candidate’s knowledge and skills in demonstrating use of appropriate research methods and designs | Summative assignment provides an adequate picture of the student’s work over the domain of Research & Scholarship. The evidence supports candidate’s adequate knowledge and skills in demonstrating use of appropriate research methods and designs | Summative assignment provides a well-articulated, insightful, clear, and detailed picture of the student’s work over the domain of Research & Scholarship. The evidence supports candidate’s advanced knowledge and skills in demonstrating use of appropriate research methods and designs |

### KPI #5. Leadership and Advocacy:

**Objective:** The doctoral candidate will demonstrate advocacy skills and comprehend the role of advocacy in Counselor Education.

| Summative Assignment lacks adequate portrayal of the student’s work over the domain of Leadership & Advocacy. The evidence fails to support candidate’s knowledge and skills demonstrating advocacy skills and comprehend the role of advocacy in Counselor Education. | Summative assignment provides an adequate picture of the student’s work over the domain of Leadership & Advocacy. The evidence supports candidate’s adequate knowledge and skills in demonstrating advocacy skills and comprehends the role of advocacy in Counselor Education. | Summative assignment provides a well-articulated, insightful, clear, and detailed picture of the student’s work over the domain of Leadership & Advocacy. The evidence supports candidate’s advanced knowledge and skills in demonstrating advocacy skills and comprehends the role of advocacy in Counselor Education. |

### Background Information

<table>
<thead>
<tr>
<th>CV and Professional Statement</th>
<th>Does Not Meet Expectations 1</th>
<th>Meets expectations 2</th>
<th>Exceed Expectations 3</th>
</tr>
</thead>
</table>
| • CV is unorganized and thus difficult to follow  
• The relevance of student learning in Counselor Education & Supervision to their future work as a counselor educator and a scholar is unclear in professional statement | • CV is well-organized  
• The relevance of student learning in Counselor Education & Supervision to their future work as a counselor educator and a scholar is clearly articulated in professional statement | • CV is well-organized  
• The relevance of student learning in Counselor Education & Supervision to their future work as a counselor educator and a scholar is clearly articulated and well elaborated in professional statement |

<table>
<thead>
<tr>
<th>Dissertation Prospectus</th>
<th>Does Not Meet Expectations 1</th>
<th>Meets expectations 2</th>
<th>Exceed Expectations 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospectus document not present</td>
<td>Prospectus document present</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The Quality of Portfolio Materials

<table>
<thead>
<tr>
<th>Portfolio materials</th>
<th>Does Not Meet Expectations 1</th>
<th>Meets expectations 2</th>
<th>Exceed Expectations 3</th>
</tr>
</thead>
</table>
| • The portfolio materials are NOT well-structured  
• Some required components are NOT covered  
• Questions raised by faculty members are NOT properly addressed | • The portfolio materials are well-structured  
• All required components are covered  
• Questions raised by faculty members are properly addressed | • The portfolio materials are well-structured  
• All required components are covered and well-articulated  
• Questions raised by faculty members are fully addressed |

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### 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,
6. Discuss the meaning and implications of the results

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

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

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

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

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

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

**Suggested Format**
The suggested format for your prospectus should be a document of 10 - 15 pages that addresses the following elements:
- Introduction/Rationale Statement
- of Problem Purpose
Research Questions
Hypotheses
Brief Overview of Literature Methodology
Subjects
Instrumentation Research
Design
Analysis of Data
Results of Pilot or Preliminary Studies
Possible Results - Implications/Significance of Study References

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

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

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

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

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

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

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

**Admission to Candidacy**

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

**Oral Defense of the Completed Dissertation**

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

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

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

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

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

Via/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 Via membership, (2) turn in all assignments as directed by faculty, per course syllabi; and, (3) upload Key Performance Indicator (KPI) assignments from CACREP-affiliated courses into Via - 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: Via by Watermark (http://www.vialivetext.com)
**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 Education**
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. Other requirements and details are offered in LiveText.

The portfolio consists of several 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.
**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 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>The project is directly created from the school counselor’s reflection if their day to day practice and what is needed for the student’s in their setting.</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>
</tr>
<tr>
<td>AUTHENTICITY</td>
<td>The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students’ own concerns, interests, and identities.</td>
<td>Evidence is missing</td>
<td>Some evidence available but detailed explanation of real world use and how the information applied to the individual’s school is not available</td>
<td>Evidence of how the project answers a deficit in the individual counselor’s practice and how students’ can apply information in everyday life</td>
</tr>
<tr>
<td>KEY KNOWLEDGE</td>
<td>Evidence is missing or non-specific</td>
<td>Specific ASCA Mindsets and Behaviors are mentioned in project</td>
<td>Specific Mindsets and Behaviors are mentioned and explanation of how the project meets the Mindsets and Behaviors is included.</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
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<td>----------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>CHALLENGING PROBLEM OR QUESTION</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>
<td></td>
</tr>
<tr>
<td>SUSTAINED INQUIRY</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>
<td></td>
</tr>
<tr>
<td>CRITIQUE &amp; REVISION</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>
<td></td>
</tr>
<tr>
<td>PUBLIC PRODUCT</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>
<td></td>
</tr>
<tr>
<td>STYLE</td>
<td>Poor quality</td>
<td>APA style and college level writing</td>
<td>APA style College level writing with a good quality flow to the writing</td>
<td></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 Procedures

2. UA Grievance Policy

3. COE Syllabi Information

○ BCE PROCEDURES

4. BCE Endorsement Policy

5. BCE Required Via Purchase

6. BCE Retention of Training Data

7. Selection, Orientation, and Monitoring (SOM) Procedures

8. Retention, Remediation, and Dismissal (RRD) Procedures
1. COE Student Complaint Procedures

The following steps are to be used by all students for complaints. This document is from the COE Faculty Handbook (2018).

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**Student Complaint Procedures**

**Step 1. (optional)** Student raises the issue of concern with the faculty member involved and tries to resolve the concern to the satisfaction of both parties. If the student is not comfortable with taking this first step, the student may proceed to Step 2.

**Step 2.** If the first Step is taken, and no resolution is found, the student may file a formal complaint or grievance with the Department Head and offer any documentation in support of the grievance. As indicated above, the student may also start the grievance process with a formal complaint to the Department Head.

Once in receipt of the complaint, the Department Head is expected to work with the two parties to find a resolution to the mutual satisfaction of the parties. The Department Head is also expected to keep a documented record of the effort and to forward all documentation, as it pertains to the complaint, to the Senior Associate Dean if the complaint remains unresolved. Step 2 should take no longer than two weeks.

**Step 3.** Should the problem remain unresolved, the complaint (and all of the accumulated documentation) is forwarded to the Senior Associate Dean to come under University grievance policies as outlined in the University’s Faculty Handbook. The Senior Associate Dean then investigates the grievance, surveys the documentation pertaining to the case and provides a summary and a recommendation to the Dean. The Dean then renders a final decision. This final Step should not take any longer than two weeks.

**Step 4.** If the student is not satisfied with the decision offered by the Dean, the student may appeal 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 grievances 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 critical 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

Rev. 08.27.2019
• 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 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:
  o Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
  o Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one’s own.
  o Fabrication: Presenting as genuine, any invented or falsified citation or material.
  o 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) 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. 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 in the Online Catalog. The link for the Severe Weather Guidelines is https://ready.ua.edu/severe-weather-guidelines/

20. Act Statement
The Act website provides an overview of The University's expectations regarding respect and civility. The website link is 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

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
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. Via/LiveText Account Required

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

Via/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 Via membership, (2) turn in all assignments as directed by faculty, per course syllabi; and, (3) upload Key Performance Indicator (KPI) assignments from CACREP-affiliated courses into Via - 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: Via by Watermark (http://www.vialivetext.com)

Via/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) upgrade to a Via membership, (2) turn in all assignments as directed by faculty, per course syllabi; and, (3) upload Key Performance Indicator (KPI) assignments from CACREP-affiliated courses into Via - 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: Via by Watermark (http://www.vialivetext.com)
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.
7. Selection, Orientation and Monitoring (SOM) Procedures
Degree–Seeking Students, Counselor Education

Admission Procedures for Clinical Mental Health, School, and Rehabilitation 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 faculty members within the corresponding program for admission.

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.
- 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 the 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 of instruction 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 15th. Interviews are scheduled for the last Friday in February

School Track
- The deadline to submit admission materials for Fall enrollment in the upcoming year is January 15th. Interviews are scheduled for the last Friday in February

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

Interview Process:

The Admission Committee is typically comprised of faculty from the program for which the applicant is seeking admission. The committee can be expanded to include faculty from other specialities within counselor education as appropriate. A standardized interview rubric is used to facilitate the discussion and decision making on applicant admission. The purpose of the interview is to provide applicants with additional information about the program, ensure 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.
**Admission Decisions**

The Program 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.

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.
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:**

6. **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:**

7. **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:**

8. **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:**

9. **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
3. Key Performance Indicators (Doctoral Program)

DOCTORAL DEGREE – KEY PERFORMANCE INDICATORS

There are two measurement points for each area:

1. **Counseling:**
   - **Objective:** The doctoral candidate will articulate best counseling practices and evaluate counseling effectiveness.
     - BCE 616 Counseling Effectiveness Project
     - Doctoral Portfolio (Section: Counseling).

2. **Supervision:**
   - **Objective:** The doctoral candidate will effectively demonstrate developmentally appropriate and ethical supervision with master’s level students.
     - Preliminary Examination question on Supervision.
     - Doctoral Portfolio (Section: Supervision).

3. **Teaching:**
   - **Objective:** The doctoral candidate will effectively demonstrate teaching content in Counselor Education.
     - BCE 635 Teaching philosophy.
     - Doctoral Portfolio (Section: Teaching).

4. **Research and Scholarship:**
   - **Objective:** The doctoral candidate will demonstrate use of appropriate research methods and designs.
     - Preliminary Examination question on Research and Scholarship
     - Doctoral Portfolio (Section: Research).

5. **Leadership and Advocacy:**
   - **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 (Section: Leadership and Advocacy).
PLANS OF STUDY/PROGRAM PLANNING RECORDS

- CMHC Program
- SC Program
- RC Program
- Doctoral Program (Ph.D.)
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: ____________

<table>
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<tr>
<th>REQUIRED COURSES (60 Semester hours)</th>
<th>Credits</th>
<th>Semester Offered</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>BCE 512 – Counseling: Theory and Process</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>BCE 513 – Career Development</td>
<td>3</td>
<td>Spring/Summer</td>
<td></td>
</tr>
<tr>
<td>BCE 514 – Counseling Skills</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BCE 516 – Practicum in Counseling II (PASS/FAIL)</td>
<td>3</td>
<td>Spring/Fall</td>
<td></td>
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<tr>
<td>BCE 517 – Prof Issues: Ethics, and Advocacy</td>
<td>3</td>
<td>Fall</td>
<td></td>
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<tr>
<td>BCE 518 – Introduction to CMHC</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BCE 521 – Group: Practices and Procedures</td>
<td>3</td>
<td>Fall</td>
<td></td>
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<tr>
<td>BCE 522 – Individual and Group Appraisal</td>
<td>3</td>
<td>Spring</td>
<td></td>
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<tr>
<td>BCE 528 - Advanced Seminar in CMHC</td>
<td>3</td>
<td>Spring</td>
<td></td>
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<tr>
<td>BCE 611 – Introduction to Multicultural Counseling</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BCE 650 – Counseling Strategies for Family</td>
<td>3</td>
<td>Spring</td>
<td></td>
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<tr>
<td>BCE 613 Substance Abuse Counseling</td>
<td>3</td>
<td>Fall</td>
<td></td>
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<tr>
<td>BEP 550 – Life Span Development</td>
<td>3</td>
<td>Spring/summer</td>
<td></td>
</tr>
<tr>
<td>BER 500 – Research Methods in Education</td>
<td>3</td>
<td>All terms</td>
<td></td>
</tr>
<tr>
<td>BER 540 – Quantitative Research I</td>
<td>3</td>
<td>All terms</td>
<td></td>
</tr>
<tr>
<td>BSP 660 – Psychopathology</td>
<td>3</td>
<td>Spring</td>
<td></td>
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<tr>
<td>BCE 525 – Internship in CMHC Counseling*</td>
<td>12</td>
<td>Fall/ Spring/ Summer (if needed)</td>
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</tr>
</tbody>
</table>

**TOTAL HOURS**

* RE: BCE 525 – Internship in CMHC Counseling must be completed over two consecutive semesters.
* In the event students not completing their internship hours in two consecutive semesters, they must register for additional internship hours until the hour requirements are met (i.e., 600 total; 240 direct).
* Students are strongly encouraged to complete their internship hours during the academic year (Fall/Spring) in the event a summer session of internship is not available.
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>
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<tr>
<td>BCE 512 Counseling: Theory and Process</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 513 Career Development</td>
<td>3</td>
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<tr>
<td>BCE 517 Prof Issues: Ethics, and Advocacy</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 521 Group: Practices and Procedures</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 522 Individual and Group Appraisal</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 523 Program Development and Management</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 611 Introduction to Multicultural Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 650 Counseling Strategies for Family Relationships</td>
<td>3</td>
<td></td>
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<tr>
<td>BEP 550 Life Span Development</td>
<td>3</td>
<td></td>
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<tr>
<td>BER 500 Research Methods in Education</td>
<td>3</td>
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</tr>
<tr>
<td>BER 540 Quantitative Research I</td>
<td>3</td>
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<tr>
<td>BCE 514 Counseling Skills</td>
<td>3</td>
<td></td>
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<tr>
<td>BCE 516 Practicum in Counseling II (PASS/FAIL)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCE 525 Internship in School Counseling</td>
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</tbody>
</table>

*SPE 500 Introduction to Exceptional Children

*Requirement for School Counseling Certification (Alabama Department of Education)
# Program Planning Record: Rehabilitation Counseling

Master of Arts in Counselor Education

The Rehabilitation Counselor Education Program is a 60-semester hour sequence, including 6 semester hours of internship. Program revised: Fall 2017; Effective: Fall 2017.

Student Name: ____________________  
CWID: ____________________  
Advisor: ____________________  
Initial Term: ____________________

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
<th>Semester Offered</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>BCE 512-900</td>
<td>Counseling: Theory and Process</td>
<td>3</td>
<td>Summer (odd year)/Spring (even year)</td>
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</tr>
<tr>
<td>BCE 513-900</td>
<td>Career Development</td>
<td>3</td>
<td>Spring/Summer</td>
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<tr>
<td>BCE 514-900</td>
<td>Counseling Skills</td>
<td>3</td>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>BCE 517-900</td>
<td>Prof. Issues, Ethics &amp; Advoc in Couns.</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BCE 521-900</td>
<td>Group: Process and Procedures</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BCE 522-900</td>
<td>Individual and Group Appraisal</td>
<td>3</td>
<td>Spring</td>
<td></td>
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<tr>
<td>BCE 540-900</td>
<td>Orientation to Rehab. Counseling</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>BCE 542-900</td>
<td>Med. &amp; Psych. Aspects of Disability</td>
<td>3</td>
<td>Fall</td>
<td></td>
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<tr>
<td>BCE 545-900</td>
<td>Case Management &amp; Rehab Services</td>
<td>3</td>
<td>Spring</td>
<td></td>
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<tr>
<td>BCE 611-900</td>
<td>Multicultural Counseling</td>
<td>3</td>
<td>Spring</td>
<td></td>
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<tr>
<td>BCE 613-900*</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>BER 500-900</td>
<td>Introduction to Educational Research</td>
<td>3</td>
<td>Summer/Fall</td>
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<tr>
<td>BER 540-900</td>
<td>Quantitative Research I</td>
<td>3</td>
<td>Spring/Summer/Fall</td>
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<td>BEP 550-900</td>
<td>Life Span Development</td>
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<td>Spring/Summer</td>
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<td>BEP 660-900</td>
<td>Psychopathology</td>
<td>3</td>
<td>Summer (even year)</td>
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<td>BCE 546-900</td>
<td>Practicum in Rehabilitation Counseling</td>
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<td>Spring/Summer/Fall</td>
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<tr>
<td>BCE 547-900</td>
<td>Internship in Rehabilitation Counseling</td>
<td>6</td>
<td>Spring/Summer/Fall</td>
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<tr>
<td>BCE 533-920</td>
<td>Work and Disability</td>
<td>3</td>
<td>Spring (from 2019)</td>
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<tr>
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<td>Elective</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>60</strong></td>
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</tbody>
</table>
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>
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<tbody>
<tr>
<td>BCE 616*</td>
<td>Advanced Practicum in Counseling</td>
<td>3</td>
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<tr>
<td>BCE 618*</td>
<td>Advanced Theories in Counseling</td>
<td>3</td>
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<tr>
<td>BCE 619*</td>
<td>Supervision in Counselor Education</td>
<td>3</td>
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<tr>
<td>BCE 625</td>
<td>Doctoral Internship in Counselor Education</td>
<td>18</td>
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<tr>
<td>BCE 635*</td>
<td>Teaching and Scholarship in Counselor Education</td>
<td>3</td>
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<tr>
<td>BCE 636*</td>
<td>Leadership and Advocacy in Counselor Education</td>
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<tr>
<td>BCE 699</td>
<td>Dissertation Research</td>
<td>24</td>
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*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.

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

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<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Completed</th>
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<td>3</td>
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</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**  
(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 |
| ____ | 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 one or two semesters) 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 |

Note: Student can request to take the CRC after completing 75% of coursework. Consult with advisor for details.

NCE can be taken the semester of graduation. Ask advisor for details.
## Checklist and Sequence

**Ed.S. Degree**

(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>
<tr>
<td>() Secured Faculty Advising Prior to Initial Semester of Enrollment</td>
<td></td>
</tr>
<tr>
<td>( ) – Secured Additional and Ongoing Faculty Advising</td>
<td></td>
</tr>
<tr>
<td>( ) – Completed Specific Elements of Graduate Study for Ed.S., including:</td>
<td></td>
</tr>
<tr>
<td>( ) – At least half of courses at 600---level of study</td>
<td></td>
</tr>
<tr>
<td>( ) – Courses “clearly counseling in nature” for LPC (if applicable)</td>
<td></td>
</tr>
<tr>
<td>( ) – Completed BCE 698 – or other advisor approved research course</td>
<td></td>
</tr>
<tr>
<td>( ) – Completed BCE 626 – Readings in Counselor Education</td>
<td></td>
</tr>
<tr>
<td>( ) – Completed BCE 615 – Field Experiences in Counselor Education</td>
<td></td>
</tr>
<tr>
<td>( ) – Removed all “Incomplete” grades from course work (if applicable)</td>
<td></td>
</tr>
<tr>
<td>( ) – Completed “Application for Candidacy” Form for Graduate School</td>
<td></td>
</tr>
<tr>
<td>( ) – Completed “Application to Graduate” found on myBama.</td>
<td></td>
</tr>
<tr>
<td>( ) – Paid fees and Reserved Cap and Gown for Graduation (if applicable)</td>
<td></td>
</tr>
<tr>
<td>( ) – Completed Cumulative Portfolio per Deadline on Annual Academic Schedule</td>
<td></td>
</tr>
<tr>
<td>( ) – Received Official Letter of Successful Completion of Cumulative Portfolio</td>
<td></td>
</tr>
</tbody>
</table>

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Rev. 08.27.2019
# Checklist and Sequence
## 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) upon registering for at least 18-credit doctoral coursework</td>
</tr>
<tr>
<td></td>
<td>Student passes <strong>Preliminary Examination</strong></td>
</tr>
<tr>
<td></td>
<td>Student successfully completes other BCE core content and BER core content graduate courses, specifically (in addition to courses named previously): 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 completes residency requirements</td>
</tr>
<tr>
<td></td>
<td>Student forms <strong>Dissertation Committee</strong></td>
</tr>
<tr>
<td></td>
<td>Student successfully completes all required BCE coursework (15 Hours Total), BCE Advanced Internship (18 Hours), BER coursework (12 to 18 Hours), but excluding Foundation coursework and dissertation credit hours, student develops <strong>Dissertation Prospectus</strong></td>
</tr>
<tr>
<td></td>
<td>Student submits and defends the <strong>Program Portfolio</strong></td>
</tr>
<tr>
<td></td>
<td>Student defends <strong>Dissertation Prospectus</strong></td>
</tr>
<tr>
<td></td>
<td>Student completes all 18 Hours BER Coursework</td>
</tr>
<tr>
<td></td>
<td>Student develops and defends <strong>Dissertation Proposal</strong></td>
</tr>
<tr>
<td></td>
<td>Student applies for Candidacy with the Graduate School</td>
</tr>
</tbody>
</table>
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
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 Form
2. ACA Code of Ethics Agreement
3. Student Handbook Agreement
4. New Student Orientation
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: 

Permanent Email 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: 

__________________________________________________________________________
2. 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.
I acknowledge the Counselor Education Program Handbook contains important information about the programs and expectations, and I understand that I should read and follow the guidelines and policies contained therein.

Furthermore, I accept the terms of the handbook. I also understand that it is my responsibility to comply with the policies contained in this handbook, and any revisions made to it. All such revisions will generally be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. I further agree that if I remain with the BCE following any modifications to the handbook, I thereby accept and agree to such changes.

I have received a copy of the BCE Student Handbook on the date listed below. I understand that I am expected to read the entire handbook. Additionally, I will sign the two copies of this Acknowledgment of Receipt, retain one copy for myself, and return one copy to the CED representative listed below no more than 10 days from the date of this receipt. I understand that this form will be retained in my student file.

______________________________
Student Signature

__________________
Date

______________________________
Student’s Name – Printed

__________________
CWID:
4. New Student Orientation

Before or at the first term of enrollment in the academic unit (BCE), the program provides a new student orientation during which:

1. The student handbook is disseminated and discussed.
2. Students ethical and professional obligations are addressed
3. Students personal growth expectations as counselors-in-training are explained
4. Students eligibility for licensure and/or certification is reviewed

Accordingly, the BCE provides all new students with an orientation evidenced in the New Student Orientation PowerPoint Slides (next page), which are used to guide synchronous and asynchronous orientation meetings.
New Student Orientation
Counselor Education Program (BCE)

THE UNIVERSITY OF ALABAMA

New Student Orientation Contents
1. Important Program Resources
2. Program Faculty & Staff
3. Program Tracks
4. Practicum and Internship
5. Chi Sigma Iota
6. Professional & Ethical Expectations for Students
7. Program Expectations for Students
8. Personal Growth Expectations for Students
9. Licensure/Certification Eligibility
10. Student Handbook Checklist

BCE Accreditation Requirements
New Student Orientation

PLEASE NOTE: According to the Counselor for Accreditation of Counseling & Related Educational Programs (CACREP) Standards, all entrance and doctoral programs are responsible for providing new students with an orientation. (https://www.cacrep.org/section-1-this-learning-environment/

Specifically, CACREP Standard 1. M. states: Before or at the time of
enrollment in the academic unit (BCE), the program minimally provides a
new student orientation involving:
1. The student handbook is disseminated and discussed.
2. Students' ethical and professional obligations are addressed.
3. Students' personal growth expectations as counselors-in-training are explained.
4. Students' eligibility for licensure and/or certification is reviewed.

Program Faculty

Jay Mashburn, Ph.D., Professor
Specialties: Children's Issues, School Counseling, Women in Academia
Email: jmmashburn@ua.edu

George Mangile, Ph.D., Assistant Professor
Specialties: Disabilities & Chronic Illnesses, Psychosocial & Health Issues
Email: gmangile@ua.edu

Junfei Lu, Ph.D., Assistant Professor
Specialties: Marital & Family, Disability, Counseling Competence
Email: jlu27@ua.edu

Ryan Cook, Ph.D., Assistant Professor
Specialties: Clinical Supervision & Judgment, Ethical Decision-Making
Email: rmcook@ua.edu

Counselor Education Program
Important Resources

PLEASE NOTE THAT ALL NEW STUDENTS MUST:

• Become familiar with the BCE Program's website, found here: https://education.ua.edu/programs/bce/


• Become familiar with the BCE Academic Calendar, found here: https://education.ua.edu/wp-content/uploads/2019/03/UA_academic-calendar_2019-2020.pdf

• Become familiar with the BCE Academic Calendar, found here: https://education.ua.edu/wp-content/uploads/2019/03/Counselor-Education-Academic-Calendar.pdf

Program Faculty

Heather J. Fye, Ph.D., Assistant Professor
Specialties: School Counseling, Wellness, Stress, & Burnout
Email: hjfye@ua.edu

Eric Baltrinic, Ph.D., Assistant Professor
Specialties: Counselor Preparation, Teaching & Learning
Email: erbaltrinic@ua.edu

Millie Dawson-Hardy, Ph.D., Clinical Assistant Professor
Specialties: Art Therapy, Play Therapy, & School Counseling
Email: madawsonhardy@ua.edu

Doris Vaughns, Ph.D., Clinical Assistant Professor
Specialties: Anxiety, Depression, Life Transitions
Email: dcvainh@gmail.com

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Program Staff

Faculty
- Darlene Hicks, BCE/BEP Support
  Email: dhicks@ua.edu
  Phone: 205-348-8322
- Suzanne Gibson, BCE Faculty Support
  Email: sgibson@birmingham.edu
  Phone: 205-348-9174
- Michelle Harris, Student Support
  Email: mharris11@ua.edu
  Phone: 205-348-1191

Other new faculty members coming soon!

Program Tracks

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 CMHC degree is 60 hours and meets accreditation criteria of Council for Accreditation of Counseling and Related Educational Programs (CACREP). Please refer to Section II, CMHC in the Student Handbook for more information on Clinical Mental Health Counseling.

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 experientially qualifying them for work at all levels of school counseling. The school counseling degree 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 in the Student Handbook for more information on School Counseling.

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 degree 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 in the Student Handbook for more information on Rehabilitation Counseling.

Educational Specialist in School Counseling (Ed.S.)
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 & 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 degree 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.
Program Track Contact Information
(P. 4 Student Handbook)

- General BCE program inquiries are directed to Dr. Joy Burnham, the BCE Program Coordinator.
- Dr. Ryan Cook and Dr. Eric Battiste work closely with the Clinical Mental Health Counseling (CMHC) degree track. Specific 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. Specific RC inquiries, questions, and advisement should be directed to them.
- Dr. Joy Burnham and Dr. Heather Pye work closely with the SC track. Specific SC inquiries, questions, and advisement should be directed to them.
- Dr. Mike Dawson-Handy works closely with the Educational Specialist (ES) track. Specific ES inquiries, questions, and advisement should be directed to him.
- Dr. Junfei Lu addresses doctoral inquiries. Questions should be directed to him. Specific advisement questions are directed to Program Coordinator, advisors (once established) and committee chairs.

Practicum and Internship
(pp. 16 - 19 in the Student Handbook)

- The curriculum in your program culminates in applied experiences, typically noted as “practicum” or “internship.”
- Students, in consultation with the BCE Practicum Internship Coordinator, will identify appropriate sites for placement.
- Practicum sites must meet BCE approval for to ensure:
  - The site provides needed learning opportunities
  - The site has a qualified site supervisor to monitor the students work onsite
- Add link to manual here:

Chi Sigma Iota

- Background: Chi Sigma Iota is the international honor society of professional counseling and for professional counselors. The mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.
- Eligibility: Graduate students in the Counseling program are eligible to join CSI after one semester of full-time coursework (12 credit hours) and a cumulative GPA of 3.5 or better on a 4.0 system, and recommended for membership by the CSI chapter.

Professional & Ethical Expectations

ACA Code of Ethics Requirement for BCE Students
- Prior to enrollment in the Program in Counselor Education at The University of Alabama, you must (1) read the American Counseling Association (ACA) Code of Ethics, and (2) sign a statement of consent. 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.

Personal/Professional Expectations

All admitted students are reviewed annually for retention and progression purposes and for dispositional fitness along the following criteria:

BCE Program Expectations for Students
- The Counseling Education Program requires of each student to successfully complete the professional practicum experience. This practicum experience is supervised in accordance with the American Counseling Association (ACA) Code of Ethics and all applicable state laws. Failure to comply with the ACA Code of Ethics or to participate in the practicum experience in a manner consistent with the ACA Code of Ethics may result in the student's academic dismissal.

THE UNIVERSITY OF ALABAMA

3/7/19

Rev. 04.06.2019
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:

[Website Link]

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.crcceitication.com
847-944-1325

Licensure & Certification
- National Counselor Examination (NCE) is 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:

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

Licensure & Certification
- 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.abc.als.com (205) 458-8714

New Student Orientation Checklist
1. Read the Student Handbook (SH) carefully
2. Direct questions about content therein to your faculty advisor or other identified BCE advisor
3. Refer to the SH when you have questions about obligations or program procedures
4. Be sure you have completed the Student Handbook Signature Page and returned that to Darlene Hicks.

Thank you for reviewing this orientation material!
Don't forget to complete your ethics consent and student handbook signature pages, and please contact us with any Questions.
BCE RUBRICS

- Faculty Review of Student Performance Form
- BCE Admission Rubrics (Master’s and Doctoral)
- Student Evaluation Action Form
## Faculty Review of Student Performance Form (Revised Fall 2018)

**Program in Counselor Education**

| Name: __________________________ | Program: __________________________ |
| Advisor: __________________________ | Date: __________________________ |

### Part A

#### Academic Skills
- Completion of Assignments
- Class Participation
- Quality of Work
- Attitude
- Attendance
- Punctuality

<table>
<thead>
<tr>
<th>Advanced 4</th>
<th>Target 3</th>
<th>Developing 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Advanced 4</th>
<th>Target 3</th>
<th>Developing 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
</table>

#### Ethical and Professional Behavior
- Ethical Conduct
- Professional Conduct

<table>
<thead>
<tr>
<th>Advanced 4</th>
<th>Target 3</th>
<th>Developing 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Advanced 4</th>
<th>Target 3</th>
<th>Developing 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
</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>
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</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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</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>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Disposition 3</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Disposition 4</strong></td>
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<td></td>
</tr>
<tr>
<td>Reflective Practice</td>
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<td></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 Master’s Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Does not meet requirements</th>
<th>Meets minimum requirements</th>
<th>Exceeds requirements</th>
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<td>GRE/MAT</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>GPA (3.0 or higher)</td>
<td>0</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Reference 1</td>
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<td>Reference 2</td>
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<td>Reference 3</td>
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<td>Statement of Purpose/Goals</td>
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<td>Interview Q1</td>
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<td>Interview Q3</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>Interview Q4</td>
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<tr>
<td>Total Score</td>
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Decision: ____ Admit    ____ Reject
## BCE Admission Doctoral 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>
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</thead>
<tbody>
<tr>
<td>GRE/MAT (300/50th percentile) (Aptitude for Doctoral Study; CACREP 6.A.3a)</td>
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<tr>
<td>GPA (3.0 or higher) (Aptitude for Doctoral Study; CACREP 6.A.3a)</td>
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<td>(A.3.b) previous professional experience,</td>
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<td>(A.3c) fitness for the profession, including self-awareness and emotional stability,</td>
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<td>(A3d) oral and written communication skills,</td>
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<td>(A3e) cultural sensitivity and awareness</td>
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<td>(A3f) potential for scholarship, professional leadership, and advocacy are ranked as part of the interview process.</td>
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<tr>
<td>Reference 1</td>
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<td>Reference 2</td>
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<td>Reference 3</td>
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<tr>
<td>Statement of Purpose/Goals (Relevance of career goals; CACREP 1.L.1)</td>
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<tr>
<td>Doctoral interview questions</td>
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<tr>
<td>1. How would you describe the process of your counseling? (This question is intended to prompt a clear, concise statement of your</td>
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</table>
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?

<table>
<thead>
<tr>
<th>Total Score</th>
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<tbody>
<tr>
<td>Decision: ___Admit ___Reject</td>
</tr>
</tbody>
</table>

Rev. 04.06.2019
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. 04.06.2019