



Counseling Student Handbook

Auburn Montgomery

College of Education

Department of Counselor, Leadership and Special Education

January 2026

Your AUM Counseling Faculty



Dr. Paul F. Hard, LPC-S, NCC
Department Chair of Counseling,
Leadership & Special Education



Dr Ashley Brown, LPC, NCC
Assistant Professor of Counseling



Dr Eric Darch, NCC, NCSC
Associate Professor of Counseling



Dr Yuh-Jen Guo, LPC, RPT
Associate Professor of Counseling

TABLE OF CONTENTS

Area Description	3
Master of Education Degree	3
Education Specialist Degree.	3
Education Doctorate Degree	4
Ethical Standards	4
Area Mission, Philosophy, Purpose and Objectives	5
Area Mission Statement	5
Area Philosophy and Purpose	5
Area Objectives	6
Specific Program Information	6
School Counseling Mission	7
School Counseling Program Philosophy and Purpose	7
School Counseling Program Objectives	7
School Counseling Minimum Requirements	8
Sequence of Courses for School Counseling Students.	9
Master Schedule for the School Counseling Program	10
Plan of Study for Master of Education: School Counseling	11
Summary of Practicum Requirements for School Counseling Students.	13
School Counseling Practicum Hourly Breakdown	14
Internships in School Counseling	14
Continuity of School Counseling Internships	15
School Counseling Internship Hourly Breakdown	15
Clinical Mental Health Counseling Mission	15
Clinical Mental Health Counseling Program Philosophy and Purpose	16
Clinical Mental Health Counseling Program Objectives	16
Clinical Mental Health Counseling Minimum Degree Requirements	17
Sequence of Courses for Clinical Mental Health Counseling Students	17
Master Schedule for the Clinical Mental Health Counseling Program	18
Plan of Study for Master’s Degree in Clinical Mental Health Counseling	19
Summary of Practicum Requirements for Clinical Mental Health Counseling	20
Clinical Mental Health Counseling Practicum Hourly Breakdown	21
Internships in Clinical Mental Health Counseling	21
Continuity of Clinical Mental Health Counseling Internships	22
Clinical Mental Health Counseling Internship Hourly Breakdown	22
Licensure and Certification	23
Licensure in Alabama	23
National Certification	23
Alabama School Counselor Certification	24
Description of Courses: Counselor Education (ECED)	24
Faculty	25
Application and Admission	25
Admission to Auburn Montgomery Graduate Programs.	25
Graduate School Policies and Practices in the School of Education	26
Graduate Advising in the College of Education	27

Admission to the Counselor Education Area.	27
Helpful Information .	28
New Student Orientation & DEI Value Statement.	28
Professional Organizations .	28
Endorsement Policy .	29
Student Diversity Recruitment Policy	30
Program for Students with Disabilities	30
Harassment and Discrimination .	30
Financial Assistance .	31
Computer Access and Use .	31
Campus Email .	32
Current Contact Information .	32
KPI's & LiveText .	32
Progress Reviews, Remediation, Retention, and Dismissal .	32
Progress Reviews .	33
Expectations of Students .	33
Assessment Procedures & Timeframes .	35
Remediation .	36
Voluntary Resignation .	40
Retention .	40
Dismissal .	40
Dismissal Determined by University Policy .	41
Dismissal Determined by the School of Education Policy.	41
Dismissal Determined by the Area of Counselor Education .	42
Appeals of Dismissal. .	42
Grade Appeals .	43
Appendix A: ACA Code of Ethics .	45
Appendix B: ASCA Code of Ethics. .	46
Appendix C: Admission Requirements for Counselor Education Master's Degree	47
Appendix D: Progress Monitoring Sheet .	49
Appendix E: Resources and Events for Counselors .	50
Appendix F: Faculty Review of Student Performance .	51
Appendix G: Remediation Contract. .	52
Appendix H: COE Grievance Procedures .	53
Appendix I: Procedure for Licensure in Alabama .	54
Appendix J: Disclosure Statement Counselor Education .	56
Appendix K: Traditional & Expanded Options for the School Counseling Master	57
Appendix L: Admission Requirements for Counseling Education Specialist (Ed.S.)	58
Appendix M: Minimum Admission Guidelines .	59
Appendix N: Master Schedule for the Counseling Program (all degrees & tracks)	61

Area Description

The skills and theories learned in Auburn Montgomery's Counselor Education area are applicable to a variety of professional situations. Consequently, Auburn Montgomery attempts to provide training for those who wish to engage in school-related counseling and those who wish to engage in counseling in agency, private practice, higher education, or nontraditional settings. The two basic options are the Master's and Education Specialist degree programs in School Counseling and Clinical Mental Health Counseling in the Area of Counselor Education.

Master's Degree in Counseling

The Master's in Counseling is a program accommodating either full-time or part-time students. The Clinical Mental Health Counseling (M.A. or M.Ed. *some tracks*) and the School Counseling (M.Ed.) degrees both require 60 semester credit hours. Both programs prepare students for endorsement and practice in their respective fields of preparation. The 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. Students entering the School Counseling Program must have a foundation course in special education. If this course has not been taken previously, students must take it as part of their 60 credit hours for the counseling program. Students will complete practicum and internships in settings related to their degree programs.

Education Specialist Degree

The Education Specialist (Ed.S.) degrees in counseling are 30 credit-hour programs of study. The Educational Specialist degree in Counselor Education is designed to prepare graduates to pursue advanced practice and/or administrative opportunities in counseling and

related settings. Specific foci of the curriculum are in practice, research, and consultation.

Students pursuing an EdS in Clinical Mental Health Counseling must have a Master's degree in a counseling related field that is eligible for a license in clinical mental health practice. Students pursuing an EdS in School Counseling must possess a Master's degree in School Counseling and be eligible for an A-level certification in school counseling from Alabama Department of Education. Because of the many diverse counseling situations potentially available to graduates of this program, flexibility in coursework is permissible at the EdS level. Students should consult the Office of Graduate Studies to plan specific programs to meet their particular needs. Further discussion on graduate study and matriculation in the program is noted in the "Application and Admission" and "Progress Reviews" sections of this handbook as well as Appendix L:

Admission Requirements for the Educational Specialist Degree.

Education Doctorate Degree

For information on the *Education Doctorate in Instructional Systems and Learning Sciences: Counselor Education and Supervision* see the "Doctor of Education (Ed.D.) in Instructional Systems and Learning Sciences Handbook."

Ethical Standards

All students in counseling programs are expected to become familiar with the ethical standards of the American Counseling Association in their first semester in the program. Students will be introduced to the ethical code at the New Student Orientation meeting and provided information on where to access the ethics code. Faculty will refer to the counseling ethics code in all courses. The disclosure statement (Appendix J), which includes adherence to the code of ethics, signed by the first semester in the program, will be subject to review during the *Faculty Review of Student Performance* (Appendix F) each fall and spring semester. Any

misrepresentation on the disclosure statement could result in a delay of the start of field experience, remediation, or dismissal from the program of study. Appeals of such decisions are discussed in detail in the “Progress Reviews, Remediation, Retention, and Dismissal” section of this handbook.

Area Mission, Philosophy, Purpose and Objectives

Area Mission Statement

The mission of the Counselor Education Area at Auburn Montgomery is to prepare graduate students primarily from central Alabama and the surrounding area for success as reflective, competent, and committed counselors in a challenging and nurturing academic and experiential learning environment. Graduates will be expected to exhibit high levels of self-awareness, ethical behavior, skills to effect positive client change, and the personal characteristics of caring and empathic helpers. Graduates will ultimately be expected to help improve the quality of life of a diverse public they will serve and be dedicated to the improvement of their communities by being committed to lifelong learning and professional development necessary to meet the counseling needs of a dynamic and changing society.

Area Philosophy and Purpose

The purpose of the Auburn Montgomery Counselor Education Area is to provide quality instruction, experiential learning, research and service opportunities for students enrolled in its programs. Students are encouraged to embrace a sense of mission, vision and values that will enhance their ability to work effectively with others in the helping process. The area philosophy embraces a firm belief in the individual’s worth and dignity. Area faculty in Counselor Education seek to offer aspiring counselors opportunities to grow and develop to their full potential and to promote this attitude as the foundation for their professional service to others.

Area Objectives

The objectives for the Auburn Montgomery Counselor Education area are to:

1. Recruit and select qualified graduate students with appropriate attention given to the inclusion of candidates from diverse and under-served populations;
2. Offer a graduate curriculum which reflects the preparation standards of the profession as described by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP);
3. Educate graduate level counselors in the knowledge, skills, attitudes, philosophical orientation, and technological applications to facilitate their working effectively with diverse populations;
4. Provide specialized programs for the preparation of professional counselors to work in a wide variety of public and private educational and human services settings;
5. Collaborate with schools and human service agencies in planning and evaluating the counselor education program, and in providing experiential opportunities for the counseling students;
6. Provide counseling students with research skills appropriate for their preparation level, and instill a commitment to the pursuit of scholarly research;
7. Provide students with a framework in professional, ethical, and legal issues related to counseling;
8. Help students develop a strong professional counseling identity by promoting student knowledge of professional associations and appreciation of the importance and value of active involvement;
9. Assist graduates and potential employers in the identification of appropriate placement opportunities; and
10. Maintain a systematic, comprehensive and integrated plan of program evaluation.

Specific Program Information

Two programs are offered in the Area of Counselor Education, School counseling and Clinical Mental Health counseling. Both programs offer a Master's, Education Specialist, and a Doctoral degree. In addition to the broader area mission and objectives presented above, program missions and objectives that follow are specific to School counseling or Clinical Mental

Health counseling. School and Clinical Mental Health missions and objectives are designed to correspond with the competency requirements of students' respective practice sites and to comply with the endorsement policy of the area.

School Counseling Mission

The mission of the Auburn Montgomery school counseling program is to prepare competent, committed and reflective graduate students to be K-12 school counselors who promote the academic, career and personal/social development of diverse populations of school aged youth. The purpose is to train the graduate students to plan and implement a comprehensive developmental school counseling and guidance program that fosters social interest and prepares youth to become contributing members of society.

School Counseling Program Philosophy and Purpose

Fundamental to the school counseling preparation program at Auburn Montgomery is the belief that school counseling is an integral part of the total school function. School counselors help students achieve success through classroom guidance, individual and group counseling, and consultation with parents, teachers, and administrators, as well as community and professional stakeholders. Because a school counseling and guidance program is an integral part of the total school program, school counselors must be competent in building system support and collaborating with all school personnel and professionals outside the school. School counselors also advocate for students' educational needs and work to remove systemic barriers to academic success.

School Counseling Program Objectives

In addition to the objectives for all Auburn Montgomery counseling students, graduates of the school counseling program will be able to:

1. Clearly define and describe the role and functions of a school counselor at all grade levels;

2. Plan, implement and evaluate a comprehensive school counseling and guidance program that includes classroom guidance, individual planning, responsive services and system support;
3. Select developmentally appropriate preventive and responsive interventions for students of varying ages and abilities;
4. Consult with parents, teachers, administrators, school personnel and community agency professionals to plan and coordinate interventions for students;
5. Plan and implement a comprehensive K-12 career development program;
6. Build system support for a comprehensive developmental counseling and guidance program that addresses the needs of a diverse student population; and
7. Advocate within the school and community to remove barriers to success and act on the behalf of students.

School Counseling Minimum Degree Requirements

Each student must maintain a 3.0 GPA while completing the 60-semester hour curriculum for the Master of Education degree or Class A certification in School Counseling, which is noted later in this section of the *Counseling Student Handbook*. Additionally, each student must have a satisfactory performance on the Praxis examination for School Counselors, which is discussed in Appendix K of the *Counseling Student Handbook*. Students who have an Alabama teaching certificate and two years of verified experience and who are applying for initial certification must submit a passing score on the appropriate Praxis exam. Students who do not have the above certificate and experience must also pass the National Certified Counselor Examination (NCE) before applying for certification from the Alabama State Department of Education (ALSDE). If these examinations are not accomplished before graduation, the student is responsible for submitting the documentation for certification to the ALSDE within five (5) years of graduation.

In compliance with the regulations of the ALSDE, those individuals who intend to function in a public-school setting in Alabama must have or qualify for certification as a teacher and present evidence of at least two years of satisfactory educational experience or enroll under the expanded option (see Appendix K). Before the student graduates, this experience must be documented on the Supplement EXP form available from the Certification Office (Room 301) in the College of Education or the State of Alabama Department of Education Teacher Education and Certification Office. The student must send the form to the school system in which the two years of experience was obtained. The system will complete the form, notarize it and send it to the address on the front of the form. If the experience was completed outside Alabama, the applicant will request that state's equivalent to the Alabama EXP form. Applicants with a teaching certificate from another state must apply for an Alabama Teaching Certificate. States often, but not always, have reciprocity agreements with ALSDE.

In addition, before placement in practicum, School Counseling Program students must comply with security regulations established by the ALSDE which include fingerprinting and a background check, unless certified before July 1, 1997. Any changes in the regulations of the ALSDE will become effective in the school counseling program when they are published. Since Auburn Montgomery recommends to the state that the student qualifies for certification, Auburn Montgomery counseling students must earn a letter grade of B or higher in all practicum and internships before a recommendation for certification will be made by the certification officer of the College of Education.

Sequence of Courses for School Counseling Students

School counselors should take the prerequisite courses for practicum at the first opportunity. This will avoid delay in starting practicum and completion of the program.

Practicum, Internship I, and Internship II must be taken in this order and cannot be taken in the same term. Thus, school counseling students will start practicum at least one year before they graduate. Students in practicum, or Internships I and II must attend group and site supervision the full semester. They must also continue their site placements for the full semester. Students are advised that it is often difficult to obtain the number of direct hours in the required settings in the summer term. Therefore, some students elect to accomplish practicum and both internships only in fall and spring semesters when K-12 schools are in session. Unless a student can complete the practicum or internship during summer school, year-round school, or similar setting, school counseling students should carefully consider not attempting practicum or internships in the summer.

Master Schedule for the School Counseling Program

Students may enter the Area of Counselor Education in any semester. Schedule examples for completing any of the degrees offered in counseling have been developed to assist students in their academic planning (see Appendix N). This schedule indicates when course offerings may be expected. The model plans of study are based upon a two and three course load per term. Elective courses are never used to satisfy required core curriculum content. The *Progress Monitoring Sheet* (Appendix D) lists the prerequisites for practicum and courses that may be taken simultaneous with field placements. To avoid delay in graduating, students should pay close attention to these documents and consult with their advisor. Students are strongly advised to devise a plan in coordination with their advisor. Deviations from their approved plan is the responsibility of the student and they are strongly discouraged as this will create difficulty in completing the course of study in the preferred amount of time.

School Counseling Plan of Study



COLLEGE OF EDUCATION

- Traditional Route
 Expanded/CACREP Option

PLAN OF STUDY - Class A Level (Master's)

School Counseling Master's (M.Ed)

Student Name: _____
 Student Email: _____

S# _____

Advisor: _____
 Email: _____

COURSE	SEM HRS	GRADE	SEM/TERM	SCHEDULE TYPE	SEMESTER OFFERED/NOTES
Instructional Support Area					
ECED 5950 Orientation to Clinical Experiences <i>(Required in the first or second semester)</i>	0			Lecture once	Every semester
ECED 6220 Professional Orientation to School Counseling <i>(Before Practicum) (NCE 1/2)</i>	3			Lecture Hybrid – Full semester	Fall <input type="checkbox"/> NCE
ECED 6230 Ethical & Legal Issues in Counseling <i>(Before Practicum) (NCE 2/2)</i>	3			Lecture – Full semester	Summer <input type="checkbox"/> NCE
ECED 6260 Career Development and Vocational Assessment <i>(Before Practicum)</i>	3			Lecture – Full semester	Spring <input type="checkbox"/> NCE
ECED 6270 Counseling Diverse Populations <i>(Before Practicum)</i>	3			Lecture – SP Hybrid - SU	Fall <input type="checkbox"/> NCE
ECED 6280 Helping Relationships: Theory & Practice 1 <i>(Before Practicum) (NCE 1/2)</i>	3			Lecture – Full semester	Fall <input type="checkbox"/> NCE
ECED 6290 Counseling Theory & Practice II <i>(Before Practicum) (NCE 2/2)</i>	3			Lecture – Full semester	Spring <input type="checkbox"/> NCE
ECED 6300 Group Dynamics and Procedures in Counseling <i>(Before Internship I)</i>	3			Lecture – Full semester	Spring <input type="checkbox"/> NCE
ECED 6320 School Counseling Consultation <i>(Before Internship II) (NCE 1/2a)</i>	3			Hybrid – Full semester	Spring <input type="checkbox"/> NCE
ECED 6330 Individual and Group Appraisal	3			Lecture – Full semester	Fall <input type="checkbox"/> NCE
ECED 6350 Human Growth & Development	3			Online – Full semester	Fall <input type="checkbox"/> NCE
ECED 6390 Program Planning for School Counseling (NCE 2/2a)	3			online-Full semester	Spring <input type="checkbox"/> NCE
ECED 6510 School Crisis Plans	3			Online- Full Semester	Fall
ECED 6560 Research and Evaluation in Counseling Programs	3			Online – Half semester	Spring <input type="checkbox"/> NCE
Check Point: Minimum GPA of 3.0 required to enroll in Practicum and Internships satisfied (Circle <u>One</u>) Yes No					
Additional Courses (Advisor Approved Graduate Level Elective)					
ECED Elective	3				
ECED Elective	3				
ECED Elective	3				
Survey of Special Education - Required if not previously taken at the Undergraduate level					
ESPE 6100 Students with Special Needs <i>(CACREP/Expanded Option)</i> OR another Counseling elective if previously taken <i>(Traditional)</i>	3			Online Hybrid – 1 st half	Spring & Fall online
Practicum / Internship / Praxis / National Counselor Exam (NCE)					
ECED 6914 Practicum in Counseling (100 hours of field experience with 40 hours of direct client service)	3				Every semester
ECED 6924 Counseling Internship I* <i>(Pre-requisite ECED 6914)</i>	3				Every semester
Praxis - <i>During or after Practicum, required to graduate</i>					
<input type="checkbox"/> NCE <i>(CACREP / Expanded Option only - required for School Counseling certification, take during or after Practicum)</i>					NCE: Spring or Fall
ECED 6925 Counseling Internship II* <i>(Pre-requisite ECED 6924)</i>	3				Every semester

A minimum of 60 semester hours and an overall GPA of at least 3.25 are required for graduation and certification.

***School Counseling Students must complete no less than 30 hrs. before starting practicum unless provided special departmental approval

Notes: May not take any course that was used for prior level certification or degree in any teaching field or area of instructional support and may not take a course for both undergraduate and graduate credit.

Note: You must apply for certification through the College of Education Certification Office (Room 301 in the Education building) when you complete your program.

Counseling is a specialized profession that requires the ability to relate effectively to others and demonstrate academic competence. Because of the special nature of this program, the Counseling faculty reserves the right to making binding decisions regarding the suitability of a student wishing to enroll in practicum and internships.

COURSE	SEM HRS	SCHEDULE TYPE	SEMESTER OFFERED/NOTES
ECED 6130 Introduction to Play Therapy	3	Lecture – Full semester	Fall*
ECED 6140 Advanced Play Therapy	3	Lecture – Full semester	Spring*
ECED 6250 Cultural Issues of Families in Distress	3	Online – Full semester	Fall
ECED 6340 Counseling Children & Adolescents	3	Online – Full semester	Spring*
ECED 6360 Assessment & Diagnosis of Abnormal Behavior	3	Hybrid – Full semester	Fall
ECED 6370 Addictions Counseling	3	Online – 1 st half	Summer
ECED 6380 Disaster and Crisis Intervention	3	Online – Full semester	Spring
ECED 6410 Systemic Couples and Family Counseling	3	Online – Full semester	Spring
ECED 6420 Counseling Older Adults	3	Lecture – Full semester	Summer*
ECED 6430 Creative Arts in Counseling	3	Lecture – Full semester	Summer
ECED 6440: Human Sexuality and Mental Health	3	Online – Full semester	Fall
ECED 6902 Studies in Counselor Education	3	Lecture – Full semester	Spring
ECED 6923 Counseling Leadership	3	Lecture – Full semester	Fall
ECED 6952 Seminar in Counseling (Departmental approval)	3	Lecture – Full semester	Fall / Summer

*Classes noted with the asterisk are "optional" and will be offered if regular faculty classes make. **PRN classes** may be offered when the interest is sufficient for the class to make.

NCE - Classes marked as NCE are included in the 8 content areas required to take the National Counselor Exam. (Required for the Expanded or CACREP Track. Optional for the Traditional track.) Courses marked **NCE 1/2** and **NCE 2/2** combine to make up one content area. Students may apply to take the NCE when they have completed 6 content areas and are enrolled in the final 2.

ALSDE 8-3-2017
Revised October 13, 2024

Summary of Practicum Requirements for School Counseling Students

Students must complete a total of 100 clock hours in practicum-related activities, 40 of which must include direct work with students. Ten of the 40 hours of direct contact time must be with groups. Counseling practicum students may complete more than 10 hours in groups, but no less. Classroom guidance and psycho-educational groups count as group hours. However, groups may not count for more than half of the direct hours.

Individual supervision includes meeting with one's site supervisor and university supervisor to discuss client issues and individual or group counseling processes. Site supervisors help practicum and internship students learn site procedures, methods of keeping client records and protocols for working with other counselors and supervisors at the site. Site supervisors also help counseling students learn about client problems and how these problems are addressed.

Practicum students must receive 1.5 hours of group clinical supervision a week from the university supervisor during the fall and spring semesters. During the summer term, three hours of group clinical supervision is required weekly. In addition to the group clinical supervision, each practicum student must receive an additional hour each week in individual or triadic clinical supervision from the university supervisor.

School counseling practicum and internship hours differ from Clinical Mental Health counseling hours in that the school counseling students must gain experience in both elementary and secondary school settings, except when a middle school meets the criteria for both. The university clinical supervisor will make a determination concerning the use of hours in a middle school. Some school systems require specific procedures for placement in the system, so attendance at the practicum meeting before enrolling in practicum is especially important. The

experiential requirement comes from the ADOE and governs the certification process for graduates seeking to become certified as school counselors by ADOE.

School Counseling Practicum Hourly Breakdown

The breakdown in hours for the school counseling practicum is as follows:

15 more or less hours	Counseling elementary students on an individual basis
<u>5 or more hours</u>	<u>Counseling groups of elementary students</u>
20 hours total	Direct contact with students

15 more or less hours	Counseling secondary students on an individual basis
<u>5 or more hours</u>	<u>Counseling groups of secondary students</u>
20 hours total	Direct contact with students

1 hour per week	Supervision with university supervisor
1.5 hours per week	Group supervision with university supervisor
1 hour more or less	Supervision with site supervisor
<u>41-60 hours</u>	<u>Other counseling related activities</u>
60 hours total	Supervision and other related activities

This results in:

40 hours	Direct contact
<u>60 hours</u>	<u>Supervision and indirect activities</u>
100 hours	Total hours for the course

Internships in School Counseling

The two internships require a combined total of 600 hours, 120 of which must be in direct contact with students. Of the 120 direct contact hours, 40 hours should be spent in group activities. Internship students spend 1.5 hours each week in group clinical supervision with the university supervisor during the fall and spring semesters, and three hours a week during the summer term. Individual supervision in the internships differs from the individual supervision in the practicum. The site supervisor usually provides the additional one hour of individual or triadic supervision throughout the internship. The internship experience requires a total of six hundred hours (600) and is taken as two courses over two terms.

Continuity of School Counseling Internships

Internships follow the practicum and may be continued at the same sites. School counselors must have two approved sites each term or a middle school placement. Sites must be approved by the Clinical Coordinator and the College of Education Certification Officer. For more detailed discussion of the supervised experiences in the practicum and internship, see the *Clinical Experiences Handbook: School Counseling and Clinical Mental Health Counseling*.

School Counseling Internship Hourly Breakdown

The breakdown in hours for each internship in school counseling is as follows*:

80 more or less hours	Counseling students on an individual basis
<u>40 or more hours</u>	<u>Counseling groups of students</u>
120 total hours	Direct contact with students
1.5 hours per week	Group supervision with university supervisor
1 hour per week	Supervision with site supervisor
<u>Up to 180 hours</u>	<u>Indirect counseling related activities</u>
180 total hours	Supervision and indirect activities

This results in:

120 hours	Direct contact with students
<u>180 hours</u>	<u>Supervision and indirect activities</u>
300 hours	Total hours for the course

*Each student should have experiences in both elementary and secondary school settings. This may be accomplished in a variety of ways. Each student must consult with the university supervisor for the breakdown of hours between the two sites.

Clinical Mental Health Counseling Mission

The mission of the Auburn Montgomery Clinical Mental Health counseling program is to prepare graduate students for practice with diverse populations in public and private mental health and related human service settings. The curriculum features coursework in the foundations of counseling as well as applied experience in, but not limited to, specialty areas such as family

counseling, addictions counseling, victimization, gerontological counseling, play therapy, and the use of creative arts in counseling.

Clinical Mental Health Counseling Program Philosophy and Purpose

Basic to the Auburn Montgomery Clinical Mental Health counseling philosophy is the belief that Clinical Mental Health counselors are competent, reflective and committed professionals who provide appraisal, individual and group counseling, and consulting within their limits of expertise. Clinical Mental Health counselors provide comprehensive services by building cooperative and collaborative partnerships with other human service providers and by referral to other sources of help as needed. Advocacy within the profession and Clinical Mental Health is also an essential part of the role of caring and empathic Clinical Mental Health counselors.

Clinical Mental Health Counseling Program Objectives

In addition to the objectives for all Auburn Montgomery counseling students, graduates of the Clinical Mental Health counseling program will be able to:

1. Clearly define and describe the roles of Clinical Mental Health counselors in various practice settings and the relationships between counselors and other professionals in these settings;
2. Demonstrate an understanding of the professional, ethical and legal considerations specifically related to the practice of Clinical Mental Health counseling;
3. Identify general principles of community intervention, consultation, education and outreach, and the characteristics of public, private and volunteer programs and networks in local communities;
4. Develop strategies for needs assessment to design, implement, and evaluate Clinical Mental Health counseling interventions, programs and systems;
5. Describe characteristics of individuals and communities served by a variety of providers that offer Clinical Mental Health counseling services;

6. Implement principles of program development and service delivery for diverse clientele;
7. Utilize models and principles of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses using current diagnostic tools and implementing counseling plans;
8. Apply appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches;
9. Facilitate client understanding of and access to community resources; and
10. Develop effective strategies for client advocacy in public policy and other matters of equity and accessibility.

Clinical Mental Health Counseling Minimum Degree Requirements

Each student must maintain a 3.0 GPA while completing the 60-semester hour curriculum in Clinical Mental Health Counseling for the Master of Arts degree, which is noted later in this section of the *Counseling Student Handbook*. Additionally, the student must demonstrate competence in the field by obtaining a passing score on the AUM Comprehensive Exam or an acceptable score on the Counselor Preparation Comprehensive Examination (CPCE). The CPCE must be taken at the student's expense and is required as a part of the comprehensive examination for Clinical Mental Health counseling students. Likewise, the candidate must demonstrate successful field experiences at both the practicum and internship placement sites. Students must also abide by requirements of comportment appropriate to the counseling profession, professional conduct, and adherence to the area's retention policies.

Sequence of Courses for Clinical Mental Health Counseling Students

Clinical Mental Health counseling students should take the prerequisite courses for practicum at the first opportunity. This will avoid delay in starting practicum and completion of the program. Practicum, Internship I, and Internship II must be taken in this order and cannot be

taken in the same term. Thus, Clinical Mental Health counseling students will start practicum at least one year before graduation. For Practicum, Internship I, and Internship II, students must attend group supervision and serve their site placements for the full semester of their placements. Students are advised that it is often difficult to obtain the number of direct hours in the summer term. Therefore, some students elect to accomplish practicum and both internships only in fall and spring semesters. Unless students can complete the practicum or internship during summer, they should carefully consider not attempting practicum or internships during this term. While not required, it is recommended that ECED 6360, *Assessment & Diagnosis of Abnormal Behavior* be taken prior to practicum placement.

Master Schedule for the Clinical Mental Health Counseling Program

Students may enter the Area of Counselor Education in any semester. Schedule examples for completing any of the degrees offered in counseling have been developed to assist students in their academic planning (see Appendix N). This schedule indicates when course offerings may be expected. The model plans of study are based upon a two and three course load per term. Elective courses are never used to satisfy required core curriculum content. The *Progress Monitoring Sheet* (Appendix D) lists the prerequisites for practicum and courses that may be taken simultaneous with field placements. To avoid delay in graduating, students should pay close attention to these documents and consult with their advisor. Students are strongly advised to devise a plan in coordination with their advisor. Deviations from their approved plan is the responsibility of the student and they are strongly discouraged as this will create difficulty in completing the course of study in the preferred amount of time.



COLLEGE OF EDUCATION

PLAN OF STUDY - Class A Level (Master's)

Clinical Mental Health Counseling Master's (M.A.)

Student: _____

Advisor: _____

S#: _____

Email: _____

COURSE	SEM HRS	GRADE	SEM/TERM	SCHEDULE TYPE	SEMESTER OFFERED/NOTES
Core Courses - 18 courses required					
ECED 5950 Orientation to Clinical Experiences <i>(Required in the first or second semester)</i>	0			Lecture once	Every semester
ECED 6240 Professional Orientation to Clinical Mental Health Counseling <i>(Pre-requisite for Practicum) (NCE 1/2)</i>	3			Online – Full semester	Summer <input type="checkbox"/> NCE
ECED 6230 Ethical & Legal Issues in Counseling <i>(Pre-requisite for Practicum) (NCE 2/2)</i>	3			Lecture – Full semester	Summer <input type="checkbox"/> NCE
ECED 6260 Career Development and Vocational Assessment <i>(Must be taken prior to Practicum)</i>	3			Lecture – Full semester	Spring <input type="checkbox"/> NCE
ECED 6270 Counseling Diverse Populations <i>(Pre-requisite for Practicum)</i>	3			Lecture or hyb – Full semester	Fall <input type="checkbox"/> NCE
ECED 6280 Helping Relationships: Theory & Practice I (NCE 1/2) <i>(Pre-requisite for Practicum)</i>	3			Lecture or hyb – Full semester	Fall <input type="checkbox"/> NCE
ECED 6290 Counseling Theory & Practice II (NCE 2/2) <i>(Pre-requisite for Practicum)</i>	3			Lecture – Full semester	Spring <input type="checkbox"/> NCE
ECED 6300 Group Dynamics and Procedures in Counseling <i>(Must be taken prior to Internship I)</i>	3			Lecture – Full semester	Spring <input type="checkbox"/> NCE
ECED 6310 Clinical Consultation, Supervision, and Program Planning	3			Lecture - Full semester	Fall <input type="checkbox"/> NCE
ECED 6330 Individual and Group Appraisal	3			Lecture – Full semester	Fall <input type="checkbox"/> NCE
ECED 6350 Human Growth and Development (NCE 1/2)	3			Online – Full semester	Fall <input type="checkbox"/> NCE
ECED 6360 Assessment and Diagnosis of Abnormal Behavior (NCE 2/2)	3			Lecture - Full semester	Fall <input type="checkbox"/> NCE
ECED 6370 Addictions Counseling	3			Online – Full semester	Summer
ECED 6380 Disaster and Crisis Intervention	3			Online – Full semester	Spring
ECED 6410 Systemic Couples and Family Counseling <i>(Pre-requisite for Practicum)</i>	3			Online – Full semester	Spring
ECED 6560 Research and Evaluation in Counseling Programs	3			Online – Half semester	Spring <input type="checkbox"/> NCE
Check Point: Minimum GPA of 3.0 required to enroll in Practicum and Internships satisfied (Circle One) Yes No					
ECED 6914 Practicum in Counseling <i>(100 hours of field experience with 40 hours of direct client service)</i>	3				Every semester
ECED 6924 Counseling Internship I*	3				Every semester
ECED 6925 Counseling Internship II <i>*Both Internships will comprise 600 clock hours of field experience with 240 hours of direct client service</i>	3				Every semester
ECED 7982 Master's Comprehensive Exam <i>(May be taken during either Internship)</i>	0				Every semester
Approved Electives – 2 courses required <i>(See attached list)</i>					
ECED Elective	3				
ECED Elective	3				

A minimum of 60 semester hours and an overall GPA of at least 3.0 are required for graduation. Counseling is a specialized profession that requires the ability to relate effectively to others and demonstrate academic competence. Because of the special nature of this program, the Counseling faculty reserves the right to making binding decisions regarding the suitability of a student wishing to enroll in practicum and internships.

APPROVED ELECTIVES

COURSE	SEM HRS	GRADE	SEM/TERM	SCHEDULE TYPE	SEMESTER OFFERED/NOTES
Approved ECED Electives					
ECED 6130 Introduction to Play Therapy	3			Lecture – Full semester	Fall*
ECED 6140 Advanced Play Therapy	3			Lecture – Full semester	Spring*
ECED 6180 Introduction to Rehabilitation Counseling	3			Lecture – Full semester	PRN
ECED 6250 Cultural Issues of Families in Distress	3			Online – Full semester	Fall
ECED 6340 Counseling Children & Adolescents	3			Online – Full semester	Spring*
ECED 6420 Counseling Older Adults	3			Lecture – Full semester	Summer*
ECED 6430 Creative Arts in Counseling	3			Lecture – Full semester	Summer*
ECED 6440: Human Sexuality and Mental Health	3			Online – Fall semester	Fall
ECED 6510 School Crisis Plans	3			Lecture – Full semester	Fall
ECED 6902 Studies in Counselor Education (<i>Departmental approval</i>)	3			Lecture – Full semester	Spring
ECED 6923 Counseling Leadership	3			Online – Full semester	Fall
ECED 6952 Seminar in Counseling (<i>Can take 2 times</i>) (<i>Departmental approval</i>)	3			Lecture – Full semester	Fall / Summer

*Classes noted with the asterisk are “optional” and will be offered if regular faculty classes make. **PRN classes** may be offered when the interest is sufficient for the class to make.

☐ NCE - Classes marked as NCE are included in the 8 content areas required to take the National Counselor Exam. Courses marked **NCE 1/2** and **NCE 2/2** combine to make up one content area. Students may apply to take the NCE when they have completed 6 content areas and are enrolled in the final 2.

Rev. 3-4-2024

Summary of Practicum Requirements for Clinical Mental Health Counseling Students

Students must spend a total of 100 clock hours in practicum-related activities, 40 of which must include direct work with clients. Ten of the 40 direct hours must be with groups. Counseling practicum students may complete more than 10 hours in groups, but no less. Psychoeducational groups count as group hours.

Individual supervision includes meeting with one’s site supervisor or university supervisor to discuss client issues and the individual or group counseling process. Site supervisors help the counseling student learn site procedures, methods of keeping client records and protocols for working with other counselors and supervisors at the site. Site supervisors also help students learn about client problems and how these problems are addressed.

Clinical Mental Health Counseling Practicum Hourly Breakdown

The breakdown in hours for the Clinical Mental Health counseling practicum is as follows:

30 more or less hours	Counseling clients on an individual basis
<u>10 or more hours</u>	<u>Counseling groups of clients</u>
40 hours total	Direct contact with clients
1 hour per week	Supervision with university supervisor
1.5 hours per week	Group supervision with university supervisor
1 hour more or less	Supervision with site supervisor
<u>41-60 hours</u>	<u>Other counseling related activities</u>
60 hours total	Supervision and other activities
This results in:	
40 hours	Direct contact
<u>60 hours</u>	<u>Supervision and indirect activities</u>
100 hours	Total hours for the course

Internships in Clinical Mental Health Counseling

Each of the two internships requires 300 hours of counseling activities, 120 of which must be in direct contact with clients. Of the 120 direct contact hours, 40 hours should be spent in group activities. Internship students spend 1.5 hours each week in group clinical supervision with the university supervisor during the fall and spring semesters, and three hours a week during the summer term. Individual supervision in the internships differs from the individual supervision in the practicum. The site supervisor usually provides the additional one hour of individual or triadic supervision throughout the internship.

Individual supervision is provided by the site supervisor and group supervision is provided by the university supervisor. The internship experience requires a total of six hundred hours (600) and is taken as two courses over two terms. Change in placement requires the approval of the university supervisor who will consult with the clinical coordinator.

Continuity of Clinical Mental Health Counseling Internships

Internships follow the practicum and may be continued at the same sites. Clinical Mental Health counseling students must have sites approved by the Auburn Montgomery Counselor Education Area Clinical Coordinator. For more detailed discussion of the supervised experiences in the practicum and internship, see the *Clinical Experiences Handbook: School Counseling and Clinical Mental Health Counseling*.

Clinical Mental Health Counseling Internship Hourly Breakdown

The breakdown in hours for each internship for Clinical Mental Health counselors is as follows:

80 more or less hours	Counseling clients on an individual basis
<u>40 or more hours</u>	<u>Counseling groups of clients</u>
120 total hours	Direct contact with clients
1.5 hours per week	Group supervision with university supervisor
1 hour per week	Supervision with site supervisor
<u>Up to 180 hours</u>	<u>Indirect counseling related activities</u>
180 total hours	Supervision and indirect activities
This results in:	
120 hours	Direct contact with clients
<u>180 hours</u>	<u>Supervision and indirect activities</u>
300 hours	Total hours for the course

Licensure and Certification

Licensure in Alabama

Students who plan to function in a community or agency setting may want to seek licensure after graduation. The Alabama Board of Examiners in Counseling (ABEC) governs the licensure law of Alabama. Students are responsible to apply for licensure following graduation. Faculty members are available to help students with questions regarding the licensure process. Current requirements for licensure in Alabama include a Master's Degree in Counseling that includes 60 hours of approved coursework, 3000 clock hours of post-master's supervised experience following verification of the required academic prerequisites and a passing score on the National Counselor Examination (NCE). Under current ABEC regulations, students who complete the Ed.S. degree may be able to reduce their post-master's supervised experience by 2000 hours thus attaining independent licensure more swiftly. Students should determine the current licensure requirements and other details from ABEC. This information is available from <http://www.abec.alabama.gov/>. Students who wish to practice in another state should contact the licensure board for that state.

National Certification

Students who pass the NCE are eligible for certification as a National Certified Counselor (NCC). In addition to the NCC, certification in many specialty areas is available through the National Board for Certified Counselors (NBCC), including the National School Counselor Certification (NCSC) and the Certified Clinical Mental Health Counselor (CCMHC). The NCSC designation should not be confused with school counseling certification from the National Board for Professional Teaching Standards. Information on NCC certifications is available from <http://nbcc.org/>.

Alabama School Counselor Certification

In order to receive the Alabama Class A certificate, the student must complete the application process in the College of Education Certification Office. Information regarding certification requirements for School Counseling is available through the Office of Certification and Laboratory Placement.

Alabama teacher certification applicants are required to obtain background clearance through a fingerprint review conducted by the Alabama Bureau of Investigation and Federal Bureau of Investigation, unless they hold or have held an Alabama professional certificate which was issued on the basis of an application submitted prior to July 1, 1997.

Description of Courses: Counselor Education (ECED)

Courses in the area are designated by the prefix ECED (for Education, Counselor Education and Development). Courses that occurred prior to 1995 have the prefix CED (for Counselor Education and Development). Course numbering in the program denote the following levels:

- Bachelors level numbering includes all course numbers less than 5000 (Example ECED 3890 Fundamentals of Counseling). These courses may contribute to a Bachelors minor and graduate students should not take these courses.
- Master's degree courses are numbered in the 5000 and 6000's (examples, ECED 5950 Orientation to Clinical Experiences, ECED 6230 Ethical & Legal Issues in Counseling, etc.). *ECED 7982 Master's Comprehensive Exam* is the exception to the numbering rule since it is the "gateway" to the next level of academic work.
- Education Specialist (EdS) degree numbering is in the 7000's range. These courses are specific to the EdS, they may be taken as Master's elective with permission. Master's students should be careful in taking 7000 level classes since it may impact their plan of study if they choose to complete the EdS degree. *ECED 8982 EdS Comprehensive Exam* is the exception to the EdS numbering rule since it is the "gateway" to the next level of academic work.
- Educational Doctorate (EdD) degree courses includes the prefixes FNDS and EDUC and are in the 8000 numbering range.

The title Master of Arts (M.A.) is used to distinguish the Clinical Mental Health Counseling degree from the School Counseling degree (M.Ed.). However, some older Clinical Mental Health Counseling masters and international student Clinical Mental Health Counseling masters may still use the M.Ed. title. There is no difference in the qualifications, this is a title difference only.

For detailed descriptions of the courses in the counseling program, students should consult the current AUM Graduate Catalog.

Faculty

Counselor Education faculty at Auburn Montgomery have relevant preparation and experience in the assigned areas of teaching and supervision. Current research interests and areas of concentration for each faculty member may be found on the Auburn Montgomery Website under “Directory” at <https://www.aum.edu/directory/> .

Application and Admission

Students must apply to and be accepted in a university graduate program at Auburn Montgomery. They must also be accepted into the College of Education. Finally, students who plan to enter one of the counselor education programs must meet the requirements of the Area of Counselor Education. The following section describes the process for admission to university graduate programs, the College of Education, and programs of study specific to the Area of Counselor Education.

Admission to Auburn Montgomery Graduate Programs

Graduation with a bachelor’s degree or its equivalent from an accredited college or university is required for admission to the graduate program. The undergraduate preparation of every applicant for graduate admission must satisfy the requirements of a screening committee in the department where the work will be completed. This screening committee for counseling students will include the faculty of the Area of Counselor Education and practicing counselors.

Applicants for admission to one of the graduate degree programs offered by Auburn Montgomery must submit to the Graduate Admission Office a formal application, official transcripts of all previous college-level work, and scores on admission test(s) required by the College of Education. The College of Education requires no less than a 2.5 GPA for admission to the Counseling Master’s degrees and at least a 3.5 GPA for admission to the Education Specialist

degrees. Applicants for all graduate programs in the College of Education must be fingerprinted by an appropriate law enforcement official for a criminal history background check and receive clearance through the Alabama Department of Education before admission to a graduate program in the College of Education.

See the Auburn Montgomery Graduate Catalog for complete information. All applicants must complete and return a graduate admission application available online in the new student section of the Auburn Montgomery homepage. A nonrefundable processing fee must be received before any application can be processed.

All information should be submitted by posted University and College of Education deadlines prior to the term before beginning graduate study.

The admissions process and university enrollment are two of the most important issues students will address. If the Admissions Office can provide information or assistance, call 334-244-3615 or toll-free within the state of Alabama at 800-227-2649. TDD users may call Auburn Montgomery at 334-244-3801. Remember, it is critical to accurately complete the enrollment process and fulfill the requirements.

Graduate School Policies and Practices in the College of Education

When all relevant documents have been collected by the Graduate Admission Office of Auburn Montgomery, the applicant's file is then transmitted to the Graduate Evaluator of the College of Education where it will be initially processed for the Area of Counselor Education. Master's applicants for graduate counseling degrees the COE must have GPA of no less than 2.5. Portfolio documentation will be requested from the applicant and an admission interview will be scheduled with the area screening committee. Applicants for all counseling degrees in the College of Education must be fingerprinted by an appropriate law enforcement official for a

criminal history background check through the Alabama State Department of Education and receive clearance before admission for candidacy for a counseling degree in the College of Education.

Complete information on the College of Education admission procedure, including the timeline for admission, can be found in the *College of Education Graduate Student Handbook* available on CD from the Office of Graduate Studies in room 300A, Education Building. For more information on the counseling program please click on the *College of Education/Graduate* from the Auburn Montgomery homepage.

Graduate Advising in the College of Education

Upon receipt and evaluation of the applicant's Graduate College of Education application, the applicant will be sent a contact letter identifying the assigned advisor. Students may speak with area faculty or staff about the programs or procedures prior to being assigned an advisor by contacting the Office of Graduate Studies at (334) 244-3444.

Admission to the Counselor Education Area

All application materials must be received in the Graduate Advisor's office by the deadlines communicated to the applicant. After all materials have been received and forwarded to the area faculty, an appointment to be interviewed and details of the interview will be sent to the new applicant. Area faculty will interview the applicant. Following the interview, the faculty will consider the applicant's admission documents and interview responses to formulate a decision concerning admission. The applicant will be notified in writing of the decision regarding admission in a timely manner.

Helpful Information

New Student Orientation

An orientation for new students in the counseling programs is held each semester as a non-credit “course” *ECED 5950: Counseling Student Orientation*. Attendance is required. The purpose of the orientation is to present entering students with helpful information for completing their studies. The orientation includes an overview of the program, policies and procedures, advising, comprehensive examinations, and requirements for the practicum and internships. New students will have the opportunity to ask questions and meet faculty as well as other students. If students are unable to attend the New Student Orientation during their first semester, they must attend the next available New Student Orientation session. Students are required to adhere to all program requirements covered in the New Student Orientation meeting.

Diversity, Equity, Inclusion, and Accommodation Value statement (CACREP Standard N.1.6.): We align with the American Counseling Association's (ACA) commitment to, as well as the CACREP mandate for, diversity, equity, inclusion, and belongingness in the preparation of counselors. As a program and profession, we respect, honor, and support the uniqueness of individuals across varying multicultural identities, which include but are not limited to sexual and affectional orientation, gender identity and expression, age, race, color, ethnicity, sexual orientation, socioeconomic status, military affiliation, religion or spiritual beliefs, ability, language, national origin, ancestry, and political views. Our counseling program welcomes students and faculty with diverse backgrounds and life experiences to ensure the representation of varying perspectives, worldviews, and ideas. We strive to build learning spaces in which all students feel their voice is valued and recognized as an asset to the classroom. These beliefs reflect the core values of the counseling profession, to promote an emphasis on social justice, to challenge prejudice, and learn how to be agents of change in our own lives. This is reflected in the statement: *“You belong here and we welcome you as you are. Your unique qualities are important. You will be treated with dignity and respect.”*

Professional Organizations

Students are encouraged to join and become involved in state and national professional associations such as the American Counseling Association (ACA), the Alabama Counseling Association (ALCA), and the divisions closely aligned with their specialty area, such as

American School Counselor Association (ASCA) or American Mental Health Counselors Association (AMHCA). Information about these associations is provided to students as part of their coursework. Information can also be obtained about these organizations on-line at <http://www.counseling.org> or <http://alabamacounseling.org>. Additionally, information and applications for membership may be obtained in room 305 of the Education Building.

Students who qualify are invited to apply for membership in the counseling honor society, Alpha Upsilon Mu Chapter of the Chi Sigma Iota (CSI) International Counseling Honor Society. To qualify a student must have completed at least one term in the program with a GPA of 3.5 or greater. Membership forms are available online at www.csi-net.org. Prospective members are encouraged to attend a meeting of the Alpha Upsilon Mu Chapter for details about joining and the benefits of membership.

Further involvement may occur through professional development activities with faculty members. These activities may include professional presentations, organizational involvement, and professional mentoring. The availability of such activities is discussed at the New Student Orientation meeting and in announcements within the department.

Endorsement Policy

Decisions about the appropriateness of an endorsement for professional credentialing or employment will be based on the student's area of specialization, training and coursework completed. These requests will be addressed on an individual basis relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Under no circumstances will students be endorsed for employment or credentialing outside their area(s) of demonstrated competence.

Student Diversity Recruitment Policy

An environment of academic excellence that respects diversity and values inclusiveness is fostered in all Counselor Education programs. Area goals for diversity include recruiting students from a variety of backgrounds and populations. The annual Counselor Education Student Survey and programming review informs recruiting efforts for under-represented populations. These efforts are consistent with the *University Strategic Diversity Plan* available on-line at the AUM homepage.

Program for Students with Disabilities

Students in need of reasonable accommodations during their studies at Auburn Montgomery may self-advocate or may be referred by their instructor to the Center for Disability Services (CDS) in suite 101 of the Taylor Center (phone 334-244-3631). More detailed information is available on-line at the Auburn Montgomery homepage by clicking the *Campus Life* tab and then expanding the left-hand tab for *Student Services* and then clicking *Center for Disability Services*. After visiting the CDS, the student will receive a form for planning necessary accommodations. The student must make an appointment with class instructors to complete the plan for meeting the needed accommodations in class. The instructor will keep a copy of the plan and return a copy to CDS. Students registered with CDS may also request special accommodations for the comprehensive examination. Faculty in counselor education programs will provide reasonable accommodations to all students screened and approved by the CDS.

Harassment and Discrimination

The Department of Counselor, Leadership and Special Education adheres to the university policies concerning harassment and discrimination. This policy protects all university

students, staff and employees from any form of discrimination or harassment related to race, color, sex, religion, national origin, age, and physical or mental disability. Details of the policy can be found in the *Student Handbook* available on-line from the Auburn Montgomery website. From the Auburn Montgomery Homepage click *Campus Life* and then *Student Affairs*, the link to the handbook is located at the bottom of the page.

Financial Assistance

Auburn Montgomery has a variety of financial aid sources, including federal programs. Specific information about financial aid is available on-line from the Auburn Montgomery homepage under the *Campus Life/Financial Information* link or the *Admissions/ Financial Information* link. The telephone number for the Auburn Montgomery Financial Aid Office is 334-244-3571. The College of Education also has scholarships and grants available to education students. Information on scholarships and grants is available from the Counselor Education faculty and is posted on the bulletin board on the third floor of the Education Building.

Computer Competency, Access, and Assistance

Students are expected to have basic computer competency including but not limited to ability in: word processing, presentation software, online browsing, search applications, and other online applications. For access to complete information on web tools, computer assistance, and location of labs, students may navigate to the bottom of the homepage to access the AUM *Help Desk* and then *Information Technology Services*. Students who do not have a computer may borrow a laptop through Student Services. Other technological equipment is available to students for class projects and presentations. Arrangements for technological equipment must be made in advance.

Campus Email

Students are assigned an email account upon admission to Auburn Montgomery. All official communication from the university, schools, and departments within the university will be sent only via campus email service. Personal email addresses are not used for faculty and staff communication with students.

Current Contact Information

Students receive information from the university and the College of Education on a regular basis. Therefore, it is important for students to maintain current addresses, phone numbers and campus email. Any changes in contact information should be corrected on the Webster system by the student.

LiveText & KPI's

Until Spring of 2025, all students enrolled in classes in the College of Education are required to purchase LiveText, which is available online from: <https://college.livetext.com/purchasing/>. *(Note: after Fall of 2025 the COE will process this same data internally in Canvas without Livetext.)* LiveText is used to assess student competencies (Key Performance Indicators or KPI's, see your syllabus) identified in required courses. Students are required to upload specified assignments in LiveText and Canvas. These assignments are then evaluated by their class instructors. If an unsatisfactory rating is received on any competency, the student will be required to remediate that competency before graduation, regardless of the grade received in the class. In the case that remediation is refused or unsuccessful, the student may be dismissed from the program. LiveText assistance is available from IT Services.

Progress Reviews, Remediation, Retention, and Dismissal

The Faculty of the Area of Counselor Education at Auburn Montgomery is aware of the ethical responsibilities regarding the training and supervision of counseling students (American Counseling Association [ACA], 2014). The role of the faculty is to develop clear policies regarding field placement (ACA, 2014, F.6.g.), inform students of the competency levels expected in both didactic and clinical experiences (F.9.a), and address the inabilities of some

students to achieve counseling competencies necessary for adequate performance (F.9.b). To accomplish these goals, the faculty follows F.9.b. of the ACA Code of Ethics (2014). Faculty will review student progress and inform them of the need for any necessary remediation. Faculty will assist in seeking professional consultation and document any decision regarding remediation, retention, or dismissal. Due process is strictly enforced in student progress reviews.

Progress Reviews

Faculty members are committed to providing opportunities for students to progress in their development as counselors. To facilitate this process, students will participate in ongoing self-evaluation and the *Faculty Review of Student Performance* form will be completed by counseling faculty members during the fall and spring semesters. Continued enrollment in counselor education will be based on satisfactory performance in the domains of academic skills, clinical skills, ethical and professional behavior, and personal characteristics. The Academic Advisor is informed of any remediation pertinent to advising decisions.

Students in the Counselor Education area are expected to meet certain minimum criteria each semester in the evaluation domains detailed below. Failure to meet minimum standards may result in remediation, voluntary resignation, or dismissal from the program. Skill areas in which the student has had no exposure or opportunity to demonstrate competence will be noted on the *Faculty Review of Student Performance* form as an area of “no concern” (see Appendix F). To meet these criteria students must demonstrate:

1. **Academic Skills** by maintaining a cumulative grade point average of 3.0 or better (Graduate Catalog) and obtain a grade of C or better in all graduate courses. Information and College of Education policies about repeating a course are available from the

Academic Advisor. These skills are assessed each fall and spring semester in the context of the *Faculty Review of Student Performance*.

2. **Clinical Skills** which include the ability to effectively use basic attending skills, formulate treatment goals, plans, and outcomes, and provide clients with appropriate insight to foster behavioral and cognitive change. These skills are assessed each fall and spring semester in the context of the *Faculty Review of Student Performance*.
3. **Ethical and Professional Behavior** by adhering to the ACA and ASCA Codes of Ethics. These behaviors are assessed each fall and spring semester in the context of the *Faculty Review of Student Performance*.
4. **Personal Characteristics** appropriate for counselors by exhibiting professional and responsible behaviors that include respect for diversity, cooperativeness, maturity, stability, acceptance of constructive feedback and courteous comportment. These qualities are assessed each fall and spring semester in the context of the *Faculty Review of Student Performance*.

Students should be able to function competently and professionally in all four domains throughout their program of study and in the practicum and internship settings. Students performing competently in the four domains are recommended for continuance in the program. Students provisionally recommended for continuance in the program will be monitored for improved and satisfactory performance. If, in the professional judgment of the area faculty, a student fails to meet the minimal criteria of any of the four domains, a student may be recommended for remediation or dismissal (see sections on “Remediation” and “Dismissal”).

Expectations of Students

Students are expected to demonstrate a strong understanding of professional counseling ethics, diverse cultural perspectives, human development, counseling theories, and effective intervention strategies, while actively engaging in supervised practicum and internship experiences to gain the necessary skills to become competent counselors upon graduation; this includes completing required coursework in areas like professional counseling orientation, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling, assessment, and research and program evaluation.

Assessment Procedures and timeframes

Both formal and informal assessments take place in Counselor Education during coursework, near the end of each fall and spring semester and during practicum and internships. When a student enters the program, the student receives a *Counseling Student Handbook* and signs a “Disclosure Statement” (Appendix J). The student is responsible for attending the first available New Student Orientation at which time the handbook is discussed in detail and the disclosure statement signed. Students are required to adhere to all program requirements covered in the New Student Orientation.

As each student progresses through the curriculum, faculty members conduct academic, professional, and personal assessment each semester using the *Faculty Review of Student Performance* form as well as the KPI’s. At the area level, student deficiencies are brought to the area faculty during regular meetings or as concerns are identified. At the College of Education level, academic deficiencies that exceed the limits of the Graduate School policy concerning grade point averages will subject the student to the Graduate School retention policy. Finally, at the university level, the student will be subject to dismissal for behaviors deemed unacceptable

by the Auburn Montgomery community as outlined in the code for student conduct available on-line via the Auburn Montgomery Website.

If a student is on academic probation or under a plan of remediation, the Academic Advisor will not approve the student to register for practicum or internship. Students approved for practicum must have: (a) attained mastery over the didactic experiences in the program, and (b) exhibited professionally appropriate attitudes and behaviors. If these conditions are met and the student has attended the Practicum Orientation meeting with the Clinical Coordinator, the student will be approved for practicum.

Documentation of evaluations will be retained by the area. In addition, requirements specific to Clinical Mental Health or School Counseling programs of study for entry into practicum, such as insurance, and the on-site supervisor's and faculty member's willingness to place a student at a site will be assessed. Conditions are outlined in the program's *Clinical Experiences Handbook: School Counseling and Clinical Mental Health Counseling*.

Remediation

If at any point during the student's program, the student is deemed to not meet the expectations in any of the four domains of student performance review, an area faculty member will be assigned by the Area of Counselor Education to meet with the student to review the areas of concern and plan of remediation. A signed copy of the plan will be provided to the student and a copy will be placed in the student's file. Remediation could include recommendations for readings, experiential training, additional courses or additional supervision of student practicum or internships. The plan may also require referral to resources outside the area of counseling, such as the Counseling Center at Auburn Montgomery, substance abuse treatment, or other professional help. The student will be responsible for any costs associated with treatment or

services required as part of the remediation plan. The format for a remediation plan is noted in Appendix G.

A remediation plan designed to address the issue(s) of concern will be:

1. Established by the faculty member assigned by the Area of Counselor Education, and when appropriate, communicated to the student's Academic Advisor and the on-site supervisor;
2. Presented to the student;
3. Discussed relative to the faculty's concerns and, if applicable, protection of the public and field placement site;
4. Agreed upon and signed by the Academic Advisor, student, and the faculty member who will monitor the student's progress throughout the remediation plan; and
5. Communicated to all full-time area faculty and, as necessary, to Academic Advisor and adjunct faculty.

The remediation plan may involve, but is not limited to, any or all of the following:

1. Academic Remediation:
 - a. Repeating courses or auditing courses;
 - b. Tutoring;
 - c. Study skills training;
 - d. Test-taking training;
 - e. Readings and experiential learning activities;
 - f. Spoken or written language skills remediation; and
 - g. Other academic interventions, as deemed necessary and appropriate by the area faculty.

2. Clinical Skills Remediation:
 - a. Retaking courses (e.g., skills courses, ethics, content courses);
 - b. Removal from placement site;
 - c. Reassignment of placement site;
 - d. Specific assigned activities in placement site;
 - e. Writing reflection papers;
 - f. Additional supervision meetings; and
 - g. Other professional skills interventions, as deemed necessary and appropriate by the area faculty.

3. Ethical and Professional Remediation:
 - a. Retaking Courses (e.g. diversity and ethics courses);
 - b. Removal from placement until remediated;
 - c. Specific assigned activities;
 - d. Additional supervision; and
 - e. Other professional skills interventions, as deemed necessary and appropriate by the area faculty.

4. Personal Remediation:
 - a. Personal counseling;
 - b. Writing reflection papers;
 - c. Writing apology letters;
 - d. Additional supervision meetings; and
 - e. Other personal remediation interventions, as deemed necessary and appropriate by the area faculty.

The remediation plan will minimally include:

1. The description of the specific unacceptable performance;
2. A list of actions required to improve performance;
3. Target measures of documented accomplishment;
4. A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan;
5. A timeframe for accomplishment;
6. Contact information for the faculty member responsible for monitoring the student's progress; and
7. Current contact information for the student. The student is responsible for updating phone numbers and addresses. All emails will be sent using the Auburn Montgomery student email address.

During the remediation process, copies of the plan will be retained by the student's assigned faculty member monitoring the student, the area coordinator, and the student. Copies will be sent to the Department Head and the Dean of the College of Education. The assigned faculty member will also retain notes documenting all meetings with the student during the course of the remediation process. At the completion of the remediation process, all related documents will be secured in the Area of Counselor Education.

The student and assigned faculty should sign and date all documentation. If a student indicates dissatisfaction with the process and indicates possible involvement of the judicial system, no faculty member may meet with the student alone, and all communication must be in writing, by email or hard copy.

Voluntary resignation.

Students who do not accept an opportunity for remediation may voluntarily choose to withdraw from the program.

Retention

At the completion of the remediation plan, the area faculty member responsible for monitoring the remediation plan will meet with the area faculty to discuss the success of the plan. The Department Head, Academic Advisor, and Dean of the College of Education may also attend the meeting. If the plan has been successful, the area faculty will advise the Academic Advisor and Department Head of the successful resolution of the areas of concern. The student will be advised in writing of the successful completion of the remediation plan by the area faculty member responsible for monitoring the plan.

If successful remediation is questionable, additional remediation activities **may be** deemed necessary, with all the conditions for appropriate remediation outlined above. The area faculty member responsible for monitoring the plan will advise the student in writing of any additional required remediation.

If the requirements as outlined in the remediation plan are not met, a written recommendation of dismissal will be issued (see “Dismissal Determined by the Area of Counselor Education” in this handbook).

Dismissal

In summary, three entities have published policies that determine continued enrollment at Auburn Montgomery:

1. The University, with regard to behavior and academic standards;

2. The College of Education, with regard to academic standards, state requirements for teacher certification; and
3. The Area of Counselor Education, with regard to academic, professional, and personal success.

Dismissal Determined by University Policy

Students may be dismissed from the University for behaviors that have been deemed unacceptable by the University community. These behaviors are listed in the *Auburn Montgomery Student Handbook* found on-line through the Auburn Montgomery home page.

Some examples of these behaviors include:

Violation of academic integrity

Endangering health or safety

Sexual misconduct/harassment

Destruction of property

Dangerous weapons or devices

Theft/vandalism/unauthorized use of property

Certain violations of state and federal laws

Drugs

Alcohol

Hazing

Dismissal Determined by the College of Education Policy

Academic dismissal will result from failure to maintain the university's required grade-point average. The student should consult with the Academic Advisor and refer to the Graduate Catalog regarding academic probation and suspension from degree programs. Students who wish

to contest a grade or believe they have been treated unfairly in any matter related to academic studies are referred to the Chairperson of Student Affairs in the College of Education. (See “*AUM Grievance Procedures*”, Appendix H).

Dismissal Determined by the Area of Counselor Education

If the student is unable or unwilling to complete a remediation plan outlined in this document, the faculty of the area would have the option of using dismissal from the program as an action of last resort. If this action is taken, the following process will be implemented:

1. Area faculty will document all evidence leading to this decision;
2. Area faculty will inform the Department Head, Academic Advisor, and Dean of the College of Education of this decision;
3. Academic Advisor will inform the student of the decision; and
4. Upon request, the Academic Advisor will inform the student of due process options and provide the contact information for the person to whom an appeal would be made.

Appeals of Dismissal

In order to appeal dismissal from the university, a student may appeal to a committee composed of the Auburn Montgomery Chancellor, the Student Government Association (SGA) President and the dismissed student’s dean. Notice of such an appeal must be filed both with the Office of the Chancellor and with the Office of the Vice Chancellor for Academic and Student Affairs within seven (7) calendar days of receipt of notification of the decision to dismiss. (see *Student Discipline Code: Code of Conduct* available on-line via Auburn Montgomery Website).

Grade Appeals

Individual course instructors have the responsibility for assigning grades. Students wishing to appeal a grade assignment by a faculty member should follow the procedure listed below.

Time limit: The student must initiate the procedure in writing to the appropriate department head by the fifth week after the grade was filed in the Office of the Registrar.

1. 1. Prior to appealing the grade assigned by the instructor, the student should meet with the instructor to discuss the matter.
2. If, after the meeting with the instructor, the student wishes to appeal the grade assigned by the instructor, the student must prepare a letter to the department head of the instructor outlining the reasons for the grade appeal sought and provide all relevant evidence. This letter and any supporting documentation must include the student's mailing address and phone number.
3. The department head will organize a meeting between the student and instructor in order to seek a resolution to the dispute. If no resolution is found and the student wishes to continue to continue the appeal process, the department head will form a departmental grievance committee and provide the committee with all relevant materials. After reviewing all materials, the committee will make a recommendation to the department head to raise, lower or leave the grade intact. The department head will inform both the instructor and student of the department head's decision within three weeks of receipt of the student's letter.

4. The department head's decision will be given to both the instructor and the student.
Either the instructor or student may appeal to the department head's decision within one week of receiving it.
5. If the instructor or student wishes to further appeal the head's decision, a written appeal should be made to the Dean within 10 working days of receiving the department head's decision. The dean will review the case and inform the parties of the Dean's recommendations within three weeks of receiving the appeal.
6. Individual course instructors have the responsibility for making the grade change determined by the appeals process.
7. The appeal will end at the Dean of the College.

(Excerpted from the *AUM Student Handbook 2025/2026* pp. 62-63. See the most current version under *Academics / Catalogs/Handbook* of the Auburn Montgomery Website).

Appendix A

ACA Code of Ethics

Retrieved from American Counseling Association Website, Page
<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

Appendix B
ASCA Code of Ethics

Retrieved from
American School Counselor Association Website, Page
<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Appendix C
Admission Requirements for Clinical Mental Health
Master's Degree Program

I. Admission Requirements for M.Ed. Programs

- _____ Apply online for admission at aum.edu
- _____ Submit official transcripts from each college or university attended
- _____ Minimum 2.50 GPA on degree-posted transcript
- _____ Admission interview
- _____ Recommendation of Counselor Education Admission Committee
- _____ ALSDE Fingerprint Clearance (Students are not able to be unconditionally admitted until we have proof of fingerprint/background clearance)

II. Portfolio Documents (The student must submit all documents that are included in a folder, binder or via e-mail at the same time - documents will not be accepted individually.)

- _____ **Three letters of recommendation on company/school letterhead**
(One must be from a current or recent supervisor. For students transferring from another graduate program, one letter must be from a professor from that program.)

- _____ **Resume that includes:**
 - Current contact information
 - Career goals and objectives
 - Education
 - Employment history
 - Community and professional service

The above items can be mailed/dropped off to your Academic Advisor in the College of Education:

Keri McGee/Academic Advisor
College of Education | 300A
PO Box 244023
Montgomery, AL 36124-4023

Or via e-mail: kmcgee4@aum.edu

(Deadlines are: December 1 for Spring, May 1 for Summer and August 1 for Fall)

Applicants will be contacted to schedule the admission interview after the completed portfolio and all other documents have been submitted. If you have questions concerning the scheduling of the interview, please call (334) 244-3869.

If you have any questions, please e-mail Dr. Hard (phard@aum.edu) or Keri McGee (kmcgee4@aum.edu)

5/1/2024

Admission Requirements for School Counselor Education Master's Degree Programs

I. Admission Requirements for M.Ed. Programs

- _____ Apply online for admission at aum.edu
- _____ Submit official transcripts from each college or university attended
- _____ Minimum 2.50 GPA
- _____ Admission interview
- _____ Recommendation of Counselor Education Admission Committee
- _____ Fingerprint Clearance (Students are not able to be unconditionally admitted until we have proof of fingerprint/background clearance)

II. Specific to School Counselor Applicants

- _____ Traditional Option (see attached) (Exp. Form)
- _____ CACREP/Expanded Option (see attached)

III. Portfolio Documents **(The student must submit all documents that are included in a folder, binder or via e-mail at the same time - documents will not be accepted individually.)**

The following items must be received by your Academic Advisor in the College of Education in the Graduate Studies Office by 5:00 p.m. on the posted due date. Deadlines are: December 1 for Spring admission; May 1 for Summer admission; and August 1 for Fall admission.)

- _____ Three letters of recommendation on company/school letterhead
(One must be from a current or recent supervisor. For school counselor applicants, one must be from a current supervisor or principal. For students transferring from another graduate program, one letter must be from a professor from that program.)
- _____ Resume that includes:
 - Current contact information
 - Career goals and objectives
 - Education
 - Employment history
 - Community and professional service

The above items can be mailed/dropped off to your Academic Advisor in the College of Education:

Keri McGee/Academic Advisor
College of Education | 300A
PO Box 244023
Montgomery, AL 36124-4023

Or via e-mail: kmcgee4@aum.edu

The above items must arrive to the academic advisor by 5:00p.m. on the posted due date (December 1 for Spring, May 1 for Summer, August 1 for Fall).

Applicants will be contacted to schedule the admission interview after the completed portfolio and all other documents have been submitted. If you have questions concerning the scheduling of the interview, please call (334) 244-3869.

AUM Faculty Signature _____

Keri McGee, Academic Advisor Signature _____

5/1/2024

Appendix D

PROGRESS MONITORING SHEET

(for student use only)

Courses Taken (Note: Most courses are offered only one time per year.)

Prerequisites for practicum

- ECED 5950 – Counseling Student Orientation
- ECED 6220 – Professional Orientation to School Counseling **or**
- ECED 6240 – Professional Orientation to Clinical Mental Health Counseling
- ECED 6230 – Ethical & Legal Issues in Counseling
- ECED 6260 – Career Development and Vocational Assessment
- ECED 6270 – Counseling Diverse Populations
- ECED 6280 – Helping Relationships: Counseling Theory and Practice I
- ECED 6290 – Counseling Theory and Practice II
- ECED 6300 – Group Dynamics and Procedures in Counseling
- ECED 6410 - Systemic Couples & Family Counseling

Core courses that must be taken prior to Internship II

- ECED 6320 – School Counseling Consultation and Program Planning
- ECED 6390 – Program Planning for School Counseling

Note: ECED 6320 & 6390 must be taken prior to the School Counseling Praxis exam)

Electives and Foundation courses may be taken during practicum and internships.

- ECED 6250 or ESPE 6100 or equivalent (for school counselors only, unless previously taken)
- ECED 6310 – Clinical Consultation, Supervision, & Program Planning
- ECED 6330 – Individual and Group Appraisal
- ECED 6350 – Human Growth & Development
- ECED 6360 – Assessment and Diagnosis of Abnormal Behavior
- ECED 6370 – Addictions Counseling
- ECED 6380 – Disaster & Crisis Intervention
- ECED 6560 – Research & Evaluation in Counseling Programs **or** FNDS 6610 Research in Edu
- Electives (2 electives in Clinical Mental Health or 3 in School Counseling)

Other Actions Required

- Professional liability insurance. Students will be required to supply proof of insurance at the first practicum class meeting.
- Practicum meeting date _____
- School Counseling students request for Professional Practicum Placement
- School Counseling students obtain approval to register for practicum from Graduate Advisor
- Comprehensive Examination (the CPCE or ACA) for Clinical Mental Health Counselors during either internship.
- The NCE Exam is *strongly recommended for all students* prior to graduation.
- School Counselors apply for certification (last semester in Certification Office)
- Praxis exam in Counseling for School Counselors
- Apply for graduation (last semester)

12-4-25

Appendix E

RESOURCES & EVENTS FOR COUNSELING STUDENTS

1. **Professional Organizations:** Information about joining national and state professional organizations is available in the office of the Head of the Department of Counselor, Leadership and Special Education, room 304C.
2. **Video Monitors.** You will find video monitors near the elevators on each floor of the Education Building. There will be job openings, workshops, grant and scholarship opportunities, special events or meetings and other information on the counseling licensure board. Check the other monitors for Auburn Montgomery scholarships and information. From time to time important temporary announcements are posted on the walls of different floors.
3. **Access to your professors.** They have office hours posted on their doors & in the syllabus. However, they may be out of the office from time to time. It is best to call or email for an appointment.
4. **Canvas.** Classes will be taught partially or completely online through Canvas. Other classes may be web supported through Canvas. In these classes you will attend class and have some work to do through Canvas. Your class will have a site on Canvas but your instructor may or may not use it. You are automatically included in the class when you register on Webster. You sign in using your campus email user name and ID.
5. **Email & Computers.** You have an email account at Auburn Montgomery. You may go to the Taylor Center to get your email account set up. You have other technology services that are available to all students, not just counselors.
6. **Counseling Center.** This is available to all students. It is located in the Taylor Center. If you have stress or some problem, you may go there to talk to someone in confidential settings. This is free to all students.
7. **Career Center.** This is also in Taylor Center. Computer programs are available to assist the student in examining their career goals. They also have other services to assist in job placement. The COE routinely receives inquiries from potential employers interesting in hiring counselors so be sure to check on the video monitors of the COE building for job announcements.

Events & Special Programs

1. **Workshops.** There are a number of workshops during the school year. Some professors give credit for attending workshops and conferences. Check with your professor.
2. **Various Honor Societies.** Various honor societies are available to you in the College of Education. The counseling honor society is Chi Sigma Iota Counseling Academic & Professional Honor Society International (CSI).
3. **Workshops/Conferences.** Some workshops that occur every year are:
 - a. Alabama Counseling Association (ALCA) in November. The conference rotates annually between Mobile, Birmingham and Huntsville.
 - b. CSI workshops are sponsored by the Auburn Montgomery CSI and normally occur in February or March on campus.
 - c. ALCA Chapter VII has a workshop in late winter or spring. It is usually a 1 day event and is in or near Montgomery. Chapter VII also has 4 meetings every year. Students are invited to attend them. The spring meeting is designed to recognize graduate students. 2026

Appendix F
FACULTY REVIEW OF STUDENT PERFORMANCE
Area of Counselor Education

Student Name: _____ Date: _____

Program: School Clinical Mental Health Degree: M.Ed. Ed.S. Ed.D.

Purpose of This Recommendation

For faculty to conduct a regular review of student progress in academic and personal areas affecting successful completion of the program of study.

I. Academic Skills	Strength	No Concern	Concern	N/A
a. Completion of Assignments				
b. Class Participation				
c. Quality of Work				
d. Attendance				
e. Punctuality				
f.				
II. Clinical Skills				
a. Basic Attending Skills				
b. Intentionality				
c. Case Conceptualization				
d. Treatment Outcomes				
e. Accountability/Record Keeping				
f. Use of Appropriate Counseling Techniques				
g.				
III. Ethical and Professional Behavior				
a. Ethical Conduct				
b. Professional Conduct				
c. Respect for Diversity				
d. Communication Skills				
e. Professional Identity				
IV. Personal Characteristics				
a. Stability				
b. Maturity				
c. Cooperativeness				
d. Motivation				
e. Peer Relationships				
f. Reaction to Feedback				
g. Comportment				
h. Appropriate Dress				
i. Attitude				
j.				

Recommendation to continue in program:

Recommend Provisionally Recommend Remediate Do not Recommend

11-11-2014

Appendix G

Remediation Contract

Name of Student: _____ Student # _____
Current Contact Information for Student:
Phone: _____ Phone #2 _____ Email _____
Address: _____
Name of Faculty Member: _____
Faculty Member Contact Information: Room # _____ Phone: _____
Email: _____
Date Plan Started: _____ Date Plan Ended: _____
Plan Completed Satisfactorily _____ Plan Not Completed Satisfactorily _____

Unacceptable Performance(s)

Actions Required to Improve Performance

Target Measure of Accomplishment

Time Frame/Schedule for Meeting Target Accomplishments

Schedule of Meetings Between Student and Faculty Member

Student Signature

Faculty Signature

Appendix H

AUM Grievance Procedures

Student Academic Grievance Procedure Purpose

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought. An academic grievance is a claim that a specific academic decision or action that affects a student's academic record or status has violated published policies and procedures or has been applied to the complainant in a manner different from that used for other students. The burden of proof related to this grievance procedure rests with the student complainant who is filing the grievance against the faculty/administrator respondent. [This process is different from] Grade appeals and issues related to violations of academic integrity should follow procedures for such issues published in the AUM Catalog and this Student Handbook.

Steps

When a student believes he or she has an academic grievance, the student should file a grievance in writing to the appropriate Associate Provost accompanied by any documentary evidence. This grievance should be filed within two weeks (10 working days) of the incident that is the cause for the grievance. Once the grievance is received, the associate provost will form a hearing committee and schedule a time for the committee to hear the grievance.

(Excerpted from the *AUM Student Handbook 2025/2026* pp. 61-62. For complete details on this process, see the most current version under *Academics / Catalogs/Handbook* of the Auburn Montgomery Website).

Appendix I

Procedure for Licensure in Alabama

This is a summary of the process of getting a license. It is not meant to take the place of information from the Alabama Board of Examiners in Counseling (ABEC) and should be used as a guide only. You may receive slightly different information but it is hoped that this will help you through your process of obtaining license after graduation.

ADDRESS FOR ABEC: Alabama Board of Examiners in Counseling, 2740 Zelda Road, Box #5, Montgomery, AL 36106. Phone: (334) 420-7229 or 1-800-822-3307, Fax: (334) 263-6115

PROCESS:

1. Earn a Masters degree in Counseling from a program with 60 hours of counseling courses.
2. Take the National Counselor Exam (NCE) through ABEC or the National Board for Certified Counselors (NBCC) as soon as possible following graduation. Have the test results sent to ABEC.
3. Obtain and an application packet from ABEC. (Use the "Preapproved Academic Grid" below when completing the ABEC "Worksheet for Reporting Course Work.")
4. Find someone willing to supervise you
5. Fill out the forms and send them to the board
6. Get your supervisor to fill out the supervision form and send it to the board
7. Order all your graduate counseling transcripts to be sent to the board
8. Provide other information as requested
9. Note: In the event that obtaining a supervisor is delayed, you may send your application to ABEC with an explanation. The advantage of this is that changes in the licensing code will not affect you (to for a maximum of 3 years) while you secure a supervisor.

OTHER INFORMATION:

How much time will it take?

You may have to wait after you send all the forms to the board because they will make their decisions at their meetings and that may take some time (it could be months).

The test is given at various sites across the state online. You may take it during the time when you are earning your supervised hours toward licensure. Contact ABEC or NBCC to register to take the test.

You may send your information to ABEC and start supervision before you take the test.

When you take the test you must have NBCC send the test results to ABEC. If you take the test before you apply for licensure you will have to contact NBCC to get your results sent to ABEC. This may entail additional fees.

What if they don't approve my information?

You must have courses in the areas specified by CACREP and NBCC so be sure your Master transcript includes all these courses or you will have to take them.

You may be asked to forward documentation that your courses covered the required information. Keep your school catalog and course syllabi.

You will be told if they approve or not and why they did not. You will be told what you will have to do to get approval. If it is missing information, you will have the opportunity to supply what they want.

Supervision is confusing:

One year of supervision is approximately 1000 hours depending upon case load.

You can take 15 semester hours of post master's coursework in counseling to take the place of 1000 hours of supervision. An additional 15 semester hours of post master's coursework in counseling may be taken to reduce supervision hours to a total of two thousand hours (2000) but no more than that.

You must receive supervision for a minimum of 1000 hours of service.

Your supervisor must be licensed to supervise you. ABEC has a list of supervisors and their locations.

You may not count work done before you receive your associate status (this is when you begin your supervision after all your paperwork has been received and approved by ABEC).

You will have to pay for the board to review your application, for the associate license which you will hold during supervision, and finally for your license when you complete your supervision.

You will have to pay your supervisor unless your place of employment provides free supervision to you.

PREAPPROVED ACADEMIC GRID
AUBURN UNIVERSITY MONTGOMERY

Academic Area	Course(s)
I. Counseling Theory	CED 628 & CED 629 or ECED 6280 & ECED 6290
II. Human Growth & Development	CED 635 or ECED 6350
III. Social / Multicultural Foundations	CED 627 or ECED 6270
IV. Helping Relationship	CED 622 & CED 640 or ECED 6220 & ECED 6320 *Either ECED 6220 or ECED 6240 and *ECED 6280 and *Either ECED 6320 or 6310
V. Group Dynamics	CED 730 or ECED 6300
VI. Lifestyle / Career Development	CED 626 & CED 638 or ECED 6260
VII. Appraisal of Individuals	CED 633 or ECED 6330
VIII. Research & Evaluation	FED 661 or FNDS 6610 or ECED 6560
IX. Professional Orientation	CED 622 and CED 623 or ECED 6230 *Either ECED 6220 or 6240 and *ECED 6230
X. Practicum	CED 657 or ECED 6914
XI. Internship	CED 658 & CED 659 or ECED 6924 & ECED 6925

Note: The 3-letter prefix denotes courses taken before 1995. Courses after 1995 use the 4-letter prefix.

*Effective March 2009

Approved: 3/1997

Amended: 7/2001

Amended: 3/2009

Appendix J
Disclosure Statement Counselor Education

As a student in the Counselor Education program at **Auburn Montgomery**, I have read the following items and have had the opportunity to ask any questions I may have concerning the items before signing this form.

1. I understand the process of advising and registering for classes. I also understand that any questions regarding registration should be directed to my advisor.
2. I agree that I am responsible for working with my professors when I have concerns about my classes and that I have the resource of the Student Affairs Committee if I have a problem at the university level. If I wish to appeal a grade I must follow the procedure listed in the current student handbook.
3. Site selection for practicum and internship is a different process from registration. Faculty may discuss my site selection with me and make suggestions, but I understand that I am expected to consult with the clinical coordinator before I contact any site to accomplish the practicum.
4. **I agree that I will abide by the ethics codes of the American School Counselor Association (ASCA) and/or the American Counseling Association (ACA).** I understand that a breach of an ethical standard of the ACA ethical code will result in a review by the Counseling Faculty Review Board and may result in expulsion from the Counselor Education program in accordance with University, College of Education and area policy on such matters.
5. **Professional Dispositions:** I agree that I am aware that, although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the counseling program will also be evaluated on the professional readiness indicators found in the “Faculty Review of Student Performance.” Failure to adhere to any of these expected professional dispositions will result in a remediation plan and may in some cases result in dismissal from the student’s program of study. Course instructors and the entire counseling faculty assess dispositions. A student may be assigned a grade of I (incomplete) or F (Fail) or Unsatisfactory by either or their course instructor or the counseling faculty based on the assessment of dispositions at any time during the student’s program. I agree that I am aware of the due process procedures if the faculty of the Area of Counseling should deem it necessary for me to remediate or be dismissed from the program.
6. I do not have a criminal record or use illegal substances that would prevent me from working in a school or community counseling setting. *(If you have been convicted of a criminal offense check here. _____. A faculty member will discuss it with you to see if it will prevent you from working in the area of counseling.)*
7. I agree to read and abide by the **Auburn Montgomery** student code of conduct. I am aware that the code of conduct is contained in the **AUM Graduate Student Handbook** and the **Counseling Student Handbook**.
8. **Licensure & Certification** – The AUM Counseling Master’s Program prepares candidates that are eligible for licensure and certification. However, it is the student’s responsibility to ensure that they have passed all applicable testing and have applied appropriately. Candidates who apply to the AUM Counseling EdS or EdD degrees from other master’s programs that lack the requirements for licensure or certification are advised that it is their responsibility to confirm that the additional coursework may be used to satisfy that board’s requirements.

Printed Name of Student

Signature of Student

Date

10-21-2025

Appendix K:

**Traditional and Expanded Options for the
Master’s Degree Program in School Counseling at Auburn Montgomery**

	Traditional Option	CACREP Expanded Option
Admission Requirements		
Bachelor’s degree from an accredited U.S. institution or the equivalent from an international institution	Required	Required
Professional educator certificate: Alabama Class B certification in a teaching field or Alabama Class A certification in another area of instructional support	Required ¹	Not Required
Clear Background check	Required ²	Required
Two full years of full-time satisfactory P-12 educational experience (Exp Form)	Required	Not Required
Program Completion Requirements		
Completion of all course work with a minimum 3.0 overall GPA with no grade below C	Required	Required
Passing score on Praxis test #5422	Required	Required
Additional Certification Requirements		
Passing Score on the National Counseling Exam (NCE)	Not Required	Required ³

¹ Individuals pursuing the traditional approach to school counseling certification must have a bachelor’s- or master’s-level professional educator certificate in a teaching field or master’s level professional educator certificate in another area of instructional support.

² Individuals who hold a valid Alabama professional educator certificate have already been fingerprinted and cleared through the ABI/FBI. Individuals who do not hold a valid Alabama professional educator certificate must be fingerprinted and cleared before being admitted into the Counseling program.

³ Certification requirements may be completed within 5 years after graduation, but must be completed and documented before the college’s Certification Officer can verify to Alabama or another state that a State-approved and CACREP-accredited program has been completed at an NCATE-accredited institution. Individuals seeking certification in states other than Alabama are responsible for contacting those state certification offices regarding school counseling certification requirements.

Note for those admitted with an out-of-state Certification: If an individual is admitted to an Alabama Class A program based on a bachelor's- or master's-level certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must apply for and obtain at least a Class B Professional Educator Certificate before applying for Class A certification. The ALSDE will evaluate the Class B application to determine if additional testing is required.

Rev. 6/26/2025

Appendix L
Admission Requirements for Counselor Education
Education Specialist (Ed.S.) Degree Programs

I. General Admission Requirements for Ed.S. Programs

- _____ Master's degree in Counseling or related field (see II* & III below) from an accredited university
- _____ Minimum 3.0 GPA
- _____ Admission interview
- _____ Fingerprint Clearance

II. Specific to Clinical Mental Health Counseling Ed.S. Applicants

_____ Completed a Counseling Master's degree in Community, Clinical Mental Health, School or a related counseling program* prior to admission (*e.g. Psychology, Social Work, Counseling Psychology, Career Counseling, College Counseling, Gerontological Counseling, Marriage, Couples, & Family Counseling/Therapy, Student Affairs, etc.). All such degrees must be eligible for state therapeutic licensure.

III. Specific to School Counseling Ed.S. Applicants

- _____ Completed a School Counseling Master's degree (*related degrees are not accepted*)
- _____ Copy of current A level Alabama Teaching Certificate in School Counseling
- _____ Evidence of two years educational experience in schools (Form EXP)

VI. Portfolio Documents required of all applicants

_____ Three letters of recommendation on company/school letterhead
(One letter must be from a current or recent supervisor. For school counselor applicants, one must be from a current supervisor or principal. For students transferring from another graduate program, one letter must be from a professor from that program. Letters must attest to: the candidate's ability to effectively interact with individuals and groups, the candidate's academic ability, the candidates professional and work ethic.)

_____ Resume that includes:

- Current contact information
- Career goals and objectives
- Education
- Employment history
- Community and professional service

The above items can be mailed/dropped off to your Academic Advisor in the College of Education: Keri McGee/Academic Advisor College of Education | 300A PO Box 244023 Montgomery, AL 36124-4023 Or via e-mail: kmcgee4@aum.edu

The above items must arrive to the academic advisor by 5:00p.m. on the posted due date (December 1 for Spring, May 1 for Summer, August 1 for Fall). Applicants will be contacted to schedule the admission interview after the completed portfolio and all other documents have been submitted. If you have questions concerning the scheduling of the interview, please call (334) 244-3869.

AUM Faculty Signature _____

Keri McGee, Academic Advisor Signature _____

If you have any questions, please e-mail Dr. Hard (phard@aum.edu) or Keri McGee (kmcgee4@aum.edu)

1-28-2026

Appendix M

Minimum Admission Guidelines for Enrollment in Auburn Montgomery Counseling Master's Practicum & Internship Classes

Counseling Practicum / Internship classes for non-Auburn Montgomery counseling program graduates.

This form is only used by those requesting admission to the Auburn Montgomery Practicum and/or Internship Classes who have not completed their Masters degree through the Auburn Montgomery Counseling Program.

Minimum Admission Guidelines for Enrollment in Auburn Montgomery

Counseling Practicum / Internship classes for non-Auburn Montgomery counseling program graduates

In order to enroll in the Auburn Montgomery Counseling Practicum / Internship classes as a non-program graduate seeking counseling licensure, the student must:

1. **All persons** seeking to enroll in Practicum/Internship who are not AUM Counseling graduates must comply with all of these requirements. Only those seeking licensure must also comply with items 2 - 4.
2. **Apply for Licensure** – Official verification from the Alabama Board of Examiners in Counseling (ABEC) is required (in the form of official board communication) regarding the additional counseling courses needed to satisfy Licensure Requirements. Verified
3. **Pre-approval** - The student is encouraged to obtain ABEC pre-approval for the use of Auburn Montgomery courses used to satisfy deficiencies.
4. **Responsibility** - Auburn Montgomery and the Auburn Montgomery Counseling program assume no responsibility for the licensure of the student.

Students following this process for the purpose of being enrolled in Practicum/Internship must have a final Masters GPA of no less than 3.0 or a satisfactory formula outcome after taking the MAT or GRE.

Student should be aware that ABEC will not allow additional courses to be used for supervision hours until all identified deficient courses for the Masters degree, including Practicum/Internship, have been satisfied. It is recommended that all deficient coursework be completed *prior* to enrollment in any additional courses.

No less than 3 courses must be taken from the AUM counseling program before being allowed to register for Practicum or Internship. These counseling courses must be taken *from Auburn Montgomery* (not Auburn or another university).

List all courses needed (refer to the Auburn Montgomery ABEC Academic Review Grid if needed):

Prior to Practicum/Internship: _____

May be taken with Practicum/Internship: _____

If the student does not evidence a grasp of counseling skills, knowledge, professionalism, or ethics in any coursework, the student may not register for Practicum or Internship.

In addition to ABEC required courses, Practicum or other classes may be required at the discretion of the area coordinator.

Required Not Required Deferred

Other Requirements: _____

Approval by Area Coordinator: _____

By signing below, I indicate that I understand this information.

Signature

Date

Witness

Date

**Appendix N: Master Schedule for the Counseling Program
CMHC Counseling Master's Course Sequence Example**

Fall - Year 1	Spring - Year 1	Summer - Year 1
ECED 6270 Counseling Diverse Populations	ECED 6290 Counseling Theory & Practice II	ECED 6240 Professional Orientation to Clinical Mental Health Counseling
ECED 6280 Helping Relationships: Theory & Practice 1	ECED 6300 Group Dynamics and Procedures in Counseling	ECED 6230 Ethical & Legal Issues in Counseling
ECED 6310 Clinical Consultation, Supervision, and Program Planning	ECED 6410 Systemic Couples and Family Counseling	
ECED 5950 Orientation to Clinical Experiences <i>(Required in the first or second full semester)</i>		

Fall - Year 2	Spring - Year 2	Summer - Year 2
ECED 6330 Individual and Group Appraisal	ECED 6260 Career Development and Vocational Assessment	ECED 6370 Addictions Counseling
ECED 6350 Human Growth and Development	ECED 6380 Disaster and Crisis Intervention	ECED 6914 Practicum in Counseling
ECED 6360 Assessment and Diagnosis of Abnormal Behavior	Elective #1	Option FNDS 6610 <i>(ECED 6560 in Fall)</i>
Option ECED 6560 Research and Evaluation		

Fall - Year 3	Spring - Year 3	Summer - Year 3
ECED 6924 Counseling Internship I	ECED 6925 Counseling Internship II	
ECED 6560 Research and Evaluation in Counseling Programs or <i>Elective #1</i>	Elective #2	No color = Face-to-Face
ECED 7982 Master's Comp. Exam & NCE		Green = Fully Online
		Blue = Hybrid (1/2 Face-to-Face)

School Counseling Master's Course Sequence Example

Fall - Year 1	Spring - Year 1	Summer - Year 1
ECED 6270 Counseling Diverse Populations	ECED 6290 Counseling Theory & Practice II (Th 5:30)	ECED 6230 Ethical & Legal Issues in Counseling
ECED 6280 Helping Relationships: Theory & Practice 1 (Wed 5:30)	ECED 6300 Group Dynamics and Procedures in Counseling (Mon 5:30)	Elective #1
ECED 6220 Professional Orientation to School Counseling (Mon 5:30)	ECED 6410 Systemic Couples and Family Counseling	
ECED 5950 Orientation to Clinical Experiences <i>(Required in the first or second full semester)</i>		
Fall - Year 2	Spring - Year 2	Summer - Year 2
ECED 6330 Individual and Group Appraisal (Wed 5:30)	ECED 6260 Career Development and Vocational Assessment (Tues 5:30)	Students w/Exceptionalities OR Other ALSDE approved diversity class
ECED 6350 Human Growth and Development	ECED 6320 School Counseling Consultation (Wed 5:30)	Elective #2
ECED 6560 Research & Evaluation (or FNDS 6610)	ECED 6390 Program Planning for School Counseling	
Fall - Year 3	Spring - Year 3	Summer - Year 3
ECED 6914 Counseling Practicum (Tues 5:30)	ECED 6924 Counseling Internship I (Tues 5:30)	Note: Approved Summer practicums or internships in School Counseling are very difficult to find
ECED 6510 School Crisis Plans	Elective #3	Note: the internship experience must be split between K-6 & HS (some Jr Highs may qualify for both)
Praxis & NCE (?)	Praxis & NCE (?)	
Fall - Year 4		
ECED 6925 Counseling Internship II (Tues 5:30) and an Elective?		
Key: No color = Face-to-Face, Green = Fully Online, Blue = Hybrid (1/2 Face-to-Face)		

EdS in CMHC Counseling Course Sequence Example One-Year Completion

Fall 2025	Spring 2026	Summer 2026 <i>(all full term)</i>
ECED 7600 Supervision in Counseling (1 st half) - Required Course	ECED 7300: Grief Counseling (1 st half)	ECED 7952: Adv Seminar in Counseling: Trauma Factors in Counseling Required Course*
ECED 7952 Advanced Seminar in Counseling: Establishing a Counseling Practice (1 st half) - Required Course*	ECED 7560: Advanced Research & Evaluation in Counseling Programs (1 st half) <i>required for the EdD doctorate</i>	ECED 6370: Addictions Counseling** OR ECED 7240: Counseling for Suicide Prevention, Intervention, and Postvention
ECED 7420: Early Childhood Mental Health (2 nd half)	ECED 7902: Advanced Studies in Counseling: Tele-Mental Health (2 nd half) - Required Course	ECED 8982: EdS Comprehensive Exam – Required - <i>Exemption may be requested with proof of passing a nationally normed counseling exam.</i>
ECED 6440: Human Sexuality & Mental Health (full term – Required if not previously taken in the <i>Master's degree</i>)	ECED 7230: Spirituality in Counseling (2 nd half) OR ECED 7923: Advanced Counseling Leadership (2 nd half)	

Green indicates 1 st half term (8 weeks)	Blue indicates 2 nd half term (8weeks)	No color indicates Full term. Note the Spring & Fall semesters are 16-week terms. The summer semester is only 8 weeks)
*ECED 7952 is required under either topic (compare fall and summer. Both topics may be taken.)	**Some states require addiction content for licensing. This course is recommended <i>if not previously taken in the Master's degree</i>).	

EdS in School Counseling Course Sequence Example One-Year Completion

Fall 2025 (select 4)	Spring 2026 (select 4)	Summer 2026 <i>(all full term)</i> (select 2)
ECED 6250 Cultural Issues of Families in Distress Required Course – may be taken in the Summer	ECED 7300: Grief Counseling (1 st half)	ECED 6250 Cultural Issues of Families in Distress Required Course – may be taken in the Fall
ECED 7600 Supervision in Counseling (1 st half) - Required Course	ECED 7560: Advanced Research & Evaluation in Counseling Programs (1 st half) <i>required for the EdD doctorate</i>	ECED 7952: Advanced Seminar in Counseling: Trauma Factors in Counseling Required Course*
ECED 7952 Advanced Seminar in Counseling: Establishing a Counseling Practice (1 st half) - Required Course*	ECED 7902: Advanced Studies in Counseling: Tele-Mental Health (2 nd half) - Required Course	ECED 6370: Addictions Counseling** OR ECED 7240: Counseling for Suicide Prevention, Intervention, and Postvention
ECED 7420: Early Childhood Mental Health (2 nd half)	ECED 7230: Spirituality in Counseling (2 nd half) OR ECED 7923: Advanced Counseling Leadership (2 nd half)	ECED 8982: EdS Comprehensive Exam – Required - <i>Exemption may be requested with proof of passing a nationally normed counseling exam.</i>
ECED 6510 School Crisis Plans (Required if not previously taken in the Master's degree)	ECED 6340 Counseling Children & Adolescents (Required if not previously taken in the Master's degree)	
ECED 6440: Human Sexuality & Mental Health (full term – <i>recommended if not previously taken in the Master's degree</i>).**		

Green indicates 1 st half term (8 weeks)	Blue indicates 2 nd half term (8weeks)	No color indicates Full term. Note the Spring & Fall semesters are 16-week terms. The summer semester is only 8 weeks)
*ECED 7952 is required under either topic (compare fall and summer. Both topics may be taken.)	**If the candidate is pursuing the LPC, some states require this content for licensing. In such cases, these courses are recommended <i>if not previously taken in the Master's degree</i> .	