

# COUNSELOR EDUCATION STUDENT HANDBOOK

## Table of Contents

<u>Page(s)</u>	<u>Item</u>
1-2	Mission Statement and Objectives
2	Program Requirements
3	Quality of Academic Performance
3	Personal Development: Inter-and Intrapersonal Functioning
3-4	Professional Development
4	Ethical Standards
4-5	Student Progress
5	New Student Orientation
5	Admission to Candidacy
5	Comprehensive Examinations
6	Clinical Work
6	Endorsement
6	Right to Appeal
7	Regulations for Graduate Study vs. Regulations for Graduate Counseling Program

## Table of Contents (cont'd)

7	College of Education Formal Grievance Procedures
9	Graduate Student Checklist
10	Program of Study, Community Counseling
11	Program of Study, School Counseling
12	Schedule of Counseling Courses
13	Sample Schedules (Two courses each semester)
14	Sample Schedules (Three courses each semester)
15	Appendix A, Definition of Terms
16	Appendix B, Remediation Plan
17	Appendix C, Student Handbook Policy Acknowledgment Form

## **Mission Statement—Department of Counselor Education**

The University, College, and Department are committed to recruiting, retaining, and graduating a diverse student population. Graduate students in the Department of Counselor Education are representative of students and clientele served by schools and agencies in Northwest Alabama, Northeast Mississippi, and South Tennessee.

For the Community Counseling and School Counseling programs, the faculty are dedicated to the development of skilled practitioners who are committed to continuous professional growth and personal self-awareness. Through a systematic series of academic activities, experiential exercises, and clinical and field experiences, students engage in a rigorous process of inquiry, evaluation, and reflection. The faculty believe that this systematic process leads to a synergistic effect in which quantitative improvements in knowledge and skills interact to create qualitative growth in both areas. The ultimate goal of this mission is to inspire students to embrace a life-long pursuit of personal and professional growth in their identities as professional counselors.

### **Community Counseling Program**

The program prepares students to meet the educational requirements for licensure as Licensed Professional Counselors in Alabama and certification as National Certified Counselors, and the program adheres to CACREP standards for preparing Community Counselors. Ultimately, graduates possess the professional knowledge, abilities, and personal characteristics necessary to provide appropriate prevention, education, and counseling through the following interventions: outreach, consultation, crisis, brief (symptom-focused) counseling, intermediate counseling, and long-term counseling.

#### **Community Counseling Program Objectives**

1. Develop an understanding of the professional roles and ethical responsibilities of community counselors in order to document and provide direct services and referrals in an ethical, professional manner.
2. Develop knowledge of human growth and career development in order to design and deliver prevention, educational, and support-based programming in response to community needs.
3. Develop theoretical and applied knowledge of helping relationships at the personal, group, and systemic levels in order to develop treatment plans, properly document services, provide consultation, and implement individual, group, and family counseling interventions.
4. Develop an understanding and appreciation of social and cultural diversity in order to provide culturally sensitive services to all clients and to advocate for equity in other community-based services.
5. Develop knowledge of assessment principles, test instruments, and interview practices in order to provide responsible test administration and interpretation, case conceptualization, and diagnosis.
6. Develop theoretical and applied knowledge of research and evaluation practices in order to perform community needs assessments, program evaluation, and quality assurance.
7. Develop practical knowledge of technology in order to use technological resources in planning, evaluating, and documenting services.

### **School Counseling Program**

The program prepares students to meet the Alabama State Department of Education requirements for certification as school counselors and adheres to NCATE and CACREP standards for preparing school counselors. Moreover, the Commitments of the College's Conceptual Framework and related Professional Dispositions provide a foundation throughout the curriculum. Students must demonstrate their commitment to professionalism, assessment, collaboration, technology, diversity, and reflection. Ultimately, graduates possess the professional knowledge, abilities, dispositions, and commitments necessary to plan, implement, evaluate, and manage comprehensive school counseling programs in order to serve all students in the context of their communities.

### School Counseling Program Objectives

1. Develop an understanding of the professional roles and ethical responsibilities of a school counselor in order to perform their multiple duties in an ethical, professional manner.
2. Develop knowledge of human growth and career development in order to provide and document comprehensive programming to meet the academic, career, and personal needs of all students.
3. Develop theoretical and applied knowledge of helping relationships at the personal, group, and systemic levels in order to provide and document individual and group counseling, classroom guidance, consultation, and inservice programs in response to student, community, and overall safety needs.
4. Develop an understanding and appreciation of social and cultural diversity in order to provide culturally sensitive services to all students and to advocate for equity-focused school environments.
5. Develop knowledge of testing principles and practices in order to provide and document responsible test administration and interpretation.
6. Develop theoretical and applied knowledge of research and evaluation practices in order to perform comprehensive program evaluation.
7. Develop practical knowledge of technology in order to use technological resources in planning, evaluating, and managing a comprehensive school counseling program.

### Requirements, Policies and Procedures UNA Counseling Programs

The administration and faculty involved with the counseling programs at the University of North Alabama are committed to fulfilling its mission statements by helping students gain the competencies and skills necessary for the successful practice of professional counseling. Therefore, the requirements, policies, and procedures set forth in this document are designed to facilitate the screening and monitoring of students' progress through the counseling program to ensure mastery of necessary competencies, completion of appropriate coursework, and evidence of potential for professional success. Implementation of these requirements, policies, and procedures will be accomplished without discriminating on the basis of race, creed, disability, color, gender, gender orientation, or national origin.

#### I. Program Requirements

- A. Students must meet the minimum credit hour, course and other requirements described in the Graduate bulletin for the year he/she was admitted. Course substitutions will be made only with approval from both the student's academic advisor and the Dean of the College of Education.
- B. Students must receive prior approval from the Counseling Faculty and the Dean of the College of Education for credit from courses taken at another college or university. To receive transfer credit, the student's academic advisor must submit the appropriate form to the Dean of the College of Education for approval.
- C. The group counseling course will include participation in an experiential group. Prior to participation in the group, students will be provided information about risks inherent in group processes and instruction on how to limit self-disclosure.
- D. Students must be accepted to the Counselor Education Program in order to enroll in Counselor Education (CHD) courses with the exception of CHD 604 Human Growth and Development which is open to all graduate students.
- E. The Department of Counselor Education reserves the right to make immediate changes in program requirements, policies, procedures, and course content in order to comply with CACREP, NCATE, ABEC, SDE and/or SACS standards.

## II. **Quality of Academic Performance**

- A. Students must meet the minimum grade requirements described in the Graduate Bulletin (i.e., overall grade average of B or better on all valid work attempted at the University of North Alabama, with not more than six semester hours of C work or below).
- B. A warning letter from the Dean of the College of Education is sent by Certified Mail, Return Receipt Requested, to all students who achieve two C grades (6 semester hours).
- C. In addition to overall grade point average and grades in specific courses, evaluation of academic performance includes, but is not limited to the following: computer and other technology skills, academic honesty, participation in classroom activities, meeting deadlines, enthusiasm for learning, and an increasing ability to apply didactic material in conceptualizing case studies and client situations, role plays, and counseling sessions.

## III. **Personal Development: Inter- and Intrapersonal Functioning**

- A. Effective interpersonal and intrapersonal functioning are considered necessary prerequisites for an effective counselor. Faculty members teaching a counseling class and supervisors of counseling practica or internships are requested to document and report any deficits in student functioning that might interfere with the student's success in the program or in a professional counseling position. Problems in personal functioning may be due to situational problems (personal crisis situations during transitional times), mental illness, substance abuse or other causes which prevent a student from communicating empathy, genuineness, and respect to others. Indications of impaired functioning includes, but are not limited to, the following behaviors: excessive withdrawal from others; insensitivity to others, aggressive or hostile actions toward others; reactive emotional responses to others; excessive and/or illegal use of alcohol or other drugs; commission of a felony; use of alcohol or drugs just prior to attending work, class, or counseling sessions; lying; becoming distracted from work easily; and distracting others from their work.
- B. Students having deficits in personal development, including interpersonal and intrapersonal functioning, will not be allowed to take the counseling practicum course until they have achieved a satisfactory level of functioning. If problems in personal functioning are observed during a practicum or internship class, the student in practicum will be required to drop the class and the student in internship will be required to either drop the class or take a grade of an incomplete
- C. Evaluation of personal development includes, but is not limited to, acceptance, cooperativeness, flexibility, interpersonal effectiveness, interpersonal skills, introspectiveness, openness, psychological health, resilience and self-awareness. (Refer to Appendix A for definitions of applicable terms.)

## IV. **Professional Development**

- A. Evaluation of professional development includes, but is not limited to, empathy, reliability, willingness to accept and use feedback, respect for and appreciation of individual differences, ethical behavior, tolerance of ambiguity and willingness to develop professional knowledge.
- B. Students will be expected to conduct themselves in accordance with the Code of Ethics of the American Counseling Association. Failure to do so shall result in suspension or dismissal from the program.

- C. Joining and actively participating in professional counseling organizations is an integral part of students' professional development and forming of a counselor identity. The faculty strongly encourage students to join the American Counseling Association, the Alabama Counseling Association, a division of each that focuses on the respective major, and any other divisions that appeal to students' possible career interests. Through journals, newsletters, meetings, and other activities, professional counseling organizations provide an extensive network of ideas, career opportunities, and professional contacts.
- D. Students are encouraged to consider their career goals and professional interests when selecting topics for course assignments and choosing practicum and internship placements. Department faculty are available to discuss career interests and options throughout students' programs of study. Students are also encouraged to contact Career Services for individual career counseling, job placement services, part-time work, and graduate assistantships.

V. **Ethical Standards**

Students will be expected to conduct themselves in accordance with the Code of Ethics of the American Counseling Association. Failure to do so shall result in suspension or dismissal from the program.

VI. **Student Progress**

- A. A developmental, systematic assessment of each enrolled student's progress is conducted each semester by regular, full-time faculty with input invited from adjunct and affiliate program faculty. This assessment includes a review of academic performance, personal development, and professional development (including adherence to ethical standards) as described in the respective sections above. The purpose of this assessment process is to engage in a periodic, confidential review of student progress toward their career goals and objectives, potential success in forming effective interpersonal relationships in individual and small-group contexts, and progress in meeting program objectives. Students can also be assessed periodically during general faculty meetings in addition to the regular semester assessment.
- B. Students who are not progressing adequately in academic performance, personal development, and/or professional development, may be required to complete a formal remediation plan, suspended (removed for a specific amount of time or until certain requirements are met) from the program, and/or dismissed (removed permanently) from the program. If the assessment procedures described in the preceding paragraph result in any concerns regarding a student's academic performance, personal development, and/or professional development, these concerns will be addressed in any or all of the following ways:
  1. A designated faculty member will meet privately with the student to discuss the concerns. The content of this discussion will be documented in writing after the meeting.
  2. Two or more faculty members will meet with the student, discuss concerns and possible strategies for student improvement, document these strategies, and obtain signatures of faculty and student.
  3. If formal remediation, suspension, and/or dismissal is being considered, the following procedures will occur:
    - a. The student will receive written notification of the specific deficiencies or actions on his/her part that may be the cause for formal remediation, suspension, and/or dismissal from the program.

- b. The student will be given the opportunity to explain or defend his/her actions and/or deficiencies before a Counselor Education Hearing Board consisting of all full-time Counselor Education faculty and chaired by the Department Chair or the Chair's designee.
- c. The Counselor Education Hearing Board will make a decision regarding the formal remediation, suspension, and/or dismissal of the student.
- d. The Counselor Education Hearing Board will provide written notification of its decision to the student and the Dean of the College of Education. Decisions of the Counselor Education Hearing Board may be appealed to the Dean of the College of Education.
- e. Any student who is dismissed or suspended from the counseling program will be advised of criteria necessary for gaining reentry to the program. (See Sections XII and XIV for descriptions of Right to Appeal and Formal Grievance Procedures.)
- f. If a student is required by the Counselor Education Hearing Board to successfully complete a formal remediation plan, he/she will meet with the Counselor Education Hearing Board, and a remediation plan (Refer to Appendix B) will be completed. While this remediation plan is being completed, students may be under suspension from the counseling program, allowed to continue in the program with restrictions on the courses that may be taken, or allowed to continue with no course restrictions if making satisfactory progress toward remediation.

VII. **New Student Orientation**

Students are expected to complete all requirements for CHD 000 Counselor Education Orientation during their first semester of enrollment. Among other requirements listed in the course syllabus, students will submit a program of study approved by their academic advisor. Students in the school counseling program will also complete a self-assessment of their dispositions in accordance with the College of Education Assessment Plan.

VIII. **Admission to Candidacy**

- A. Students must apply for admission to candidacy after taking 12 semester hours and before completing 18 semester hours of their program. The student's academic advisor will submit the Application for Candidacy to the Dean of the College of Education after approval of the full-time Counselor Education faculty. The Counselor Education faculty may recommend admission to, postponement of, or denial of candidacy based upon the student's quality of academic performance, personal development, including interpersonal and intrapersonal functioning, professional development, and adherence to ethical standards. For students majoring in school counseling, evaluation for readiness to admission to candidacy will also include an assessment by the full-time Counselor Education faculty of the student's Dispositions in accordance with the College of Education Assessment Plan.
- B. When the recommendation for postponement of candidacy is made, procedures outlined previously in Section V Student Progress will be followed.

IX. **Comprehensive Examinations**

School Counseling majors are required to take the PRAXIS School Guidance/Counseling Examination and achieve a score that will allow them to be certified/licensed as a school

counselor in the state of Alabama. Community Counseling majors are required to take the Counselor Preparation Comprehensive Examination (CPCE) and achieve a score that is no lower than one standard deviation below the national mean. The PRAXIS or the CPCE should be taken during the next-to-last semester of enrollment. There is a registration fee for the PRAXIS or CPCE that must be paid by students. If a student does not receive satisfactory scores on the PRAXIS or CPCE, he/she will be required to show competency by retaking and passing the examination, retaking one or more courses, or by successfully completing other learning experiences that may be assigned. The Chair of Counselor Education is responsible for determining the specific activities necessary for the student to demonstrate competency.

X. **Clinical Work**

- A. Students must demonstrate minimum clinical skills as determined by the faculty supervisors for practicum and internship classes. Primary evaluation of these skills occurs when the student is enrolled for Practicum in Counseling. Failure to master these facilitative skills will result in the student repeating the practicum course until the skills are satisfactorily demonstrated. Students must attain a grade of B or better in Practicum before they will be allowed to enroll in Internship.
- B. Students will not be allowed to begin the Internship in Counseling class until they have completed all requirements for Practicum in Counseling. Students must have achieved at least a 3.00 GPA prior to enrolling in Practicum and must maintain at least a 3.00 GPA prior to enrolling in Internship.
- C. The internship requires that the student work satisfactorily with the on-site supervisor and others at the work site. Failure to meet the minimum expectations of the on-site supervisor will result in termination of the student at that site. The student's performance will be reviewed prior to placement at another site. Remedial work may be required before further placement.
- D. Students are required to carry professional counseling liability insurance (minimum coverage of \$1,000,000 aggregate) and provide documentation of such coverage while enrolled in practicum and internship courses. The Counselor Education Program will inform students regarding liability insurance options.

XI. **Endorsement**

The Community Counseling and School Counseling programs are designed to prepare counselors for licensure, certification, and employment in appropriate professional work settings. School Counseling students who complete all program of study requirements and achieve a score on the PRAXIS School Guidance/Counseling Examination that will allow them to be certified/licensed as a school counselor in their state of residence will be endorsed for the appropriate certification/licensure. Community Counseling students who complete all program of study requirements and receive a passing score on the CPCE will be endorsed for licensure and certification. Endorsements or recommendations for employment in specific work settings will be given only in circumstances in which the graduate's program of study, clinical experience, and skill level are appropriate to the work setting and the specific position. Regardless of training qualifications, clinical experience, or skill level, students or graduates who are believed to be impaired in any way that will interfere with the endorsement for certification, licensure, or employment will not receive such endorsement.

XII. **Right to Appeal**

Students may appeal decisions made by the Counselor Education Hearing Board regarding their continuation in the counseling program to the Dean of the College of Education. The University grievance procedures provide a means whereby a student may direct a complaint against another

member or organization of the University community, or, if appropriate, against the University alleging improper, arbitrary, or discriminatory application of University rules, regulations, standards, practices, and/or procedures relating to enrollment or other circumstances giving proper grounds of complaint. Grievance procedures do not apply to actions involving suspension, expulsion, dismissal, or termination of employment or enrollment for cause. For such actions, the University provides Due Process Procedures. Specific information concerning Grievance and Due Process Procedures can be obtained from the Office of the University Ombudsperson.

XIII. **Regulations for Graduate Study vs. Regulations for Graduate Counseling Program**

Some of the requirements for admission and continuation in the counseling programs are different from those in other graduate programs within the University of North Alabama. A student who is not permitted to continue in the counseling program may still be eligible for graduate study in another area. If a student has been dismissed from the graduate counseling program for scholastic or other reasons, he/she may apply for another graduate program. If the student has been eliminated on the basis of regulations applying to the admission and program requirements applicable to all graduate students (See Graduate Bulletin), reinstatement requires the approval of the Graduate Council on the basis of extenuating circumstances. Reinstatement may be considered by the Graduate Council only upon written appeal directed through the Dean of the College of Education. Reinstatement, if approved, may be based on special conditions and is subject to the regulations and standards in effect at the time of re-enrollment. Following reinstatement, a new application for admission must be filed.

XIV. **College of Education - Formal Grievance Procedures**

The following grievance procedures are available to all candidates enrolled in Counselor Education, Elementary Education, Health Physical Education and Recreation, Human Environmental Sciences, and Secondary Education programs/courses in the College of Education at the University of North Alabama. The procedures are used to resolve formal candidate complaints related to matters such as advisement, course requirements, clinical experiences, grades, student internship, and/or improper or discriminatory application of College of Education rules, regulations, standards, and procedures.

The College of Education Grievance Policy is not intended to replace any University wide grievance policy, and these procedures do not apply to actions involving suspension, expulsion, dismissal, or termination of enrollment. Candidates who wish to resolve the above mentioned actions can obtain information about the grievance procedures through the Student Life Office, Rom 202, University Center.

When a candidate has a complaint related to advisement, course requirements, clinical experiences, grades, student internship, and/or improper or discriminatory application of College of Education rules, regulations, standards, and procedures, the candidate should follow the appeals process outlined below.

- A. The candidate should first appeal to the College of Education faculty directly involved with the complaint to seek a resolution to the situation/grievance.
- B. If the candidate feels that the complaint is not resolved with the COE faculty member directly involved with the complaint, the candidate can then appeal directly to the department chair of the department in which the student is enrolled. The department chair should document the resolution of the complaint.

- C. If the complaint is not resolved at the department chair level, the candidate may appeal to the Dean of the College of Education. The Dean of the College of Education should document the resolution of the complaint.
- D. Complaints that are not resolved at the Dean of the College of Education level can be appealed further to the Vice President of Academic Affairs and Provost. If the appeal reaches the VPAA level, the Dean of the College of Education and the VPAA should consult on the matter to reach an agreement concerning the most appropriate manner in which to handle the complaint. All discussions at this level should be documented.
- E. If the candidate is still not satisfied with the resolution of the matter, an appeal can be made to the President of the University.
- F. Additionally, the University Ombudsman can be used as a resource to help with the resolution of conflicts at any of the above levels.

## **Graduate Student Checklist**

### **Counselor Education Program**

- Apply for and gain admission to the Counseling Program. To apply, submit transcripts of all undergraduate and graduate course work, a completed graduate application form and MAT or GRE scores to the UNA Admissions Office. Also, submit three (3) recommendation forms completed by previous supervisors or professional colleagues to the Chair of the Department of Counselor Education (UNA Box 5107). When the above has been received at UNA, schedule an appointment for an interview with the Counseling Faculty by contacting the Department Chair.
  
- Complete CHD 000 Counselor Education Orientation during your first semester of enrollment. As part of the course requirements, you will complete the Proposed Program of Study form and submit it to your academic advisor in the Counselor Education Department. Your advisor will approve your Program of Study and request approval from the Dean of the College of Education when you are accepted to candidacy.
  
- Apply for and gain admission to candidacy after your completion of twelve (12) semester hours of graduate coursework but before completing eighteen (18) hours of coursework. See your advisor for admission to candidacy materials.
  
- Register for, take and achieve a satisfactory score on a counseling comprehensive examination. School Counseling majors must take and achieve a satisfactory score on the PRAXIS School Guidance/Counseling Examination. Community Counseling majors must take and achieve a satisfactory score on the Counselor Preparation Comprehensive Examination. Students should take the comprehensive examination during their next to last semester of enrollment.
  
- Apply for graduation in the Registrar's Office the next to last semester of enrollment. The Registrar's Office will then send you and your advisor a report on your progress toward graduation.

CATALOG YEAR \_\_\_\_\_

PROPOSED PROGRAM OF STUDY \_\_\_\_\_

DATE \_\_\_\_\_

**COMMUNITY COUNSELING**

Non-Certification

Master of Arts

48-Hour Program

NAME \_\_\_\_\_ STUDENT NUMBER \_\_\_\_\_

TELEPHONE \_\_\_\_\_

ADDRESS \_\_\_\_\_

Course No.	Course Title	Hours	Term
CHD 000	Counselor Education Orientation	0	
ED 601	Methods of Educational Research	3	
CHD 600	Professional Identity and Ethics for Community Counselors	3	
CHD 602	Fundamentals of Counseling	3	
CHD 604	Human Growth and Development	3	
CHD 606	Theories and Techniques of Counseling	3	
CHD 608	Group Counseling (Prerequisites: CHD 602 & CHD 606)	3	
CHD 615	Multicultural Counseling	3	
CHD 621	Fundamentals of Appraisal	3	
CHD 622	Personality Appraisal	3	
CHD 631	Counseling for Career Development	3	
CHD 651	Contemporary Practices in Community Counseling	3	
CHD 655	Diagnosis and Treatment Planning in Counseling	3	
CHD 678	Practicum in Counseling (Prerequisites: CHD 608 & CHD 600)	3	
CHD 688	Internship in Counseling (Prerequisite: CHD 678)	3	
CHD 689	Internship in Counseling (Prerequisite: CHD 678)	3	

ADVISOR-APPROVED COUNSELING ELECTIVE

		3	
--	--	---	--

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Dean's Signature

CATALOG YEAR \_\_\_\_\_

PROPOSED PROGRAM OF STUDY \_\_\_\_\_

DATE \_\_\_\_\_

**SCHOOL COUNSELING**  
48-Hour Program

NAME \_\_\_\_\_ STUDENT NUMBER \_\_\_\_\_

TELEPHONE \_\_\_\_\_

ADDRESS \_\_\_\_\_

Master of Arts in Education Degree \_\_\_\_\_

Holds Class B Certificate \_\_\_\_\_

Course No.	Course Title	Hours	Term
ED 601	Methods of Educational Research	3	

Course No.	Course Title	Hours	Term
EEX 605*	Education for Exceptional Children	3	

\*Students who have previously satisfied the general survey course in special education are not required to take EEX 605 and will take six (6) semester hours of electives.

Course No.	Course Title	Hours	Term
CHD 000	Counselor Education Orientation	0	
CHD 602	Fundamentals of Counseling	3	
CHD 604	Human Growth and Development	3	
CHD 606	Theories and Techniques of Counseling	3	
CHD 608	Group Counseling (Prerequisites: CHD 602 & CHD 606)	3	
CHD 615	Multicultural Counseling	3	
CHD 621	Fundamentals of Appraisal	3	
CHD 631	Counseling for Career Development	3	
CHD 641	Development and Management of School Counseling Programs	3	
CHD 642	Professional Identity and Ethics for School Counselors	3	
CHD 645	Child and Adolescent Counseling (Prerequisites: CHD 602 & CHD 606)	3	
CHD 678	Practicum in Counseling (Prerequisites: CHD 608 & CHD 642)	3	
CHD 688	Internship in Counseling (Prerequisite: CHD 678)	3	
CHD 689	Internship in Counseling (Prerequisite: CHD 678)	3	

ADVISOR-APPROVED COUNSELING ELECTIVE(S)

		3	
		3	

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Dean's Signature

## SCHEDULE OF COUNSELING COURSES

### FALL

CHD 000	Counselor Education Orientation			
CHD 600	Professional Identity & Ethics, Community	M	6:00-8:45 p.m.	Baird
CHD 602	Fundamentals of Counseling	T	6:00-8:45 p.m.	Loew
CHD 604	Human Growth & Dev.	W	6:00-8:45 pm.	Staff
CHD 606	Theories & Techniques...	W	6:00-8:45 p.m.	Pearson
CHD 661	Family Counseling	R	6:00-8:45 p.m.	Loew
CHD 678	Practicum in Counseling	M	6:00-8:45 p.m.	Loew
CHD 678	Practicum in Counseling	T	6:00-8:45 p.m.	Pearson
CHD 688	Internship in Counseling	W	4:30-5:50 p.m.	Baird
CHD 689	Internship in Counseling	M	4:30-5:50 p.m.	Pearson

### SPRING

CHD 000	Counselor Education Orientation			
CHD 602	Fundamentals of Counseling	M	6:00-8:45 p.m.	Loew
CHD 615	Multicultural Counseling	T	6:00-8:45 p.m.	Baird
CHD 621	Fundamentals of Appraisal	R	6:00-8:45 p.m.	Loew
CHD 631	Counseling for Career Dev.	T	6:00-8:45 p.m.	Loew
CHD 645	Child & Adolescent Counseling	W	6:00-8:45 p.m.	Staff
CHD 655	Diagnosis & Treatment Planning	W	6:00-8:45 p.m.	Pearson
CHD 678	Practicum in Counseling	M	6:00-8:45 p.m.	Pearson
CHD 688	Internship in Counseling	M	4:30-5:50 p.m.	Baird
CHD 689	Internship in Counseling	T	4:30-5:50 p.m.	Pearson

### SUMMER

CHD 000	Counselor Education Orientation			
CHD 608	Group Counseling	TR	4:00-6:30 p.m.	Pearson
CHD 622	Personality Appraisal	TR	6:30-9:00 p.m.	Staff
CHD 641	Dev. & Mgmt. School Coun. (odd years)	MW	6:30-9:00 p.m.	Loew
CHD 642	Prof. Ident/Ethics, School (even years)			
CHD 651	Contemporary Pract. in Comm. Couns.	MW	6:30-9:00 p.m.	Pearson
CHD 678	Practicum in Counseling	TR	4:00-6:30 p.m.	Loew
CHD 688	Internship in Counseling	W	4:30-6:20 p.m.	Baird
CHD 689	Internship in Counseling	M	4:30-6:20 p.m.	Baird

Effective Fall 2007

### Sample Schedules (two courses each semester)

#### Schedule for Community Counseling Student

##### **First Semester**

CHD 000 Counselor Education Orientation

##### **Fall** (First Year)

CHD 602 Fundamentals of Counseling

CHD 606 Theories and Techniques of Counseling

##### **Spring**

CHD 615 Multicultural Counseling

CHD 621 Fundamentals of Appraisal

##### **Summer**

CHD 622 Personality Appraisal

CHD 651 Contemporary Practices in Community Counseling

##### **Fall** (Second Year)

CHD 600 Professional Identity & Ethics, Community

CHD 604 Human Growth and Development

##### **Spring**

CHD 655 Diagnosis and Treatment Planning in Counseling

CHD 631 Counseling for Career Dev.

##### **Summer**

CHD 608 Group Counseling

CHD 601 Methods of Educational Research.

##### **Fall** (Third Year)

CHD 678 Practicum in Counseling

Elective (CHD 661 Family Counseling)

##### **Spring**

CHD 688 Internship in Counseling

CHD 689 Internship in Counseling

#### Schedule for School Counseling Student

##### **First Semester**

CHD 000 Counselor Education Orientation

##### **Fall** (First Year)

CHD 602 Fundamentals of Counseling

CHD 606 Theories and Tech of Counseling

##### **Spring**

CHD 615 Multicultural Counseling

CHD 621 Fundamentals of Appraisal

##### **Summer**

CHD 641 Dev. and Mtg. of School Counseling Program

or

CHD 642 Professional Identity & Ethics, School

Elective – CHD 622 Personality Appraisal

##### **Fall** (Second Year)

CHD 604 Human Growth and Development

ED 601 Methods of Educational Research

##### **Spring**

CHD 631 Counseling of Career Dev.

CHD 645 Child & Adolescent Counseling

##### **Summer**

CHD 608 Group Counseling

Elective – CHD 651 Contemporary Practices in

Community Counseling

##### **Fall** (Third Year)

CHD 678 Practicum in Counseling

Elective (CHD 661 Family Counseling)

##### **Spring**

CHD 688 Internship in Counseling

CHD 689 Internship in Counseling

Revised 11/01/06

**Sample Schedules (three courses each semester)**

Schedule for Community Counseling Student

**First Semester**

CHD 000 Counselor Education Orientation

**Fall** (First Year)

CHD 600 Professional Identity & Ethics, Community

CHD 602 Fundamentals of Counseling

CHD 606 Theories and Techniques of Counseling

**Spring**

CHD 615 Multicultural Counseling

CHD 621 Fundamentals of Appraisal

CHD 655 Diagnosis and Treatment Planning in Counseling

Alternatives

CHD 602 Fundamentals of Counseling (if not taken)

ED 601 Methods of Educational Research

**Summer**

CHD 622 Personality Appraisal

CHD 651 Contemporary Practices in Community Counseling

CHD 608 Group Counseling

**Fall** (Second Year)

CHD 604 Human Growth and Development

CHD 678 Practicum in Counseling

Elective – CHD 661 Family Counseling

Alternatives

ED 601 Methods of Educational Research (if not taken)

**Spring**

CHD 631 Counseling of Career Dev.

CHD 688 Internship in Counseling

ED 601 Methods of Educational Research (if not taken)

Alternatives

CHD 655 Diagnosis and Treatment Planning in Counseling  
(if not taken)

Elective (if not taken) CHD 645 Child and Adolescent Coun.

**Summer**

CHD 689 Internship in Counseling

Elective (if not taken) - CHD 641 Dev & Mgmt. School Coun.

Schedule for School Counseling Student

**First Semester**

CHD 000 Counselor Education Orientation

**Fall** (First Year)

CHD 602 Fundamentals of Counseling

CHD 606 Theories and Tech of Counseling

ED 601 Methods of Educational Research

**Spring**

CHD 615 Multicultural Counseling

CHD 621 Fundamentals of Appraisal

CHD 645 Child and Adolescent Counseling

Alternative

CHD 602 Fundamentals of Counseling (if not taken)

ED 601 Methods of Educational Research(if not taken)

**Summer**

CHD 641 Dev. and Mtg. of School Counseling Program  
or

CHD 642 Professional Identity & Ethics, School

CHD 608 Group Counseling

**Fall** (Second Year)

CHD 604 Human Growth and Development

CHD 678 Practicum in Counseling

Elective – CHD 661 Family Counseling

Alternative

ED 601 Methods of Educational Research (if not taken)

**Spring**

CHD 631 Counseling for Career Dev.

CHD 688 Internship in Counseling

CHD 689 Internship in Counseling

Alternative

CHD 645 Child and Adolescent Counseling (if not taken)

**Summer**

Elective – CHD 622 Personality Appraisal

or

CHD 651 Contemporary Practices in Community Counseling

## **Appendix A Definitions of Terms**

**Acceptance** – The communication of high regard for another person.

**Cooperation** – The means by which people engage in joint action to accomplish a goal they all want.

**Courage** – The strength to persevere and withstand difficulty.

**Empathy** – The understanding of others' situations, behaviors, feelings and motives.

**Ethical Behavior** – Following the ACA Code of Ethics and acting in a manner that reflects a commitment to the client's best interest.

**Flexibility** – The ability to adapt to situations and experiences, and to adjust one's behavior appropriately.

**Interpersonal effectiveness** – The degree to which the consequences of behavior match intentions.

**Interpersonal skills** – The sum total of one's ability to interact effectively with other people.

**Introspection** – The willingness to examine one's thoughts and feelings.

**Openness** – The sharing of information, ideas, thoughts, feelings and reactions to the issue being discussed.

**Psychological health** – The ability to build and maintain cooperative, interdependent relationships with other people.

**Reliability** - Consistent dependability of judgment, character, performance or result.

**Resilience** – The ability to recover readily from adversity or change.

**Respect for and appreciation of individual differences** – Recognizing the value of various form of diversity. Communicating unconditional positive regard verbally and non-verbally.

**Self-awareness** – The paying attention to and being aware of oneself.

**Self-disclosure** – Revealing how one is reacting to the present situation and giving any information about the present that is relevant to an understanding of one's reactions.

**Tolerance of ambiguity** – Objective attitude or permissiveness toward unclear, vague or uncertain meanings.

**Willingness to accept & use feedback** – Inclined or prepared to listen to supervisors and to ungrudgingly carry out directions.

**Willingness to develop professional knowledge** – Inclined or prepared to grow and mature as a counselor.

**Appendix C**

**STUDENT HANDBOOK POLICY ACKNOWLEDGEMENT FORM**

**COUNSELOR EDUCATION**

I have received a copy of the Counselor Education Student Handbook and agree to abide by the policies and procedures herein. I will carefully read the Student Handbook as soon as possible. I understand that any violation of the handbook could result in immediate suspension or dismissal from the program, including immediate withdrawal from all courses.

-----  
Student signature

-----  
Date

-----  
Detach, sign and submit to the Chair, Department of Counselor Education

**STUDENT HANDBOOK POLICY ACKNOWLEDGEMENT FORM**

**COUNSELOR EDUCATION**

I have received a copy of the Counselor Education Student Handbook and agree to abide by the policies and procedures herein. I will carefully read the Student Handbook as soon as possible. I understand that any violation of the handbook could result in immediate suspension or dismissal from the program, including immediate withdrawal from all courses.

-----  
Student signature

-----  
Date

## Appendix B Remediation Plan

### Target Areas

(Check all that apply.)     Academic Performance  
                                   Professional Development  
                                   Personal Development

### Area of Weakness

1.

Behavioral indicators:

Goal:

Target Date:

Plan:

### Area of Weakness

2.

Behavioral indicators:

Goal:

Target Date:

Plan:

(Student's name) standing in the program is conditioned upon active progress toward each goal listed above. Progress will be reviewed again on (date).

(Student's name) will be withdrawn from active status in the program of study. The status will be reviewed based on the completion of outlined plan and student's ability to document (list evidence needed).

**Signatures and dates** (All members of the committee)