Student Handbook

Department of Counselor Education

College of Education and Human Sciences

University of North Alabama

8/15/2022

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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 Clinical Mental Health Counseling and School Counseling programs, the faculty are dedicated to the development of skilled practitioners who are committed to continuous personal self-awareness, personal growth, and professional development. 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 believes that this systematic process leads to a synergistic effect in which quantitative improvements in knowledge, skills, and practices interact to create qualitative growth in these areas and professional counseling dispositions. 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.

The clinical mental health counseling and school counseling programs adhere to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. Both programs prepare students to receive certification as National Certified Counselors.

The clinical mental health counseling program prepares students to meet the educational requirements for licensure as Licensed Professional Counselors in Alabama. Ultimately, clinical mental health counseling graduates possess the professional knowledge, abilities, and dispositions necessary to provide appropriate prevention, education, and counseling through the following interventions: advocacy, outreach, consultation, crisis, brief (symptom-focused) counseling, intermediate counseling, and long-term counseling.

The school counseling program prepares students to meet the Alabama State Department of Education (ALSDE) requirements for certification as school counselors. Ultimately, graduates possess the professional knowledge, abilities, and dispositions necessary to plan, implement, evaluate, and manage comprehensive school counseling programs in order to serve all students in the context of their communities.

Program Objectives

Students in the clinical mental health counseling and school counseling programs will be expected to meet the following objectives:

1. Demonstrate understanding and application of knowledge and skills related to professional counseling orientation and ethics.
2. Demonstrate understanding and application of knowledge and skills related to social and cultural diversity.
3. Demonstrate understanding and application of knowledge and skills related to human growth and development.
4. Demonstrate understanding and application of knowledge and skills related to career development.

5. Demonstrate understanding and application of knowledge and skills related to counseling and helping relationships.
6. Demonstrate understanding and application of knowledge and skills related to group counseling.
7. Demonstrate understanding and application of knowledge and skills related to assessment and testing.
8. Demonstrate understanding and application of knowledge and skills related to research and program evaluation.

Students in the clinical mental health counseling program will be expected to meet the following objective:

9. Demonstrate understanding and application of foundational and contextual dimensions of clinical mental health counseling and the ability to engage in effective, ethical clinical mental health practices across diverse settings and client populations.

Students in the school counseling program will be expected to meet the following objective:

10. Demonstrate understanding and application of foundational and contextual dimensions of school counseling practices and the ability to develop, manage, assess, and implement ethical school counseling programs in P-12 schools.

Students in the clinical mental health counseling and school counseling programs will be expected to meet the following objective:

11. Demonstrate expected levels of professional dispositions essential to the roles and functions of professional counselors: conscientiousness, coping and self-care, openness, cooperativeness, moral reasoning, interpersonal skills, cultural sensitivity, self-awareness, emotional stability, and ethical behavior.

Policies
UNA Counseling Programs

The administration and faculty involved with the counseling programs at the University of North Alabama (UNA) are committed to fulfilling its mission statement 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 in accordance with the UNA Non-Discrimination Statement.

I. <u>Program Requirements</u>

A. Students must meet the minimum credit hour, course, and other requirements described in the Graduate Catalog for the year they were admitted. Course substitutions will be made only with approval from both the student's academic advisor and the Dean of the College of Education and Human Sciences.

B. Students must receive *prior* approval from the Counseling Faculty and the Dean of the College of Education and Human Sciences 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 and Human Sciences 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 who have not been admitted to a Counselor Education Program or are not enrolled in the Accelerated Master's Program (AMP) need special permission to enroll in CHD coursework, with the exception of CHD 601 Research Methods and Program Evaluation in Counseling, CHD 602 Fundamentals of Counseling, CHD 604 Human Growth and Development, and CHD 615 Social and Cultural Diversity in Counseling, which are open to graduate students enrolled in other programs.

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, Alabama Board of Examiners in Counseling (ABEC), ALSDE, and/or Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements/standards.

II. Professional Dispositions

A. The Professional Dispositions Competency Assessment (PDCA-R; see Appendix C) will be used to assess students' professional dispositions throughout students' programs of study to ensure that students meet expectations in each of the following areas: conscientiousness, coping and self-care, openness, cooperativeness, moral reasoning, interpersonal skills, cultural sensitivity, self-awareness, emotional stability, and ethical behavior. This assessment process will include the following: (a) student self-assessments at new student orientation, CHD 678 Practicum in Counseling, and CHD 689 Internship in Counseling; (b) faculty assessment of students enrolled in CHD 000 Counselor Education Orientation, CHD 608 Group Counseling, and CHD 688 Internship in Counseling; and (c) site supervisor assessments of students enrolled in CHD 678 Practicum in Counseling and CHD 689 Internship in Counseling. Faculty will also assess students' professional dispositions as needed.

B. The formal assessment of professional dispositions using the PDCA-R complements the assessment of student progress in the following areas outlined below: quality of academic performance, personal development (inter- and intrapersonal functioning), professional development, and ethical conduct.

III. Quality of Academic Performance

A. Students must meet the minimum grade requirements described in the Graduate Catalog (i.e., overall grade average of 3.0 or better on all valid work attempted at the University of North Alabama and, for school counseling majors, a minimum completion grade point average of 3.25 on all courses in the Alabama State Board of Education approved School Counseling program). In accordance with the University Graduate Grading Policy (https://catalog.una.edu/graduate/general-

regulations-procedures/special-regulations/graduate-grading-policy/), any student who earns three grades of C will be dismissed; this dismissal can occur at any point in their program of study, including the last semester. Any student who earns two grades below C will be dismissed.

B. 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.

IV. 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 practicum 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 (e.g., 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 include, 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; distracting others from their work; and any actions that lead to suspension or dismissal from the University of North Alabama.

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 withdraw from the class and the student in internship will be required to either withdraw from 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.)

V. 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 may 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. Through journals, newsletters, meetings, and other activities, professional counseling organizations provide an extensive network of ideas, career opportunities, and professional contacts. The faculty strongly encourage students to join the American Counseling Association, the Alabama Counseling Association, a division of each that focuses on their respective majors, and any other divisions that appeal to students' possible career interests. Additionally, students who have maintained a 3.5 or better GPA on their first 12 credit hours and who are deemed promising for endorsement as a professional counselor whose ethical judgment and behavior will be exemplary will be invited by the faculty to join Chi Sigma Iota (CSI). All students are eligible and encouraged to attend chapter CSI events throughout the academic year. Other specific opportunities for professional involvement include a departmental graduate assistantship, academic scholarships, and departmental stipends for students who present at the annual conference of the Alabama Counseling Association.

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.

VI. Ethical Conduct

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

VII. 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 may also be assessed periodically during general faculty meetings or on an as-needed

basis, in addition to the regular semester assessment. Additionally, students' professional dispositions are formally assessed with the PDCA-R by faculty and supervisors as described in section II above.

B. Students who are not progressing adequately in professional dispositions, academic performance, personal development, professional development, and/or ethical conduct 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 professional dispositions, academic performance, personal development, professional development, and/or ethical conduct, these concerns will be addressed in any or all of the following ways:

1. One or more designated faculty members 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. The Counselor Education Hearing Board will be chaired by the Department Chair or the Chair's designee and consist of all full-time Counselor Education faculty and one designated full-time faculty, whose appointment is outside of the Department of Counselor Education.
    c. The Counselor Education Hearing Board will make a decision regarding the formal remediation, suspension, and/or dismissal of the student. The Counselor Education Hearing Board will provide written notification of its decision to the student and the Dean of the College of Education and Human Sciences. If a student is required by the Counselor Education Hearing Board to successfully complete a formal remediation plan, the Hearing Board will create a remediation plan (refer to Appendix B), and the student will meet with the Counselor Education Hearing Board, the Chair, or the Chair's designee to discuss the plan and its completion. The remediation plan will stipulate whether the student will be under suspension from the counseling program, allowed to continue in the program with restrictions on course enrollment and/or activities, or allowed to continue with no restrictions. Continuation in the program without restrictions is contingent upon the student making satisfactory progress on the remediation plan.

d. Any student who is dismissed or suspended from the counseling program by the Counselor Education Hearing Board will be advised of criteria necessary for gaining reentry to the program.
e. Decisions of the Counselor Education Hearing Board may be appealed to the Dean of the College of Education and Human Sciences.

VIII. 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 will also complete a self-assessment of their professional dispositions.

IX. Comprehensive Examinations

Clinical Mental Health Counseling and School Counseling students are required to take the Counselor Preparation Comprehensive Examination (CPCE) and achieve a passing score. The faculty reviews the minimum CPCE score annually to confirm that the minimum score is no lower than one standard deviation below the national mean.

Additionally, School Counseling students are required to take the PRAXIS II Professional School Counselor Examination and achieve a passing score as determined by the ALSDE. Track-2 School Counseling majors must achieve a passing score on the National Counseling Exam (NCE) in order to be recommended for certification as a school counselor; a passing score on the NCE is required by the ALSDE for the Class A Professional Educator Certification in School Counseling.

The CPCE, PRAXIS, and NCE should be taken during the next-to-last semester of enrollment. Fees for the CPCE, PRAXIS, and NCE 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 in consultation with the faculty, 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. Student actions resulting in termination from the practicum/internship site will require the student to suspend all practicum/internship activities and may require the student to withdraw from the course.

C. 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.

D. 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.

E. 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 Clinical Mental Health 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 Professional School Counselor Examination and on the National Counselor Examination (if Track 2) that will allow them to be certified/licensed as a school counselor in Alabama will be endorsed for the appropriate certification/licensure. Clinical Mental Health Counseling students who complete all program of study requirements and receive a passing score on the CPCE may 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. Students seeking endorsement from the Counselor Education faculty must complete and submit a FERPA form. 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. Appeal, Grievance, and Due Process Procedures

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 and Human Sciences. Furthermore, 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 or the Office of Student Conduct. Also, the procedures are published in the UNA Student Handbook.

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 to 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 Catalog), reinstatement requires the approval of the College of Education and Human Sciences Readmissions Committee on the basis of extenuating circumstances. Reinstatement may be considered by the College of Education and Human Sciences Readmissions Committee only upon written appeal directed through the Dean of the College of Education and Human Sciences. 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. Counselor Education Student Records

The Department of Counselor Education creates two (2) files for every student. The first file is a general student file and contains admission materials, the program of study form, and various other records. The second file, a clinical experience file, is created when a student enrolls in the CHD 678 Practicum course. This clinical experience file contains documents that are related to CHD 678 Practicum in Counseling, CHD 688 Internship in Counseling, and CHD 689 Internship in Counseling. General files of students who graduate will be kept by the department for five (5) years following graduation and then shredded. The clinical files of students will be kept for three (3) years following graduation and then shredded. The general and clinical files of students who become inactive will be shredded eight years after the student is accepted into the program. The Office of the Registrar maintains permanent records for every student.

PROGRAM OF STUDY
CLINICAL MENTAL HEALTH COUNSELING
Master of Arts
60 Credit-Hours, CACREP Accredited

Course No.	Course Title	Hours
CHD 000	Counselor Education New Student Orientation	0
CHD 001	Comprehensive Examination	0
CHD 600	Professional Identity & Ethics for Clinical Mental Health Counselors	3
CHD 601	Research Methods & Program Evaluation in Counseling	3
CHD 602	Fundamentals of Counseling	3
CHD 604	Human Growth & Development	3
CHD 606	Theories & Techniques of Counseling	3
CHD 608	Group Counseling (Prerequisites: CHD 602 & CHD 606)	3
CHD 615	Social & Cultural Diversity in Counseling	3
CHD 621	Assessment in Counseling	3
CHD 625	Addictions Counseling (Prerequisite: CHD 602)	3
CHD 631	Counseling for Career Development	3
CHD 634	Wellness Counseling	3
CHD 638	Crisis Intervention in Counseling (Prerequisite: CHD 602)	3
CHD 645	Child and Adolescent Counseling (Co/Prerequisites: CHD 602 & 606)	3
CHD 655	Diagnosis and Treatment Planning in Counseling (Prerequisites: CHD 602 & CHD 606)	3
CHD 656	Contemporary Practices in Clinical Mental Health Counseling	3
CHD 661	Family Counseling (Co/Prerequisites: CHD 602 and CHD 606)	3
CHD 678	Practicum in Counseling (Prerequisites: CHD 602, 606, & CHD 608)	3
CHD 688	Internship in Counseling (Prerequisite: CHD 678)	3
CHD 689	Internship in Counseling (Prerequisite: CHD 678)	3
CHD 690	Advanced Applications in Clinical Mental Health Counseling (Co/Prerequisite: CHD 678)	3
Total Hours		60

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PROGRAM OF STUDY
SCHOOL COUNSELING
Master of Arts in Education
60 Credit-Hours, CACREP Accredited

Course No.	Course Title	Hours
CHD 000	Counselor Education Orientation	0
CHD 001	Counseling Comprehensive Examination	0
EEX 605	Survey of Students with Disabilities	0 - 3
CHD 601	Research Methods & Program Evaluation in Counseling	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	Social & Cultural Diversity in Counseling	3
CHD 621	Assessment in Counseling	3
CHD 625	Addictions Counseling (Prerequisite: CHD 602)	3
CHD 631	Counseling for Career Development	3
CHD 634	Wellness Counseling	3
CHD 638	Crisis Intervention in Counseling (Prerequisite: CHD 602)	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 (Co/Prerequisites: CHD602 & CHD 606)	3
CHD 655	Diagnosis and Treatment Planning in Counseling (Prerequisites: CHD 602 & CHD 606)	3
CHD 661	Family Counseling (Co/Prerequisites: CHD 602 and CHD 606)	3
CHD 678	Practicum in Counseling (Prerequisites: CHD 602, 606, & 608)	3
CHD 688	Internship in Counseling (Prerequisite: CHD 678)	3
CHD 689	Internship in Counseling (Prerequisite: CHD 678)	3
Elective	Select 0 – 3 credits advisor-approved electives	0 - 3
Total Hours		60

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SBE APPROVED TEP

STATE OF ALABAMA DEPARTMENT OF EDUCATION
TEACHER EDUCATION AND CERTIFICATION

Program: School Counseling P-12
Total Hours: 60

CLASS A PROGRAM CHECKLIST
FOR LIBRARY-MEDIA SPECIALIST, SCHOOL COUNSELING, SCHOOL PSYCHOMETRY, SPEECH LANGUAGE PATHOLOGY OR SPORT MANAGEMENT

Institution: University of North Alabama

Date Approved: 6/10/2021
Date Expires: 6/30/2028
Revisions:

Student Name:
Student #:

Instructional Support Area: 42 hours

CHD 602 Fund of Counseling (3)	
CHD 604 Human Growth & Dev (3)	
CHD 606 Theor Tech of Couns (3)	
CHD 608 Group Counseling (3)	
CHD 621 Assessment in Counseling (3)	
CHD 631 Counseling Career Dev (3)	
CHD 641 Dev Mgmt Sch Couns (3)	
CHD 642 Prof Identity Ethics (3)	
CHD 645 Child Adol Counsel (3)	
CHD 625 Addictions Couns (3)	
CHD 634 Wellness Counseling (3)	
CHD636 Crisis Intervention Couns (3)	
CHD 655 Diag & Treat Plan Couns (3)	
CHD 661 Family Counseling (3)	

Survey of Special Education Course: 3-6 hours
(If completed for prior level certification, another approved diversity course is required.)

Diversity course:
CHD 615 Soc & Cultural Div in Couns (3) _____
AND
*EEX 605 Survey of Stdnts w/ Disabilities (3) _____
*If a Survey of Special Education course was previously taken, this course is NOT required.

Internship: 6 hours
CHD 688 Internship (3) _____
CHD 689 Internship (3) _____

Practicum required only for school counseling: 3 hours
CHD 678 Practicum in Counseling (3) _____

Additional Courses: 3 - 6 hours
CHD 601 Resrch Meth & Prog Eval in Couns(3) _____

0 - 3hrs advisor-approved electives
_____
_____

Dean of Education:

Katie Kinsey

Date 5/19/2020

Revised 2/29/2016 for 2015 Code

Counselor Education
Schedule of Classes

CHD 600 Professional Identity & Ethics for CMHC	M	6:00-8:45 p.m.
CHD 602 Fundamentals of Counseling	R	6:00-8:45 p.m.
CHD 606 Theories & Techniques of Counseling	T	6:00-8:45 p.m.
CHD 638 Crisis Intervention in Counseling	T	6:00-8:45 p.m.
CHD 645 Child & Adolescent Counseling	W	6:00-8:45 p.m.
CHD 656 Contemporary Practices in CMHC	M	6:00-8:45 p.m.
CHD 661 Family Counseling	R	6:00-8:45 p.m.
CHD 678-01 Practicum in Counseling	M	4:00 5:30 p.m.
CHD 678-02 Practicum in Counseling	T	4:00-5:30 p.m.
CHD 688 Internship in Counseling	W	4:00-5:30 p.m.
CHD 689 Internship in Counseling	W	4:00-5:30 p.m.

Spring

CHD 602 Fundamentals of Counseling	M	6:00-8:45 p.m.
CHD 608 Group Counseling	T	6:00-8:45 p.m.
CHD 615 Social and Cultural Diversity in Counseling	T	6:00-8:45 p.m.
CHD 621 Assessment in Counseling	R	6:00-8:45 p.m.
CHD 625 Addictions Counseling	R	6:00-8:45 p.m.
CHD 641 Devt. & Mgmt. of School Counseling Prog. (even years)	W	6:00-8:45 p.m.
CHD 642 Prof. Identity & Ethics for School Counselors (odd years)	W	6:00-8:45 p.m.
CHD 655 Diagnosis and Treatment Planning in Counseling	M	6:00-8:45 p.m.
CHD 678 01 Practicum in Counseling	T	3:00-5:45 p.m.
CHD 678 02 Practicum in Counseling	W	3:00-5:45 p.m.
CHD 688 Internship in Counseling	W	4:00-5:30 p.m.
CHD 689 Internship in Counseling	W	4:00-5:30 p.m.
CHD 690 Advanced Applications in CMHC	W	6:00-8:45 p.m.

Summer

CHD 601 Research Methods & Program Eval. in Counseling	T	6:30 (Hybrid)
CHD 604 Human Growth & Development	M	6:30 (Hybrid)
CHD 608 Group Counseling	TR	4:00-6:25 p.m.
CHD 631 Counseling for Career Development	MW	4:00-6:25 p.m.
CHD 634 Wellness Counseling	W	6:30-9:00 p.m.
CHD 688 Internship in Counseling	T	4:00-6:25 p.m.
CHD 689 Internship in Counseling	T	4:00-6:25 p.m.

FALL SEMESTER ENTRY
Clinical Mental Health Counseling
Recommended Schedules (two courses most semesters)

Fall
CHD 000 Counselor Education Orientation
CHD 602 Fundamentals of Counseling
CHD 606 Theories and Techniques of Counseling

Spring
CHD 615 Social and Cultural Diversity in Counseling
CHD 621 Assessment in Counseling

Summer
CHD 601 Research Methods & Program Evaluation in Counseling
CHD 604 Human Growth and Development

Fall
CHD 600 Professional Identity & Ethics for Clinical Mental Health Counselors
CHD 645 Child & Adolescent Counseling

Spring
CHD 608 Group Counseling
CHD 625 Addictions Counseling
CHD 655 Diagnosis & Treatment Planning in Counseling

Summer
CHD 631 Counseling for Career Development
CHD 634 Wellness Counseling

Fall
CHD 638 Crisis Intervention in Counseling
CHD 656 Contemporary Practices in Clinical Mental Health Counseling

Spring
CHD 678 Practicum in Counseling
CHD 690 Advanced Applications in Clinical Mental Health Counseling

Summer
CHD 001 Counseling Comprehensive Examination
CHD 688 Internship in Counseling

Fall
CHD 661 Family Counseling
CHD 689 Internship in Counseling

FALL SEMESTER ENTRY
Clinical Mental Health Counseling
Recommended Schedule (three courses most semesters)

Fall
CHD 000 Counselor Education Orientation
CHD 600 Professional Identity & Ethics for Clinical Mental Health Counselors
CHD 602 Fundamentals of Counseling
CHD 606 Theories and Techniques of Counseling

Spring
CHD 615 Social and Cultural Diversity in Counseling
CHD 621 Assessment in Counseling
CHD 655 Diagnosis and Treatment Planning in Counseling

Summer
CHD 601 Research Methods & Program Evaluation in Counseling
CHD 604 Human Growth and Development
CHD 608 Group Counseling

Fall
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CHD 656 Contemporary Practices in Clinical Mental Health Counseling
CHD 678 Practicum in Counseling

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CHD 631 Counseling for Career Development
CHD 634 Wellness Counseling

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Elective – Advisor approval needed (Track 1 only)

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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.

Professional Dispositions – The commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues.

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 B
Remediation Plan

Target Areas
(Check all that apply.)

_____ Professional Dispositions
_____ Academic Performance
_____ Personal Development
_____ Professional 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)

Appendix C

Professional Dispositions Competency Assessment—Revised (PDCA-R)

Person Being Rated: _____ **Rater:** _____ **Date Range for Observation:** _____

Directions: Please score the individual in relation to the behaviors described in the boxes by determining the rating description that best aligns with the current behavior of the individual. Place your score (1, 3, or 5) in the space provided. A rating of 2 may be used if necessary to denote partial agreement with the description of 1 and partial agreement with the description of 3. A rating of 4 may be used if necessary to denote partial agreement with the description of 3 and particle agreement with the description of 5. (Note: The research conducted on the PDCA-R used only 1, 3, and 5 ratings.) **Adjust your rating for culture if deemed appropriate.**

	Below Expectation SCORE: 1	**Meets Expectation SCORE: 3**	**Above Expectation SCORE: 5**	**SCORE**
Conscientiousness	A pattern of behaviors including one or more of the following: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; submitting last minute work; lack of preparation; ineffective management of appointments/scheduling; behaviors that suggest a lack of industriousness; and/or makes plans but does not execute well or at all.	A pattern of consistent behaviors including most of the following: meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling; industrious behaviors; and/or evidence of executing plans.	A highly consistent pattern of behaviors including: meeting responsibilities in a timely fashion; consistent attendance and timeliness for class; meeting commitments; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling; perseverance even with unpleasant or boring tasks; outstanding self-discipline; extremely industrious; goes above and beyond; consistently executes plans.	
Coping and Self-Care	A pattern of behaviors including one or more of the following: lack of evidence of a consistent approach to personal wellness; lack of positive coping skills/self-care strategies; displays for extended period of time physical appearance suggesting poor coping or self care (disheveled; poor hygiene; poor grooming; short tempered; fatigued); overcommitted to an extent that academic or professional behavior is negatively impacted; evidence of burnout; behaviors indicative of excessive use of substances; lack of effective management of fatigue and/or physical illnesses in relation to professional/academic work.	Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; physical appearance suggestive of good self-care (well groomed; lack of extreme fatigue); effective management of health issues in relation to professional/academic work; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; not overextended; evidence of effective coping and self-care strategies.	Consistently displays the following behaviors: physical appearance suggestive of good self-care (well groomed; professional appearance; lack of extreme fatigue); manages health issues and seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; not overextended; models excellent self-care and coping for others; displays help-seeking behaviors; seeks personal counseling when needed without prompting.	
Openness	Professional and/or academic behavior negatively impacted by one or more of the following: lack of tolerance for ambiguity; lack of interest/enthusiasm/curiosity for professional or academic learning; lack of willingness to engage in new or novel learning experiences; dogmatic world-view. Alternatively, may not temper thrill-seeking behavior with good judgment and/or an over-estimation of ability.	Consistently displays the following behaviors: Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged; able to engage in novel situations; assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Consistently displays the following behaviors: highly creative and ingenious; high tolerance for ambiguity; displays courage in embracing opportunities to engage in new cultural and/or professional experiences; original solutions to problems; initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions; curious and enthusiastic about learning.	
Cooperativeness	A pattern of behaviors including one or more of the following: Behaviors that evidence a lack of cooperation; defensiveness in supervision; engaging in power struggles with authority figures; harassing or bullying behaviors; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging; and/or a lack of willingness to accept influence.	Consistently displays the following behaviors: Behaviors that evidence cooperation, such as working well with supervisors and authority figures; avoids inappropriate competition or power struggles; accepts influence from supervisors and other authorities; generally displays helpful behaviors; collaborative; good team member.	Consistently displays the following behaviors: superior teamwork skills; friendly; likeable; cooperative; described by others as very collaborative and "easy to get along with;" highly sought after for service on teams, groups, and committees; seeks "win-win" solutions to conflicts.	

Moral Reasoning	Evidence of one or more of the following behaviors: academic dishonesty (includes plagiarism and cheating); manipulative; lack of integrity; tells falsehoods; engagement in illegal activities; engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions; failure to respect or uphold rules, policies and/or laws; evidence of poor judgment. May reflect Kohlberg's blind egoism.	Consistently displays the following behaviors: reliable and truthful in dealings with others; displays the ability to judge the rightness or wrongness of actions; exercises good judgment; except in rare circumstances, upholds rules, policies, and/or laws. May reflects Kohlberg's social system/social relationships perspective.	No evidence of questionable behaviors such as falsehoods; reliable and truthful in dealings with others; consistently uses good moral judgment; engenders public trust; speaks up against questionable behaviors in others; genuine and transparent. May reflect Kohlberg's universal principle.)	
Interpersonal Skills	Evidence of one or more of the following behaviors: Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth; inappropriate verbal and/or non-verbal behavior for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; socially awkward; chooses not to speak up in academic or professional settings; lack of empathy; interpersonally immature.	Consistently displays the following behaviors: Accurately reads and appropriately responds to social cues; energetically engages in relationships; connects well with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively verbally and non-verbally with others based upon the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations; displays empathy.	Consistently displays the following behaviors: warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness; communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict; relates well to others in a variety of social contexts, including relating to others who are culturally or politically different; makes excellent contributions in group settings; interpersonally mature; very empathetic.	
Cultural Sensitivity	Using a broad definition of culture beyond ethnicity, evidence of one or more of the following behaviors: Behaviors that suggest lack of cultural awareness and/or sensitivity; lack of awareness of one's own cultural heritage; lack of respect or intolerance for cultural differences; closed minded; adherence to a 'one size fits all' model of counseling; behavior reflecting racist or discriminatory attitudes; disrespectful or harmful culture-related interactions with peers.	Behaviors that suggest appreciation for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; willing to engage in cultural experiences, in spite of possible discomfort.	Behaviors that suggest a high level of awareness and appreciation for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; aware of one's own heritage and engages in ongoing self-discovery; creates opportunities to engage in culture and grow cultural awareness. High level of cultural identity development.	
Self-Awareness	Evidence of one or more of the following behaviors: limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying and connecting past experiences to current beliefs and values; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations; presents as superficial.	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations; capacity to connect past experiences to current beliefs and values.	Consistently displays the following behaviors: Shows depth in capacity to connect past experiences to current beliefs and values; seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects without external prompting when mistakes are made. Presents as a person with depth of self-understanding.	
Emotional Stability	Evidence of one or more of the following behaviors not appropriate for clinical settings such as (but not limited to): emotional outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations; lack of impulse control; evidence of substance abuse; inaccurate conceptualization of reality; inappropriate affect, such as excessive emotion or flat affect; social isolation; suicide attempts.	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations; impulse control; not socially isolated; appropriate humor.	Evidence of behaviors excellent for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations. Excellent impulse control.	
Ethical Behavior	Evidence of one or more of the following behaviors: ethical violations, legal violations, unprofessional conduct, or unprofessional demeanor.	No evidence of the following behaviors: ethical violations, legal violations, unprofessional conduct, or unprofessional demeanor.	No evidence of ethical or legal violations. Evidence of integration of legal, ethical, and professional behavior into day-to-day actions.	
			TOTAL SCORE:	
			DISPOSITION QUOTIENT (TOTAL SCORE /10)	

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Appendix D

UNA Counselor Education Digital Media Policy (8/15/2022)

Since new technologies appear every day, and profession-specific ethical codes evolve more slowly, it is essential to be aware of challenges facing counselors and counselors-in-training.

Consider the following prior to using digital media:

- Think before you post or transmit.
- Assume anything that you post or transmit using digital media can be made public.
- An electronic post or transmission is a digital tattoo and there is currently no laser to remove it.
- Employers often search social media to learn more about you prior to interviews or offers of employment.

The following rules apply to all counselors-in-training in the Counselor Education Program at the University of North Alabama:

- Do not "friend" a client or a P – 12 student on social media.
- Do not identify your practicum/internship site.
- Do not take any pictures while on your practicum/internship site.
- Disable functions that reveal your location, such as "location services," on all devices, and do not engage in any on-line activity that will identify your location, while engaging in practicum/internship activities.
- Read and follow the relevant policies (e.g,. health care and privacy) of your practicum/internship site.
- Do not post or transmit anything about your work with clients/students.
- Do not post anything about your experience or feelings that pertain to working with clients/students.

As digital media evolve, it is difficult to predict the latest problem that will arise. Therefore, when you have a question related to digital media, consult with faculty and/or supervisors.

Appendix E

INFORMED ACKNOWLEDGMENT FORM
School Counseling Track 2 Major

My Counselor Education Faculty Advisor has reviewed with me the provisions and requirements of the School Counseling Track 2 major. I understand the provisions and requirements of the School Counseling Track 2 major, including the fact that to receive a Master of Arts in Education Degree in School Counseling as a Track 2 major I must achieve a passing score on the PRAXIS II Professional School Counselor Examination in addition to meeting all of the other requirements for graduation from the Counselor Education Program.

I understand that to be recommended for the Class A Alabama Professional Educator Certification in School Counseling I must receive a passing score on the National Counselor Examination (NCE) in addition to meeting all other requirements set by the Alabama State Department of Education at the time of the recommendation.

Student's Name (print): _____ ID: _____

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Appendix F

ACA CODE OF ETHICS ACKNOWLEDGEMENT

As a Counselor Education student at the University of North Alabama, I acknowledge that I have received a copy of the most recent version of the American Counseling Association (ACA) Code of Ethics. I understand that the ACA Code sets forth the ethical obligations, relevant core professional values, and professional responsibilities of counselors and counselors-in-training, and that the ACA Code serves as the guide for my actions with others, including clients, fellow students, faculty, and professional counselors.

I understand that as a counselor-in-training, my continued development towards becoming a professional counselor is contingent on my compliance with the ACA Code of Ethics, including upholding the professional values and ethical principles outlined in the Code in my professional work and interactions with clients, research participants, peers, colleagues, supervisors, and faculty. Lastly, I understand that my failure to act in accordance with the ACA Code of Ethics may impact my standing in the Counselor Education program.

By signing below, I verify my understanding of my professional obligations to learn about, adhere to, and embrace the ACA Code of Ethics, as well as, the implications on my status as a student in the Counselor Education Program at the University of North Alabama.

_____ _____

Student Signature Date

STUDENT HANDBOOK POLICY ACKNOWLEDGEMENT
COUNSELOR EDUCATION

I have received a copy of the Counselor Education Student Handbook and agree to abide by the policies and procedures herein. I have carefully read the Student Handbook. 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