Student Handbook

Department
of
Counselor Education

College of Education
and Human Sciences

University of North Alabama

12/07/2017

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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 is 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 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. 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.

Clinical Mental Health 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 Clinical Mental Health Counselors. Ultimately, graduates possess the professional knowledge, abilities, and personal characteristics 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.

Clinical Mental Health Counseling Program Objectives

1. Develop an understanding of the professional roles and ethical responsibilities of clinical mental health 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 client and community needs.
3. Develop theoretical and applied knowledge of helping relationships and evidence-based practices at the personal, group, and systemic levels in order to develop holistic treatment plans, properly document services, provide consultation, engage in advocacy, and implement individual, group, and family counseling interventions within the continuum of care.
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 needs assessments, measure outcomes, and conduct program evaluations.
7. Develop practical knowledge of technology in order to use technological resources in planning, providing, 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 the Council for the Accreditation of Educator Preparation (CAEP) 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/social needs of all students.
3. Develop theoretical and applied knowledge of helping relationships and evidence-based practices at the personal, group, and systemic levels in order to provide and document individual and group counseling, classroom guidance, advocacy, collaboration, 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, providing, 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 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 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 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 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, CAEP, ABEC, SDE and/or SACS standards.

II.   **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 addition to the University policy, the Counselor Education Department requires that students earn no more than six semester hours of C work or below. A third grade of C or below will result in dismissal from the program.

    B.   A warning letter from the Chair of the Department of Counselor Education is sent by Certified Mail, Return Receipt Requested, to all students who achieve two C or below 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 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.)

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 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 the respective major, 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. All students are eligible and encouraged to attend chapter CSI events throughout the academic year. Other specific opportunities for professional involvement include departmental scholarships 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 is 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 may 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. School Counseling majors self-assess and are assessed by faculty and supervisors using the dispositions assessment at several points during their academic program. (See Appendix C.)

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 and Human Sciences. Decisions of the Counselor Education Hearing Board may be appealed to the Dean of the College of Education and Human Sciences.
   e. 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. Decisions of the Counselor Education Hearing Board may be appealed to the Dean of the College of Education and Human Sciences.
   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 and Human Sciences Assessment Plan.

VIII.   **Comprehensive Examinations**

School Counseling majors are required to take the PRAXIS II Professional School Counselor Examination. School Counseling majors must achieve a passing score as determined by the Alabama State Department of Education. In addition, 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 Alabama State Department of Education (ALSDE) for the Class A Professional Educator Certification in School Counseling.

Clinical Mental Health Counseling majors 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. The PRAXIS, NCE and the CPCE should be taken during the next-to-last semester of enrollment. There is a fee for the PRAXIS, CPCE and NCE 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 in consultation with the faculty, is responsible for determining the specific activities necessary for the student to demonstrate competency.

IX.   **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.

X.   **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 to the departmental office. 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.

XI.   **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 and Planner.

XII.   **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.

XIII.   **Counselor Education Student Records Policy**

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, the admission to candidacy 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.

NAME _____   **ID#** _____

CATALOG YEAR _____   **DATE** _____

PROGRAM OF STUDY
CLINICAL MENTAL HEALTH COUNSELING

Course #	Course Title	Term
CHD 000	Counselor Education New Student Orientation	
CHD 001	Comprehensive Examination	
CHD 600	Professional Identity & Ethics for Clinical Mental Health Counselors	
CHD 601	Research Methods & Program Evaluation In Counseling	
CHD 602	Fundamentals of Counseling	
CHD 604	Human Growth & Development	
CHD 606	Theories & Techniques of Counseling	
CHD 608	Group Counseling (Prerequisites: CHD 602 & CHD 606)	
CHD 615	Social & Cultural Diversity in Counseling	
CHD 621	Assessment in Counseling	
CHD 625	Addictions Counseling (Prerequisite: CHD 602)	
CHD 631	Counseling for Career Development	
CHD 634	Wellness Counseling	
CHD 638	Crisis Intervention In Counseling	
CHD 645	Child and Adolescent Counseling (Prerequisite: CHD 602 & 606)	
CHD 655	Diagnosis and Treatment Planning in Counseling (Prerequisites: CHD 602 & CHD 606)	
CHD 656	Contemporary Practices in Clinical Mental Health Counseling	
CHD 661	Family Counseling (Prerequisite: CHD 602)	
CHD 678	Practicum in Counseling (Prerequisites: CHD 600 & CHD 608)	
CHD 688	Internship in Counseling (Prerequisite: CHD 678)	
CHD 689	Internship in Counseling (Prerequisite: CHD 678)	
CHD 690	Advanced Applications In Clinical Mental Health Counseling (Prerequisite: CHD 678)	

Student's Signature: _____

Advisor's Signature: _____

Dean's Signature: _____

Revised 6/10/15

INFORMATION SHEET
SCHOOL COUNSELING PROGRAM
Master of Arts in Education
48-51-Hour, CACREP Accredited Program

Course No.	Course Title	Hours
CHD 000	Counselor Education Orientation	0
CHD 001	Counseling Comprehensive Examination	0
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	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

Course No.	Course Title	Hours
EEX 605*	Survey of Students with Disabilities	0-3

*Students who have not previously satisfied the requirement of a general survey course in special education will take EEX 605 as an additional course making their program of study 51 semester hours.

ADVISOR-APPROVED COUNSELING ELECTIVE(S)

CHD		3
CHD		3

Revised 10/25/12

Program: School Counseling

Total Hours: 48 - 51

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: 5/14/2014
Date Expires: 5/31/2021
Revisions: 2/7/2017

Instructional Support Area:

CHD 602 Fundamentals of Counseling	3
CHD 604 Human Growth & Development	3
CHD 606 Theories & Techniques Counseling	3
CHD 608 Group Counseling	3
CHD 621 Assessment in Counseling	3
CHD 631 Counseling for Career Development	3
CHD 641 Development & Management of School Counseling Programs	3
CHD 642 Professional Identity and Ethics for School Counselors	3
CHD 645 Child & Adolescent Counseling	3

Survey of Special Education Course: (If course was taken for prior level certification, another approved diversity course is required.)

EEX 605 Survey Students w/Disabilities   0-3

AND/OR

Approved Diversity Course:
CHD 615 Social & Cultural Diversity in Counseling   3

Internship:

CHD 688 Internship	3
CHD 689 Internship	3

NOTE: Overall GPA for program completion and recommendation for certification is 3.25 or higher.

Practicum required only for school counseling:

CHD 678 Practicum in Counseling   3

Additional Courses:
CHD 601 or ED 601 Methods of Research   3

6 hours of advisor approved electives: (6)

Dean of Education:

Donna Lefort

Date: 9-22-16

Revised 2/29/2016 for 2015 Code

UNA 2016.09.22

SCHOOL COUNSELING TRACK 2 CACREP APPROACH INVENTORY
University of North Alabama

CANDIDATE NAME _____ STUDENT ID _____

ADDRESS _____

FACULTY ADVISOR _____

Before acceptance to the Master of Arts in Education, School Counseling Program using the Track 2 CACREP Approach, candidates must have documentation of the following on file in the Department of Counselor Education:

_____   Official transcripts from all colleges and universities previously attended

_____   Bachelor's degree or higher from a regionally accredited senior institution of higher education

_____   Minimum 2.75 cumulative undergraduate Grade Point Average

_____   If prior graduate coursework, minimum 3.65 cumulative graduate Grade Point Average

_____   Successful completion of the ASBI/FBI background clearance required of school personnel in Alabama

_____ Satisfactory score on the GRE or MAT entrance exam

_____ Three satisfactory Recommendation for Admission forms from supervisors or instructors

_____ Resume' including educational background, a record of employment and volunteer activities

_____ Passing score on the PRAXIS I Core Academic Skills for Educators

_____ Successful completion of a formal interview with the Counselor Education faculty

Before clearance for graduation with the Master of Arts in Education Degree, School Counseling Program candidates must have documentation of the following on file in the Department of Counselor Education and the UNA Teacher Certification Office:

_____ Passing score on the PRAXIS II Professional School Counselor Examination (0421)

Before eligibility to apply for **School Counselor Certification** using the Track 2 CACREP Approach, School Counseling Program candidates must have documentation of the following on file in the Department of Counselor Education and the UNA Teacher Certification Office:

_____ Passing score on the National Counselor Exam (NCE)

COUNSELOR EDUCATION
Schedule of Classes

FALL

CHD 600 Professional Identity & Ethics for CMHC (odd yrs)	M	6:00-8:45 p.m.	Staff
CHD 602 Fundamentals of Counseling	R	6:00-8:45 p.m.	Townsend
CHD 606 Theories & Techniques of Counseling	T	6:00-8:45 p.m.	Pearson
CHD 638 Crisis Intervention in Counseling	T	6:00-8:45 p.m.	Staff
CHD 645 Child & Adolescent Counseling	W	6:00-8:45 p.m.	Townsend
CHD 656 Contemporary Practices in CMHC (even yrs)	M	6:00-8:45 p.m.	Staff
CHD 661 Family Counseling	R	6:00-8:45 p.m.	Staff
CHD 678 Practicum in Counseling	M	3:00-5:45 p.m.	Townsend
CHD 678 Practicum in Counseling	M	3:00-5:45 p.m.	Staff
CHD 688 Internship in Counseling	M	4:30-5:55 p.m.	Pearson
CHD 689 Internship in Counseling	M	4:30-5:55 p.m.	Pearson
CHD 690 Advanced Applications in CMHC*	M	6:00-8:45 p.m.	Staff

*This course will no longer be offered in the Fall after 2019

SPRING

CHD 602 Fundamentals of Counseling	M	6:00-8:45 p.m.	Townsend
CHD 615 Social and Cultural Diversity in Counseling	T	6:00-8:45 p.m.	Staff
CHD 621 Assessment in Counseling	R	6:00-8:45 p.m.	Staff
CHD 625 Addictions Counseling	R	6:00-8:45 p.m.	Staff
CHD 641 Development & Mgmt. of School Counseling Prog. (Even years)	W	6:00-8:45 p.m.	Townsend
CHD 642 Professional Identity & Ethics for School Counselors (Odd years)	W	6:00-8:45 p.m.	Townsend
CHD 655 Diagnosis and Treatment Planning in Counseling	M	6:00-8:45 p.m.	Pearson
CHD 678 01 Practicum in Counseling	M	3:00-5:45 p.m.	Townsend
CHD 678 02 Practicum in Counseling	M	3:00-5:45 p.m.	Staff
CHD 688 Internship in Counseling	M	4:30-5:55 p.m.	Pearson
CHD 689 Internship in Counseling	M	4:30-5:55 p.m.	Pearson
CHD 690 Advanced Applications in CMHC*	M	6:00-8:45 p.m.	Staff

*beginning Spring 2019

SUMMER

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

Updated 10/12/17

<mark>FALL SEMESTER ENTRY</mark>
SCHOOL COUNSELING
Recommended Schedule <mark>(two courses most semesters)</mark>

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 641 Development & Management of School Counseling **OR**
    CHD 642 Professional Identity & Ethics for School Counselors

Summer
CHD 604 Human Growth and Development
CHD 608 Group Counseling

Fall
CHD 638 Crisis Intervention in Counseling **OR**
CHD 661 Family Counseling
CHD 645 Child and Adolescent Counseling

Spring
CHD 641 Development & Management of School Counseling **OR**
    CHD 642 Professional Identity & Ethics for School Counselors
CHD 678 Practicum in Counseling

Summer
CHD 601 Research Methods & Program Evaluation in Counseling
CHD 631 Counseling for Career Development

Fall
CHD 001 Counseling Comprehensive Examination
CHD 661 Family Counseling **OR**
CHD 638 Crisis Intervention in Counseling
CHD 688 Internship in Counseling

Spring
CHD 621 Assessment in Counseling
CHD 689 Internship in Counseling

FALL SEMESTER ENTRY
SCHOOL COUNSELING
Recommended Schedule (three courses most semesters)

Fall
CHD 000 Counselor Education Orientation
CHD 602 Fundamentals of Counseling
CHD 606 Theories and Techniques of Counseling
CHD 645 Child and Adolescent Counseling

Spring
CHD 615 Social and Cultural Diversity in Counseling
CHD 621 Assessment in Counseling
CHD 641 Development & Management of School Counseling **OR**
    CHD 642 Professional Identity & Ethics for School Counselors

Summer
CHD 604 Human Growth and Development
CHD 608 Group Counseling

Fall
CHD 001 Counseling Comprehensive Examination
CHD 638 Crisis Intervention in Counseling
CHD 661 Family Counseling
CHD 678 Practicum in Counseling

Spring
CHD 641 Development & Management of School Counseling **OR**
    CHD 642 Professional Identity & Ethics for School Counselors
CHD 688 Internship in Counseling
CHD 689 Internship in Counseling

Summer
CHD 601 Research Methods & Program Evaluation in Counseling
CHD 631 Counseling for Career Development

<p align="center">**SPRING SEMESTER ENTRY**
SCHOOL COUNSELING
Recommended Schedules (two courses most semesters)</p>

<u>Spring</u>
CHD 000 Counselor Education Orientation
CHD 602 Fundamentals of Counseling
CHD 641 Development & Management of School Counseling **OR**
      CHD 642 Professional Identity & Ethics for School Counselors

<u>Summer</u>
CHD 604 Human Growth & Development
CHD 631 Counseling for Career Development

<u>Fall</u>
CHD 606 Theories and Techniques of Counseling
CHD 661 Family Counseling

<u>Spring</u>
CHD 615 Social and Cultural Diversity in Counseling
CHD 641 Development & Management of School Counseling **OR**
      CHD 642 Professional Identity & Ethics for School Counselors

<u>Summer</u>
CHD 601 Research Methods & Program Evaluation in Counseling
CHD 608 Group Counseling

<u>Fall</u>
CHD 645 Child and Adolescent Counseling
CHD 678 Practicum in Counseling

<u>Spring</u>
CHD 621 Assessment in Counseling
CHD 688 Internship in Counseling

<u>Summer</u>
CHD 001 Counseling Comprehensive Examination
CHD 634 Wellness Counseling

<u>Fall</u>
CHD 689 Internship in Counseling

<mark>SPRING SEMESTER ENTRY</mark>
SCHOOL COUNSELING
Recommended Schedules (<mark>three courses most semesters</mark>)

Spring
CHD 000 Counselor Education Orientation
CHD 602 Fundamentals of Counseling
CHD 621 Assessment in Counseling
CHD 641 Development & Management of School Counseling **OR**
     CHD 642 Professional Identity & Ethics for School Counselors

Summer
CHD 604 Human Growth and Development
CHD 631 Counseling for Career Development

Fall
CHD 606 Theories and Techniques of Counseling
CHD 645 Child and Adolescent Counseling
CHD 661 Family Counseling

Spring
CHD 615 Social and Cultural Diversity in Counseling
CHD 625 Addictions Counseling
CHD 641 Development & Management of School Counseling **OR**
     CHD 642 Professional Identity & Ethics for School Counselors

Summer
CHD 601 Research Methods & Program Evaluation in Counseling
CHD 608 Group Counseling

Fall
CHD 001 Counseling Comprehensive Examination
CHD 638 Crisis Intervention in Counseling
CHD 678 Practicum in Counseling

Spring
CHD 688 Internship in Counseling
CHD 689 Internship in Counseling

SUMMER SEMESTER ENTRY
SCHOOL COUNSELING
Recommended Schedules (two courses most semesters)

<u>Summer</u>
CHD 000 Counselor Education Orientation
CHD 604 Human Growth and Development
CHD 631 Counseling for Career Development

<u>Fall</u>
CHD 602 Fundamentals of Counseling
CHD 606 Theories and Techniques of Counseling

<u>Spring</u>
CHD 615 Social and Cultural Diversity in Counseling
CHD 641 Development & Management of School Counseling **OR**
    CHD 642 Professional Identity & Ethics for School Counselors

<u>Summer</u>
CHD 601 Research Methods & Program Evaluation in Counseling
CHD 608 Group Counseling

<u>Fall</u>
CHD 638 Crisis Intervention in Counseling **OR**
CHD 661 Family Counseling
CHD 645 Child and Adolescent Counseling

<u>Spring</u>
*CHD 621 Assessment in Counseling
CHD 641 Development & Management of School Counseling **OR**
    CHD 642 Professional Identity & Ethics for School Counselors
CHD 678 Practicum in Counseling

<u>Summer</u>
CHD 634 Wellness Counseling

<u>Fall</u>
CHD 001 Counseling Comprehensive Examination
CHD 688 Internship in Counseling
CHD 689 Internship in Counseling

<u>Spring</u>
*CHD 621 Assessment in Counseling

<mark>SUMMER SEMESTER ENTRY</mark>
SCHOOL COUNSELING
Recommended Schedules (<mark>three courses most semesters</mark>)

Summer
CHD 000 Counselor Education Orientation
CHD 604 Human Growth and Development
CHD 631 Counseling for Career Development

Fall
CHD 602 Fundamentals of Counseling
CHD 606 Theories and Techniques of Counseling
CHD 645 Child and Adolescent Counseling

Spring
CHD 615 Social and Cultural Diversity in Counseling
CHD 621 Assessment in Counseling
CHD 641 Development & Management of School Counseling **OR**
      CHD 642 Professional Identity & Ethics for School Counselors

Summer
CHD 601 Research Methods & Program Evaluation in Counseling
CHD 608 Group Counseling

Fall
CHD 001 Counseling Comprehensive Examination
CHD 638 Crisis Intervention in Counseling
CHD 661 Family Counseling
CHD 678 Practicum in Counseling

Spring
CHD 641 Development & Management of School Counseling **OR**
      CHD 642 Professional Identity & Ethics for School Counselors
CHD 688 Internship in Counseling
CHD 689 Internship in Counseling

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 **OR**
    CHD 656 Contemporary Practices in Clinical Mental Health Counseling
CHD 645 Child & Adolescent Counseling

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

Summer
CHD 608 Group Counseling
CHD 634 Wellness Counseling

Fall
CHD 638 Crisis Intervention in Counseling
CHD 600 Professional Identity & Ethics for Clinical Mental Health Counselors **OR**
    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 631 Counseling for Career Development
CHD 688 Internship in Counseling

Fall
CHD 661 Family Counseling
CHD 689 Internship in Counseling

<mark>FALL SEMESTER ENTRY</mark>
Clinical Mental Health Counseling
Recommended Schedule <mark>(three courses most semesters)</mark>

Fall
CHD 000 Counselor Education Orientation
CHD 600 Professional Identity & Ethics for Clinical Mental Health Counselors **OR**
      CHD 656 Contemporary Practices in Clinical Mental Health Counseling
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
CHD 638 Crisis Intervention in Counseling
CHD 600 Professional Identity & Ethics for Clinical Mental Health Counselors **OR**
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CHD 678 Practicum in Counseling

Spring
CHD 625 Addictions Counseling
CHD 688 Internship in Counseling
CHD 690 Advanced Applications in Clinical Mental Health Counseling

Summer
CHD 631 Counseling for Career Development
CHD 634 Wellness Counseling

Fall
CHD 001 Counseling Comprehensive Examination
CHD 645 Child and Adolescent Counseling
CHD 661 Family Counseling
CHD 689 Internship in Counseling

<mark>SPRING SEMESTER ENTRY</mark>
Clinical Mental Health Counseling
Recommended Schedules (<mark>two courses most semesters</mark>)

Spring
CHD 000 Counselor Education Orientation
CHD 602 Fundamentals of 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 **OR**
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CHD 606 Theories and Techniques of Counseling

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CHD 625 Addictions Counseling
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CHD 638 Crisis Intervention in Counseling
CHD 645 Child & Adolescent Counseling
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SPRING SEMESTER ENTRY
Clinical Mental Health Counseling
Recommended Schedules (three courses most semesters)

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CHD 000 Counselor Education Orientation
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CHD 601 Research Methods & Program Evaluation in Counseling
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Summer
CHD 634 Wellness Counseling
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CHD 689 Internship in Counseling

<mark>SUMMER SEMESTER ENTRY</mark>
Clinical Mental Health Counseling
Recommended Schedule (<mark>two courses most semesters</mark>)

<u>Summer</u>
CHD 000 Counselor Education Orientation
CHD 601 Research Methods & Program Evaluation in Counseling
CHD 604 Human Growth and Development

<u>Fall</u>
CHD 602 Fundamentals of Counseling
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<u>Summer</u>
CHD 608 Group Counseling
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<u>Spring</u>
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CHD 661 Family Counseling
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<mark>SUMMER SEMESTER ENTRY</mark>
Clinical Mental Health Counseling
Recommended Schedules <mark>(three courses most semesters)</mark>

<u>Summer</u>
CHD 000 Counselor Education Orientation
CHD 601 Research Methods & Program Evaluation in Counseling
CHD 604 Human Growth and Development

<u>Fall</u>
CHD 600 Professional Identity & Ethics for Clinical Mental Health Counselors **OR**
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CHD 615 Social and Cultural Diversity in Counseling
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<u>Spring</u>
CHD 625 Addictions Counseling
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CHD 001 Counseling Comprehensive Examination
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CHD 661 Family Counseling
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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.

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   _____   Academic Performance
that apply.)   _____   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)

CANDIDATE'S SELF-ASSESSMENT OF DISPOSITIONS
RATING FORM

NOTE: School Counseling majors are required to self-assess their dispositions using this form in CHD 000 and CHD 642.

Name _____   Semester _____

PLEASE RATE THE EXTENT TO WHICH YOU DEMONSTRATE THE FOLLOWING DISPOSITIONS. CHECK THE BOX FOR EACH DISPOSITION THAT BEST DESCRIBES YOUR BEHAVIOR.

Explanation of Ratings

Exemplary/Exceptional: The candidate's performance is exceptional on the specific disposition, and the candidate demonstrates exemplary understanding and/or attributes on the disposition for an entry-level professional.

Good/Proficient: The candidate's performance meets and sometimes exceeds expectations on the specific disposition, and the candidate demonstrates good understanding and/or attributes on the disposition for an entry-level professional.

Acceptable/Basic: The candidate's performance is beginning to develop, and the candidate demonstrates acceptable understanding and/or attributes on the disposition for an entry-level professional. The candidate voluntarily develops and implements an effective improvement plan if performance begins to drop below the acceptable/basic level.

Unacceptable/Deficient: The candidate's performance on the specific disposition lacks adequate development, and the candidate does not demonstrate the minimal understanding and/or attributes expected of an entry-level professional. The candidate is deficient, and a remediation plan for this specific disposition must be developed and implemented.

Dispositions Assessment Rubric

Disposition	Exemplary/Exceptional (4 pts)	Good/Proficient (3 pts.)	Acceptable/Basic (2 pts)	Unacceptable/Deficient (1 pt)
1. The candidate demonstrates commitment to professionalism. (CF Professionalism)	Punctual, regularly attends classes and proper notification is given if otherwise, maintains positive attitude during and outside of class, dresses appropriately and exhibits excellent hygiene during visits to schools and for class. Consistently demonstrates non-verbal behavior that enhances learning environments. Exhibits professional behavior in all social network postings and other public communications.	Usually punctual and present for classes and proper notification is given if otherwise, usually maintains positive attitude during and outside of class, dresses adequately and exhibits good hygiene during visits to schools. Usually demonstrates non-verbal behavior that enhances the learning environment. Exhibits professional behavior in all social network postings and other public communications.	Meets minimal standards for punctuality and class attendance, attitude during and outside of class, dress and hygiene during visits to school sites, and non-verbal behavior that may impact the learning environment. Exhibits professional behavior in all social network postings and other public communications.	May include any of the following unacceptable behaviors: often tardy, regularly misses classes, maintains negative attitude during and/or outside of class, dresses inappropriately and/or has poor hygiene during visits to schools. Exhibits inappropriate and/or excessive, non-verbal behavior that detracts from the learning environment and/or distracts learners. Exhibits inappropriate and unprofessional behavior in social network postings and/or other public communications.
2. The candidate demonstrates commitment to ethical standards. (CF Professionalism)	Honest and trustworthy in communications and interactions with others, consistently cites the work of others in written work, acts in the best interest of others, respects the privacy of others, maintains appropriate interpersonal boundaries, respects the autonomy and rights of others, acts only within areas of professional competency.	Seeks to be honest and trustworthy in communications and interactions with others, cites the work of others in written work, strives to act in the best interest of others, respects the privacy of others and strives to maintain appropriate interpersonal boundaries, strives to respect the autonomy and rights of others, typically acts only within areas of professional competency.	Meets acceptable standards for honesty and trustworthiness in communication/interaction with others, citing the work of others in written work, respect for best interest of others, privacy and interpersonal boundaries, boundaries of professional competency. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.	Demonstrates dishonesty in communications, is not trustworthy, plagiarizes the written work of others, fails to act in the best interest of others, does not respect the privacy of others, does not maintain appropriate interpersonal boundaries, does not respect the autonomy and rights of others, often acts in areas that are beyond professional competency.
3. The candidate demonstrates a commitment to reflection/self-assessment to improve performance and	Consistently reflects on professional interactions and classroom performance in an ongoing process of self-assessment and improvement, receptive to feedback from others, open to	Often reflects on professional interactions and classroom performance for the purpose of self-assessment and improvement, usually open and receptive to feedback and	Meets minimum standards for reflection on professional interactions and classroom performance, self-assessment for professional improvement, openness and receptivity to	Resists self-reflection on professional interactions and classroom performance, believes improvement is not necessary, not open and receptive to feedback and/or change, unwilling to

enhance professional development. (CF Reflection)	change, seeks opportunity to change for the better, often goes beyond required assignments.	change, typically willing to go beyond required assignments.	feedback and change, willingness to go beyond required assignments. Candidate voluntarily implements an effective improvement plan if performance begins to drop below acceptable/basic level.	successfully complete required assignments.
4. The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction. (CF Assessment)	Actively seeks out and reads professional literature, seeks opportunities to conduct research, willingly shares research findings, seeks opportunities to participate in professional development activities, initiates ideas for personal learning, seeks information about best practices in field and shares them with others, establishes a system for assessing student outcomes and modifying instruction based on outcomes.	Demonstrates a willingness to read professional literature and conduct research if opportunity arises, attends professional development activities, seeks ideas to improve personal learning, seeks to assess student outcomes and modifies instructions based on outcomes.	Meets minimum standards for professional reading, participation in research activities, willingness to attend professional development activities, responsibility for personal learning, effort to assess student outcomes and modify instruction based on outcomes. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.	May include any of the following unacceptable behaviors: lacks a willingness to read professional literature and/or participate in research projects, avoids professional development activities, takes no responsibility for personal learning, fails to modify instruction based on student outcomes.
5. The candidate demonstrates a commitment to using current technology for instruction and learning. (CF Technology)	Consistently uses the latest technology related to subject area, consistently uses technology to engage learners, seeks new ways to use technology for instructional purposes.	Often uses the latest technology related to subject area, often uses technology to engage learners, usually demonstrates proper use of available technology.	Meets minimum standards for use of technology to engage learners, and for instructional/ learning purposes. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.	May include any of the following deficiencies: fails to stay informed and skilled regarding available technology, does not use current technology to engage learner and for instructional/ learning purposes.
6. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all	Tolerant and appreciative of the ideas, views and culture of others, respectful of and responsive to individual differences, encourages the sharing of differences, provides challenging/exciting/equitable learning opportunities for all learners, considers	Tolerant and responsive to ideas, views and culture of others, usually respectful and responsive to individual differences, typically provides equitable learning opportunities for all learners, usually considers backgrounds/interests/attitudes of	Meets minimum standards regarding a tolerance and responsiveness to the ideas, views and culture of others, respect and responsiveness to individual differences, the provision of equitable learning opportunities for all,	May include any of the following unacceptable behaviors: intolerance toward the ideas, views and culture of others, a lack of respect for individual differences, failure to provide equitable learning opportunities for all learners, failure to consider the

learners. (CF Diversity)	backgrounds/interests/attitudes of all students when planning instructional activities, adjusts lessons based upon the backgrounds of students, demonstrates the expectation that all students can learn at their potential, incorporates standards and outcomes in planning/implementing activities.	all students when planning instruction, usually demonstrates the expectation that all students can learn at their potential, usually understands the role of standards and outcomes.	consideration for the backgrounds/interests/attitudes of all students when planning, expectation that all students can learn at their potential, understanding the role of standards and outcomes. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.	backgrounds/interests/attitudes of all students when planning, failure to demonstrate high expectations for all learners, failure to assist all learners, failure to understand the role of standards and outcomes.
7. The candidate demonstrates commitment to collaboration with other professionals to improve the overall learning of students. (CF Collaboration)	Relates well to peers/faculty/staff and other professionals, willing to share information and ideas with others, seeks opportunities to collaborate with others, works well with others to develop opportunities for peer and student learning, acts as a consultant with other individuals/systems related to students.	Relates well to peers/faculty/staff and other professionals, typically willing to share information and ideas with others, usually works well with others to develop opportunities for peer and student learning, may agree to act as a consultant with other individuals/systems related to students.	Meets minimum standards regarding relationships with peers/faculty/staff and other professionals, the sharing of information and ideas with others, the development of opportunities for peer and student learning, consultation with other individuals/systems related to students. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.	May include any of the following unacceptable behaviors: does not relate well to peers/faculty/staff and other professionals, unwilling to share information and ideas with others, resists working with individuals/systems related to students, avoids opportunities to collaborate with others.

Comments: _____

_____

Signature: _____   Date: _____

Appendix D

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 School Guidance and Counseling 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): _____   SSN: _____

Student's Signature: _____   Date: _____

Advisor's Signature: _____   Date: _____

July 23, 2014

Appendix E

UNA Counselor Education Social Media Policy

Since new social media outlets 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 posting or transmitting on social media:

- Think before you post or transmit.
- Assume anything that you post or transmit on social 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 identify your location, such as "location services," on all social media accounts, 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 of your practicum/internship site.
- Do not post or transmit <u>anything</u> about your work with clients/students.
- Do not post anything about your experience or feelings that pertain to working with clients/students.

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

12/7/17

Appendix F

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 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

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 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