

Student Handbook 2017-2018

Counselor Education Program

Clinical Mental Health Counseling & School Counseling

This handbook contains information that you will need to successfully complete the counseling program at the University of South Alabama. In this handbook, you will find information on program requirements, plans of study, professional organizations and credentialing, and the counseling program's student retention policy. It is essential that you review the information in this handbook, and refer to this as needed throughout your program. This official copy of our handbook has been made available to you by the College of Education in an electronic format. You can request one printed copy at the beginning of your program, which you are expected to save and use throughout your graduate program.



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Our Mission

College of Education

Our mission is to provide the highest level of leadership in furthering education, life-long learning, and well-being for all citizens of Alabama as members of a global community.

Counselor Education Program

In concert with the College of Education's Mission, the mission of the counselor education program is to prepare intellectually informed, interpersonally skilled, and culturally competent professional counselors who promote and provide services that meet proactively and reactively the needs of youth, adults and communities by effectively employing the best practices of the counseling profession.

The University of South Alabama's Counselor Education Program is committed to creating a community of learners with perspectives and values that reflect the diversity of the world. We affirm the concept of diversity encompassing and emphasizing both acceptance and respect. We believe embracing diversity requires moving beyond recognition and tolerance to a position of valuing pluralism and celebrating differences. Diversity, pluralism and social justice are foundational constructs that extend throughout our programs to form a keystone of our graduate program.

We believe it is our responsibility to provide an educational and professional training environment that supports diverse perspectives and voices in the pursuit of intellectual inquiry and counseling service. Thus, we are committed to recruiting and educating a diverse student community of scholars. Beyond recruitment and classroom instruction, our social justice framework is built in part on a foundational commitment to secure and nurture practicum and internship settings that will provide our students multicultural clinical experiences, thereby enabling students to broaden the base and practicality of their cultural counseling skills.

Counselor Education Program

Instructional Objectives

Students and graduates will be able to:

1. Demonstrate professional and ethical competence in interactions with the faculty, peers, supervisors, and clients.
2. Demonstrate knowledge in key curricular areas: professional orientation and ethics, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, diagnosis, research, and program evaluation.
3. Demonstrate a commitment to cultural competence, including being respectful of the dignity of all humans, affirming of diversity, and self-aware of personal strengths limitations in working with a variety of populations, as well as an awareness of growing areas or weaknesses.
4. Demonstrate a commitment to the high level of personal and professional behavioral standards expected of students in counselor education.
5. Demonstrate competence in counseling individuals.
6. Demonstrate competence in leading small groups (task, psycho-educational, counseling, and therapy).
7. Demonstrate writing competence in the form of documents, records, and professional papers.
8. Demonstrate a personal commitment to building competencies required of workers in a variety of team roles, including both leadership and supportive roles.
9. Demonstrate a proactive commitment to lifelong learning.
10. Demonstrate a working knowledge of technology particularly as data acquisition and processing interface with the counseling profession.

Counselor Education Program Faculty

Core Faculty

Brandon Browning, Ph.D.

Assistant Professor, and Coordinator
Clinical Mental Health Counseling Program
Ph.D., Counselor Education, Auburn University



Dr. Browning is a Licensed Professional Counselor who has counseled in both clinical and University settings during his 14 years of practice. His primary research interests are spirituality in counseling, and counselor development.

Yvette Qualls Getch Ph.D.

Associate professor and Counseling Graduate Programs Coordinator
Ph.D., Rehabilitation Education and Research, The University of Arkansas, 1996
M.Ed., Rehabilitation Counseling (Independent Living emphasis; Deafness emphasis),
The University of Arkansas, 1990
B.S., Social Work, The Florida State University, 1986
Certified Rehabilitation Counselor



Dr. Getch has years of experience in the rehabilitation counseling and education. She has research interests in counseling and advocating for individual with disabilities and chronic medical conditions.

Amy W. Upton, Ph.D.

Assistant Professor, and Coordinator
School Counseling Program
Email: amyupton@southalabama.edu
Ph.D., Counselor Education, Old Dominion University
M.Ed., School Counseling, Old Dominion University,
B.A., Theater Arts, Old Dominion University



Dr. Upton worked 16 years as a school counselor before becoming a counselor educator. Her interests are in school counselor development and professional identity, counselor supervision, school counselor leadership, school counselor program development and implementation, and working for access and equity for underserved populations.

Affiliated Counselor Education Faculty

Jean Clark, PhD

Associate Professor

Department of Professional Studies

B.S., English Education, Music Education, Radford Univ.

M.S., School Counseling and Guidance, Indiana University

Ph.D., Educational Psychology, The Florida State University

Has taught a number of courses in the Counselor Education Program, particularly in School Counseling. Special interests include HIV/AIDS education and prevention, child development issues, teacher efficacy, and School Counseling.

Ryon McDermott, Ph.D.

Assistant Professor

B.A., Psychology, University of Kansas

M.Ed., Counseling, University of Houston

Ph.D., Counseling Psychology, University of Houston



Areas of interest

Dr. McDermott's primary research interests revolve around the intersections of adult attachment and gender role socialization in men and women. Especially interested in the connections between adult attachment and issues of partner violence, men's adherence to traditional gender roles, and other variables related to psychological well-being (e.g. self-esteem, personality characteristics, and mental health). Serves the Counselor Education Program as Director of Research, teaches a course in multicultural counseling for the program and meets weekly with the CED program faculty.

James "Tres" Stefurak, Ph.D.

Associate Professor, and Chair

Department of Professional Studies

Co-Coordinator: Mobile Juvenile Court Collaborative

BA, Psychology, University of Georgia

M.Ed., Community Counseling, University of Georgia

Ph.D., Counseling Psychology, University of Georgia



Has taught all courses in the Clinical Mental Health Counseling Program; continues to teach as needed, and serves as a primary contact with the community. Serves as the Department Chair.

Vaughn Millner, Ph.D., LPC, NCC

Associate Professor
Clinical Mental Health Program
Email: vmillner@southalabama.edu
Ph.D., Counselor Education, Auburn University
M.S., Community Counseling, University of South Alabama
B.S., Human Development, University of Alabama



Dr. Millner was employed as a counselor in Counseling and Testing Services at the University of South Alabama (USA) for several years, and she served as a higher education administrator at USA for six years. In addition, she has maintained a private clinical practice for 19 years. As an advocate for international education and interdisciplinarity, she conducts research in the areas of health, human sexuality, and ethics.

Professional Organizations

In accordance with developing their identity as a professional or school counselor, students are expected to become involved in at least one professional counseling organization during their program of study.

National Organizations:

American Counseling Association (ACA; www.counseling.org)

American School Counseling Association (ASCA; www.schoolcounselor.org)

American Mental Health Counselors Association (AMHCA; www.amhca.org)

ACA has 20 divisions (including ASCA and AMHCA) if students would like to become involved in an organization with a specific focus area such as group work, college counseling, assessment, LGBT issues, etc. See the website below for more information:

<https://www.counseling.org/about-us/divisions-regions-and-branches/divisions>

State and Local Organizations:

Alabama Counseling Association (ALCA; www.alabamacounseling.org)

Alabama Mental Health Counselor Association (ALMHCA; www.almhca.com)

Alabama School Counseling Association (ALSCA; www.alabamaschoolcounselor.org/)

Mobile LPC Association: <http://www.mlpcainfo/>

Student Organizations:

Chi Sigma Iota: Upsilon Sigma Alpha chapter (www.csi-net.org)

Chi Sigma Iota (CSI) is an international honor society for counseling students and professionals that offers opportunities for leadership and professional development. In order to gain membership in CSI, students must obtain a 3.5 GPA on a 4.0 scale and have been enrolled in the counseling program at least one semester. An initiation ceremony will take place each year.

Additionally, the Upsilon Sigma Alpha chapter of CSI will host professional development (e.g., guest speakers, workshops) and social activities (e.g., fundraisers, picnics) throughout the year. All students are invited to participate in events hosted by the CSI chapter.

State Licensure & Certification

Clinical Mental Health Counseling: Licensure

Students graduating from the CMHC program will have met the course requirements for licensure eligibility by the Alabama Board of Examiner in Counseling (ABEC; www.abec.alabama.gov). However, graduation from the CMHC program does not guarantee licensure as a professional counselor. Licensure is a credential provided by a state government agency, and in any given state licensure may require passage of a test and accrual of post-degree supervised clinical work as well as other requirements.

The course requirements for licensure in Alabama are as follows:

- Master's degree from regionally accredited institution
- Minimum **48** semester hours or **72** quarter hours
- Only graduate-level course work applies

Eleven specific course content areas required:

- Counseling Theory
- Human Growth & Dev.
- Social/Multicultural
- Helping Relationship
- Group Dynamics
- Lifestyle/Career Dev.
- Testing/Appraisal
- Research & Evaluation
- Professional Orientation
- Practicum(100 hrs/40 direct service)
- Internship (600 hrs/240 direct service)

Note that licensure requirements vary from state to state. Ultimately students are responsible for determining the licensure requirements for the state in which they wish to work as a counselor after graduation, and choosing coursework and clinical experiences that meet those requirements.

It is highly recommended that students save their syllabi to demonstrate how coursework meets licensure requirements, particularly those moving to other states.

Upon graduation, students will be eligible to apply for the Associate Licensed Counselor (ALC) credential with ABEC. To apply for the ALC credential, students must submit the following to ABEC:

- Application
- Official transcripts showing master's degree conferred
- Three letters of recommendation (at least two must be from counseling site or university supervisors; it is recommended that the third be from faculty)
- Proposed plan of supervision

Once achieving ALC status, a graduate will meet the requirements to apply for the Licensed Professional Counselor (LPC) credential after:

- Passing the National Counselor Exam (NCE; see information on the NCE under the National Credentialing section of the handbook)
- One of the following:
 - Completing 3000 hours of post-master's counseling experience (2250 of direct service and 750 of indirect service) under the supervision of a Supervising Counselor
 - OR completing 2000 hours of post-master's counseling experience (1500 of direct service and 500 of indirect service) under the supervision of a Supervising Counselor AND completing 15 semester hours (22.5 quarter hours) of coursework related to the counseling profession beyond the master's degree
- **Requirements for Other States:** Coursework, experience and supervision requirements for licensure may differ from state to state. Students are encouraged to gain knowledge of specific states' licensing requirements to permit practice out of state.

For more information on Alabama state licensure, go to www.abec.alabama.gov or contact ABEC at 205-458-8716 or 1-800-822-3307.

School Counseling: Certification

Students graduating from the Professional School Counseling program will have met the course requirements for school counseling certification eligibility in the state of Alabama. However, graduation from the program does not guarantee credentialing as a professional school counselor. Credentials are provided by the Alabama State Board of Education, and in any given state, certification may require passage of a test and accrual of post-degree supervised clinical work as well as other requirements.

- **Certification Options:** There are two routes to certification in the state of Alabama; Traditional Department of Education option and CACREP Option. Educational requirements and examination requirements vary based upon which option a candidate is applying for certification under (see Appendix D for specific requirements for each option).
- **Required Coursework:** (1) Completion of a minimum of 48 Credit hours within the school counseling master's program and a GPA of not less than 3.0 on all courses in the Alabama State Board of Education approved Master's Degree school counseling program. (2) A practicum that includes a minimum of 100 clock hours of which 40 clock hours must be supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students.
- **Experience Requirement:** (1) A supervised P-12 school-based internship of at least 600 clock hours of which 240 must be supervised, direct service, begun subsequent to the completion of the practicum which shall require the prospective counselor to perform all the activities that a school counselor is expected to perform AND (2) if pursuing the

department of education certification option: two years of satisfactory educational teaching experience.

- **Examination:** A passing score on the CPCE comprehensive exam, and PRAXIS II: Professional School Counseling. If pursuing the CACREP certification option; the National Counseling Exam (NCE) must also be passed in order to be granted school counseling certification in the state of Alabama.
- **Certification:** Pre K-12
- **Reciprocity:** Yes, states who are members of National Council for Accreditation of Teacher Education (NCATE)
- **Requirements for Other States:** If you are an out of state student that does not intend to practice in Alabama after graduation, please begin to gain knowledge of your specific state's certification requirements for school counselors. Visit the American School Counselors Association's website for more information at www.schoolcounselor.org.

For more information on school counselor certification in the state of Alabama, go to <http://www.alsde.edu/ofc/otl/Admin%20Code/290-3-2%20Educator%20Certification%20Chapter%20Effective%204-24-16.pdf>

National Credentialing*

Students will meet the course credit requirements upon graduation for the National Certified Counselor credential through the National Board of Certified Counselors (NBCC; www.nbcc.org).

To achieve Board Eligible NCC status, graduates must:

- Pass the National Counselor Exam (NCE). The NCE is held twice a year in October and April at a site in Birmingham. Check NBCC's website for more details about NCE exam dates (<http://www.nbcc.org/Assets/Exam/sitelist.pdf>).
- Submit your final transcript showing your master's degree conferred.
- Submit a Counseling Supervisor Endorsement Form showing any number of supervision hours completed.

To achieve full NCC status, graduates must:

- Submit documentation of post-graduate counseling experience: 3,000 hours with a minimum of 100 hours of supervision over a 24-month post-master's period. Supervisors must hold at least a master's degree in a mental health field.
- OR become fully licensed in your state.

See <http://www.nbcc.org/Student> for more information on the steps to achieve NCC certification after graduation.

* Students have the opportunity to apply for NCC certification by taking the NCE prior to graduation on campus. These students will have the opportunity to apply for national certification and take The NCE exam on campus prior to graduation. (Note: a minimum of three students must enroll to take the NCE on a test date for it to be offered on Campus at the University of South Alabama).

Personal Counseling Services

Successfully completing your degree in the Counselor Education programs at USA requires that you engage in self-reflection and self-growth to develop yourself as an effective clinical mental health or school counselor. The CED program faculty acknowledges that you may encounter personal issues that you would like to address through personal counseling services during your enrollment in the program.

Counseling & Testing Services at USA provides individual counseling and other programs that may meet your needs. Counseling and Testing Services is located at 326 Alpha Hall East and can be reached at 251-460-7051. If you prefer to seek counseling services off-campus, you can talk to a CED faculty member for a list of referral sources in the Mobile and Baldwin county areas to help you find a therapist who will meet your needs.

Endorsement Policy

Students will require an endorsement (verbal or written) from faculty when seeking employment and credentialing. Endorsements will be given upon completion of the program only for the area (i.e., clinical mental health or school counseling) in which the student was prepared.

UNIVERSITY OF SOUTH ALABAMA COUNSELOR EDUCATION PROGRAM CANDIDATE RETENTION POLICY & REMEDATION PROCEDURES

Professional Behavior

As part of their formal preparation to become professional counselors, candidates in the Counselor Education program at the University of South Alabama are expected to adhere to both the USA Student Code of Conduct and the Code of Ethics of the American Counseling Association in their academic, personal, and professional behavior.

Student Code of Conduct: <http://www.southalabama.edu/lowdown/codeofconduct.shtml>

ACA Code of Ethics: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>.

Counselor Education Candidate Dispositions

Candidates are expected to demonstrate the following professional behaviors throughout the course of the program. Examples of behaviors that demonstrate the characteristic expected of professional counselors are provided. Candidates should note that this list of behavioral examples is not exhaustive.

1. Self-awareness

1.a. *Awareness of Personal Bias & Assumptions*

1. Candidate can articulate personal strengths and areas for growth as a counselor-in-training
2. Candidate seeks feedback from faculty and supervisors that is addressed to self-awareness
3. Candidate can identify populations and/or issues that would be personally difficult to address in counseling based on the candidate's current worldview

1.b. *Interpersonal Maturity*

- o Candidate shows a willingness to work with others
- o Candidate is tactful and open when communicating with others
- o Candidate responds flexibly when communicating with others
- o Candidate makes effective use of critical feedback

1.c. *Emotional Stability*

- o Candidate can articulate a range of emotions while maintaining emotional self-control
- o Candidate displays a variety of methods for dealing effectively with predictable stressors
- o Candidate demonstrates ability to regulate emotions during interactions with others

2. Professional Behavior

2.a. *Manages time effectively*

- o Candidate completes classroom, department, and site-based assignments (i.e., case notes, treatment plans, etc.) as scheduled
- o Candidate is punctual to class, appointments with faculty, and to work at internship site
- o Candidate promptly communicates concerns with instructors and supervisors
- o Candidate follows through on tasks assigned to them in consistent and reliable ways across time

2.b. *Classroom behavior*

- o Candidate comes to class prepared
- o Candidate is attentive in class
- o Candidate participates in class discussions
- o Candidate makes effective use of required course materials
- o Candidate participates in experiential activities as assigned by instructors

2.c. *Attendance*

- o Candidate meets attendance requirements for courses
- o Candidate meets attendance expectations at internship site
- o Candidate attends scheduled counseling sessions consistently
- o Candidate informs instructor or supervisors in advance of circumstances that may necessitate missing classes or work

2.d. *Dresses appropriately*

- o Candidate is well-groomed
- o Candidate dresses in a manner consistent with the professional standards of the site

2.e. *Professional Demeanor & Attitude*

- o Candidate is appropriately respectful and courteous to faculty and supervisors
- o Candidate is genuine, yet professional, when interacting with clients
- o Candidate behaves with civility when interacting with peers, site staff, faculty and supervisors
- o Candidate demonstrates respect for the opinions of others

3. Commitment to Life-long learning

3.a. *Motivation*

- o Candidate can articulate professional goals as a counselor
- o Candidate actions are consistent with expressed desire to improve performance
- o Candidate uses instructor feedback to improve assignments that do not meet expected requirements

3.b. *Intellectual curiosity*

- o Candidate asks clarifying questions in class and in supervision
- o Candidate seeks data-driven information to improve personal knowledge and abilities as a counselor
- o Candidate goes beyond minimal requirements to explore professionally related issues in greater depth

3.c. *Professional curiosity*

- o Candidate articulates importance of continuing education and supervision past graduation from Master's degree counseling program
- o Candidate attends professional workshops and conferences to enhance development as a counselor
- o Candidate actively seeks out information and supervision to enhance their work in session with clients

4. Ethical Integrity

4.a. *Ethical conduct*

- o Candidate adheres to ethical guidelines of ACA, ASCA, community agency, K-12 school, or other professional entity as appropriate to setting and work with clients
- o Candidate interacts appropriately with clients, observing professional boundaries
- o Candidate maintains confidentiality regarding clients

4.a. *Ethical reasoning*

- o Candidate acts in the best interests of the client within ethical and legal parameters
- o Candidate does not engage in actions that put clients at risk for harm
- o Candidate applies critical thinking skills (see section 5.a.) when evaluating ethical courses of action

4.c. *Professional judgment*

- o Candidate demonstrates academic integrity (e.g., following USA policies)
- o Candidate maintain confidentiality and avoids gossiping about clients, fellow candidates, colleagues, faculty, and supervisors
- o Candidate recognizes when to consult with faculty, supervisors, or colleagues as to how to act in the best interests of a client

5. Self-efficacy

5.a. Critical thinking

- Candidate uses creative problem solving skills in assessing and implementing professionally appropriate courses of action
- Candidate engages in forming and testing hypotheses related to intrapersonal and interpersonal interactions with clients
- Candidate demonstrates ability to analyze and synthesize information
- Candidate can utilize critical thinking skills to discuss the validity of feedback from a faculty member or supervisor
- Candidate shows a willingness to process the ways feedback can be implemented with faculty members or supervisors

5.b. Intellectual flexibility

- Candidate examines personal values and beliefs critical to career preparation as a professional counselor
- Candidate views information from multiple perspectives
- Candidate acknowledges and affirms the differing viewpoints of others

5.c. Independent initiative

- Candidate demonstrates autonomy and self-sufficiency
- Candidate demonstrates industriousness
- Candidate follows through with assignments, tasks, and responsibilities, and seeks feedback and supervision when needed

5.d. Resourcefulness

- Candidate shows the ability to adapt by seeking alternative solutions when situations do not go as planned
- Candidate makes effective use of multiple resources by being creative when reacting to difficult situations

6. Affirmation of Diversity

6.a. Sensitivity to cultural differences

- Candidate affirms cultural differences when interacting with clients/students from diverse backgrounds
- Candidate seeks out educational, consultative, and training experiences to improve understanding and effectiveness in working with culturally different populations
- Candidate recognizes the limits of his/her competence and either (a) seeks consultation, (b) seeks further training or education, (c) refers clients to more qualified individuals or resources, or (d) engages in a combination of these actions
- Candidate is engaged in understanding him/herself as a racial and cultural being and is actively seeking a non-racist identity

6.b. *Respect for different perspective & opinions*

- Candidate holds the belief that everyone has a right to their perspective or opinion
- Candidate listens actively and avoids demeaning or hostile analysis
- Candidate considers input from others, regardless of their backgrounds

6.c. *Sensitivity to power differentials*

- Candidate recognizes and affirms the existence of real and ascribed power differentials among himself/herself, supervisors, faculty, and clients

6.d. *Belief that all students/clients can learn*

- Candidate holds the belief that all students/clients are capable of learning
- Candidate holds appropriate academic, social, emotional, and developmental expectations of students/clients

6.e. *Fairness and equitable treatment*

- Candidate offers fair and equitable services to all clients without exception

7. Leadership and Advocacy

7.a. *Empowers clients to be self-sufficient*

- Candidate is able to (at an appropriate developmental level) help individuals identify the external barriers that affect their development
- Candidate is able to train clients in self-advocacy skills

7.b. *Commitment to advocating for the profession*

- Candidate accepts obligation to educate clients about the role and responsibilities of the counselor
- Candidate is able to identify opportunities for advocacy within the profession

7.c. *Recognizes the impact of clients' environment on client welfare*

- Candidate is able to identify the social, political, economic, and cultural factors that promote and/or adversely affect the welfare of the client
- Candidate recognizes the signs indicating that an individual's behaviors and concerns reflect responses to systemic or internalized oppression and can advocate accordingly on the client's behalf

Candidate Review and Retention Policy

The Counselor Education faculty in the Department of Professional Studies at the University of South Alabama is responsible for preparing candidates to become competent and ethical counseling professionals. In addition to assessing academic performance, candidates' personal characteristics, level of interpersonal skills, and professional behavior will be evaluated on an ongoing basis throughout the program by the counseling faculty. At least once a year, faculty members review all candidates in the program at a special faculty meeting, and students who do not meet program expectations will be notified and provided written feedback on their academic and professional performance. Professional behavior expectations, the retention policy, and remediation procedures are reviewed by faculty at the new student orientation. In addition, candidates sign an informed consent form (see Appendix A) documenting that they have read, reviewed, and understand these policies and procedures upon entering their first semester of the program.

Initial Remediation Procedures

Candidates identified as demonstrating academic or personal problems that interfere with their professional performance undergo further review by the faculty. Candidates with minor concerns (e.g., seeming distracted throughout the semester, exhibiting low levels of participation in class, demonstrating resistance to feedback) will be asked to meet with their faculty advisor to go over their written review based on the specific reported behaviors(s). In some cases, candidates may be asked by faculty to complete a remediation plan. The advisor will discuss the remediation plan with the candidate during their meeting, after which both candidate and advisor will sign the plan to demonstrate their mutual understanding of the candidate's current progress, professional development, and the actions necessary on the part of the candidate to continue in the counseling program.

If a candidate does not successfully complete the initial remediation plan or, if at any time during the course of the program, the faculty becomes aware of substandard or unprofessional behavior or performance, unethical behavior, and/or illegal acts, the candidate will be subjected to the following formal remediation process:

Conference with a Faculty Committee: In cases of alleged misconduct, the committee will make every effort to maintain confidentiality of all parties in the process. Information about the case is generally not communicated to non-involved parties, and communications regarding the matter are on a need-to-know basis. If, however, informational material relative to the case is subpoenaed through a court process, or is required to be divulged in some other type of investigation, then it would not be deemed a breach of confidentiality and the requested material would be void of its confidentiality. Neither the student nor the faculty involved shall have representation, including legal representation, during the presentation of the case or during the appeals process.

The candidate will be asked to meet with two faculty members, typically the candidate's advisor and the faculty member who raised the concern, to discuss the candidate's performance. If the candidate's advisor is the one with the concern, then another faculty member, preferably one familiar with the candidate, will be asked to be on the committee.

The conference shall be conducted to examine the details of the case. Prior to the conference, the department chair will ensure that the candidate and all committee members have copies of the Counselor Education Candidate Dispositions and Candidate Review and Retention policy as outlined in this handbook.

If a mutually satisfactory remediation plan is achieved during the conference, the process will end and no further action will be taken. A record of the outcome of the conference will be filed in the department chair and dean's office. If the outcome of the conference results in dismissal of the case, the faculty members are responsible for taking necessary steps for removing blocks on registration.

If a successful resolution is not achieved at the conference, the committee will determine a recommended penalty. After the review of the candidate, the committee will confirm their decision by vote. For cases in which the Committee recommends a penalty, the penalty may range up to and including dismissal from the university.

Appeals Process

After a decision is rendered by the Faculty Committee, an appeal may be requested. Grounds for an appeal are the alleged lack of due process in the case or alleged discrimination against the student. For an appeal to be considered, it must be based upon:

1. Arbitrary or capricious actions by a member of the faculty, the Faculty Committee, and/or the advisor.
2. Substantial failure on the part of the Faculty Committee to follow the procedures outlined above.

The appeals process follows the Academic Standards Policy as set forth by the Graduate School. Please refer to these policies as outlined the student handbook "*The Lowdown*" at <http://www.southalabama.edu/lowdown/>

Academic Standards and Appeals Policy

The counseling program in the Professional Studies Department complies with the Academic Standards Policy as set forth by the Graduate School and the policies on general and grade grievance, student academic conduct, and sexual offense of the University of South Alabama. Please refer to these policies as outlined the student handbook "*The Lowdown*" at <http://www.southalabama.edu/lowdown/>

Programmatic Grade Policy

Candidates are expected to comply with the academic standards set forth by the Graduate School, and the following academic standards specific to the Counseling programs:

- Candidates must make a “B” or better in the following pre-requisite courses in order to enroll in Practicum:
 1. CED 572 - Principles and Theories of Counseling
 2. CED 571 - Foundations of Clinical Mental Health Counseling

OR

 3. CED 565 – Foundations of School Counseling
 4. CED 574 - Group Counseling & Group Guidance Procedures
 5. CED 586 - Analysis of Counseling Processes
 6. CED 566 - Multicultural Counseling
 7. CED 584 - Seminar in Ethical & Legal Principles in Counseling
 7. CED 560 - Diagnostic & Treatment Planning in Counseling (CMHC Only)

Potential Electives for Clinical Mental Health Counseling*:

- CED 567: Couples Counseling & Human Sexuality
- CED 569: Child & Adolescent and Family Counseling
- CED 564: Gerontological Counseling
- CED 590 Special Topics: Grief Counseling
- CED 590 Special Topics: Adlerian Counseling
- CED 590: Special Topics: Health and Wellness Counseling
- CED 569: Counseling Children
- CED 561: Marriage and Family Counseling

*The electives above are frequently offered in the regular course rotation. Other CED electives may be taught depending on faculty teach loads per academic year and will be announced to students. Elective courses also may be taken in another department. Consult with your advisor for final approval of elective courses. The Clinical Mental Health Counseling Advising Worksheet is included in Appendix C.

Comprehensive Examination

- Successful completion of the Counselor Preparation Comprehensive Examination (CPCE) is required for graduation from Clinical Mental Health Counseling.

Potential Electives for School Counseling*:

- CED 560: Diagnostic & Treatment Planning
- CED 569: Child & Adolescent Counseling

**SPE 500 is required of students who have not previously completed their special education requirement.

Additional Program Requirements:

- AECTP (required for CACREP option only)
- Praxis II: Professional School Counselor (required for both options)
- The successful completion of the Counselor Preparation Comprehensive Examination (CPCE) is required for graduation.
- Praxis II test requirements are subject to change as dictated by the ALSDE. Prior to registering for any Praxis II exam, please verify current requirement by accessing directly to the ALABAMA portion of the Praxis II website at <http://ets.org/praxis/al>.

*The electives above currently are offered in the regular course rotation. Other CED electives may be taught depending on faculty teach loads per academic year and will be announced to students. Elective courses also may be taken in another department. Consult with your advisor for final approval of elective courses. The School Counseling Advising Worksheet is included in Appendix D.

A passing score on the National Counselor Exam is required for School counseling certification in the state of Alabama for students in the CACREP track. Students may graduate from the program without taking this exam

Appendix A
UNIVERSITY OF SOUTH ALABAMA
Master's of Education in School Counseling
Additional Program Requirements

Background Check (Prior to Admissions)

The Alabama State Department of Education (ALSDE) requires that all students in a school counseling certification program have their fingerprints cleared through the ABI/FBI. One of the requirements for acceptance into our Master's in school counseling program is verification of this clearance.

All individuals enrolled in a school counseling certification program are to use this system to meet the fingerprinting/background check requirement. Information, including online registration and fingerprinting procedures, is available on the Cogent Systems website. <https://www.cogentid.com/index.htm>

Verify Your Background Clearance

An individual may verify that their criminal history background check results are on file with the Alabama Department of Education by visiting the Teacher Certification Portal.

<http://tcert.alsde.edu/Portal/Public/Pages/SearchCerts.aspx>

Students must input a last name and first name.

Please go online, register and complete the fingerprint procedure requirements so that your file will be complete for admissions consideration.

Program/certification testing requirements

- AECPT – Alabama Educator Certification Testing Program (All students need prior to entering Practicum) <https://actapps.act.org/wkala/wkala>
- Praxis – Professional School Counseling (for all students prior to enrolling in Internship) http://www.ets.org/praxis/al/other_cert_approaches/cacrep
- NCE (National Counselor Exam given by the National Board of Certified Counselors (NBCC) – REQUIRED ONLY FOR CACREP OPTION before applying for certification) <http://nbcc.org/Certification/ApplyForCertification>

Appendix B Clinical Mental Health Counseling Advising Worksheet

2016-2017
College of Education
Department of Professional Studies
Program of Studies

MASTER OF SCIENCE (M.S.) ----- CLINICAL MENTAL HEALTH COUNSELING

EMPHASIS

Student's Name & Number _____ Date Entered _____

Faculty Advisor _____ Date Graduated _____

Minimum Hours Required: 60 Semester Hours

1. REQUIRED MAJOR PROFESSIONAL CORE: (39 Semester Hours required)	Semester	Grade
2017-2018		
CED 560 Diagnostic and Treatment Planning (3)	_____	_____
CED 571 Foundations of Clinical Mental Health Counseling (3)	_____	_____
CED 572 Principles and Theories of Counseling (3)	_____	_____
CED 574 Group Counseling and Group Guidance Procedures (3)	_____	_____
CED 584 Seminar in Ethical and Legal Issues in Counseling (3)	_____	_____
CED 588 Career Planning and Placement (3)	_____	_____
CED 566 Multicultural Counseling (3)	_____	_____
CED 586 Analysis of Counseling Processes (3)	_____	_____
CED 562 Addictions Counseling (3)	_____	_____
CED 592 Crisis and Trauma Counseling (3)	_____	_____
CED 576 Supervised Practicum in Counseling (100 contact hours) (3)	_____	_____
CED 595 Internship (6 semester hours required; 600 contact hours) (6)	_____	_____
	_____	_____
REQUIRED RELATED PROFESSIONAL COURSES (6 Semester Hours required)		
IDE 510 Educational Research and Evaluation (3)	_____	_____
EPY 521 Human Development and Behavior (3)	_____	_____
EPY 555 Tests, Measurement and Evaluation (3)	_____	_____
II. APPROVED ELECTIVES: (12 Semester Hours)		
_____ (3)	_____	_____
_____ (3)	_____	_____
_____ (3)	_____	_____
_____ (3)	_____	_____

Appendix C School Counseling Advising Worksheet

2016-2017
Master of Education - M.Ed.
College of Education
Department of Professional Studies

Student's Name & Number _____ Jag Number _____

Faculty Advisor _____ Date Graduated _____

Program Options*: Traditional (through ALSDE) _____ CACREP: _____

Minimum Graduate Hours Required: 48A minimum grade of "B" is required in all coursework.

Minimum Hours Required: 48 Semester Hours

1. MAJOR INSTRUCTIONAL SUPPORT AREA:	Semester	Grade
(39 Semester Hours required)		
CED 565 Foundations of Professional School Counseling	(3) _____	_____
CED 566 Multicultural Counseling	(3) _____	_____
CED 572 Principles and Theories of Counseling	(3) _____	_____
CED 574 Group Counseling and Group Guidance Procedures	(3) _____	_____
CED 582 Data Driven School Counseling	(3) _____	_____
CED 584 Seminar in Ethical and Legal Issues in Counseling	(3) _____	_____
CED 586 Analysis of Counseling Processes	(3) _____	_____
CED 588 Career Planning and Placement	(3) _____	_____
CED 576 Supervised Practicum in Counseling	(3) _____	_____
CED 591 Advocacy, Collaboration, Consultation	(3) _____	_____
CED 595 Internship: School Counseling	(6) _____	_____
(6 semester hours required; 600 contact hours)	_____	_____
Approved Elective	(3) _____	_____

II. RELATED STUDIES IN EDUCATIONAL FOUNDATIONS:*

(6 Semester hours required)

EPY 521 Human Development and Behavior	(3) _____	_____
EPY 555 Tests, Measurement and Evaluation	(3) _____	_____

**SPE 500 Nature and Needs of Exceptional Children and Youth must be taken for three additional semester hours by students who have previously not satisfied the special education requirements.*

III. RESEARCH IN EDUCATION AREA: (3 Semester Hours)

IDE 510 Educational Research and Evaluation	(3) _____	_____
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5/23/16

Appendix D
UNIVERSITY OF SOUTH ALABAMA
Master's of Education in School Counseling
Certification Options

	Traditional Route	CACREP Option
PRIOR TO ADMISSIONS		
Bachelor's Degree	YES	YES
Bachelor level educator's certificate	YES	NO
2 years teaching experience	YES	NO
*Successful Background Clearance *	YES (Should be completed if holding an educator's certificate)	YES (must complete background check requirements prior to admissions)
Prior to Program Completion		
Complete Special Education Course Requirement	YES (Either in undergraduate program or take SPE 500)	YES (Either in undergraduate program or take SPE 500)
Complete 48 credit hour approved School Counseling program	YES	YES
*Pass AECPT prior to enrolling in Practicum	YES (Should have passed before obtaining an educator's certificate)	YES
*Pass Praxis – Professional School Counseling prior to enrolling in internship	YES	YES
Pass Comprehensive Examination	YES	YES
PRIOR TO APPLYING FOR CERTIFICATION		
*Pass the National Counseling Exam (NCE) administered by the NBCC	NO	YES
Apply for Certification	YES	YES

*See attached additional Program requirements

Appendix E
**Informed Consent for Counselor Education Candidate Dispositions, Retention Policy,
and Remediation Procedures**

University of South Alabama
Department of Professional Studies
Clinical Mental Health Counseling
School Counseling

Candidate's Name:

By signing this form, I acknowledge that I have had the opportunity to discuss expected Counselor Education student dispositions, the retention policy, and remediation procedures with members of the Counseling faculty. I also acknowledge that I have read, reviewed, and understand what is expected of me in complying with these dispositions, policies, and procedures. I understand that the CED program faculty are responsible for providing ongoing performance appraisal and evaluation feedback throughout the training program, per the *ACA Code of Ethics* (ACA, 2014, F.6.). Additionally, I affirm that I have reviewed and understand university policies and procedures as described in the Student Handbook the "Lowdown." My signature below is evidence of my promise to demonstrate the appropriate dispositions and to adhere to said policies and procedures.

Finally, as a counselor-in-training, I agree to follow the *ACA Code of Ethics*, and adhere to applicable laws, regulatory policies, and other rules and policies governing professional staff as practicum and internship placement settings (ACA, 2014, F.5.a and F. 5. B.). I agree to fully participate in the courses and curriculum set out by the program faculty and to abide by the student dispositions as outlined in the Student Handbook.

Student's signature

Date

Faculty Advisor's signature

Date