



## Alabama A&M University Department of Psychology & Counseling

### MS Counseling (Clinical Rehabilitation Specialization)

## GRADUATE HANDBOOK

Updated Spring 2025

This handbook conveniently includes information about the policies of the School of Graduate Studies with a focus on the MS in Counseling (Clinical Rehabilitation Counseling) Program. This handbook is intended for the academic use of students in pursuit of an advanced degree in this department and academic advisors alike. This handbook describes course offerings, policies, procedures, regulations, and requirements of the department's counseling program. However, please remember it is *your* responsibility to obtain the most current information. Use the handbook frequently and work closely with your advisor and the faculty as you navigate through the program. While the handbook may not answer all questions about your graduate program, other answers may be found in departmental publications. If you still have questions not answered in these written materials, please ask for help from your major advisor, faculty, departmental staff, or the department head. Welcome to the Hill! You are about to engage in the exciting process of becoming a professional counselor. We look forward to accompanying you on your journey.

**Graduate students must assume full responsibility for the knowledge of the rules and regulations of the Graduate School and the academic unit concerning their individual degree programs.** Graduate students are not expected to require step-by-step guidance as is commonly given to undergraduates. This handbook helps students navigate the degree program requirements with ease and minimum efforts.

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Greetings!

Welcome to Alabama A & M University. We are pleased that you have chosen Alabama A & M for your graduate studies. This handbook will acquaint you with the department, academic policies, and procedures. In addition to this information, you are expected to stay informed of the regulations and policies governing financial aid, degree, and course requirements by consulting university websites such as the AAMU Bulletin. If uncertain about a policy, please consult with the Student Affairs Office staff located in Patton Hall, room 205.

If you have questions specific to the MS in Counseling (Clinical Rehabilitation Counseling) program, you may stop by or call (256) 372-4764). Generally, the department office hours are 9:00am – 5:00pm, Monday through Friday.

The Counseling Department and I are available to answer any questions. We know of many campus resources available to you in addition to those listed in this handbook. Please feel free to stop by the office even if just to say hello! The faculty and staff would appreciate the opportunity to get to know you.

Sincerely,

Dr. Shatoi Scott  
Program Coordinator  
Counseling Program  
(256) 372-5529  
[Shatoi.scott@aamu.edu](mailto:Shatoi.scott@aamu.edu)

## **GENERAL INFORMATION**

### **A Brief History of Alabama A&M University**

Alabama Agricultural & Mechanical University (AAMU) was founded in 1875 by William Hooper Council, an ex-slave. The school doors opened on May 1, 1875, as the Huntsville Normal School. Industrial education was added in 1878, generating widespread attention, which helped to garner financial support from the Slater and Peabody Funds and private contributors. Under the second Morrill Act of 1890, AAMU became a land grant institution. The school was moved to its present location in 1891. The university has undergone four name changes during its more than 130 years of existence. Upon earning junior college status in 1919, the name was changed to the State Agricultural and Mechanical Institution for Negroes. Senior college level courses were added in 1939; the first graduating class received a bachelor's degree in 1941.

In 1949 the name was changed to Alabama A&M College. The college became a fully accredited member of the Southern Association of Colleges and Secondary Schools in 1963, and the name was changed to Alabama Agricultural and Mechanical University in 1969.

### **Mission of the University**

Alabama Agricultural and Mechanical University is a public, comprehensive 1890 Land-Grant institution, committed to access and opportunity, and dedicated to intellectual inquiry. The application of knowledge and excellence in teaching, research, and service is responsive to the needs of a diverse student population and the social and economic needs of the state and region. The University offers contemporary baccalaureate, master's, educational specialist, and doctoral-level degrees to prepare students for careers in the arts, sciences, business, engineering, education, agriculture, and technology. As a center of excellence, the University is dedicated to providing a student-centered educational environment for the emergence of scholars, scientists, leaders, and critical thinkers, who are equipped to excel through their contributions and leadership in a 21st-century national and global society (Graduate Catalog, 2022-2023, p. 14).

### **Accreditation**

Alabama A&M University is accredited by the Commission on Colleges of Southern Association of Colleges and Schools (SACS). Additionally, The College of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The MS in Counseling program is currently in the process of submitting the application to the counseling accreditation body for counseling, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the Clinical Rehabilitation Counseling specialty area.

## **Graduate Counseling Program Faculty**

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### **Program Mission Statement**

The MS in Counseling (with a specialty in Clinical Rehabilitation Counseling) program exists to serve a diverse student population. Faculty members are committed to providing an instructional and mentoring environment to meet the desires of students who wish to become professional practitioners at the master's level, as well as those who will eventually pursue doctoral training in counselor education and/or clinical rehabilitation counseling. The MS in Counseling (Clinical Rehabilitation Counseling) program is committed to providing its majors with broad-based academic and experiential exposure to rehabilitation services. These rehabilitation services include counseling individuals with different types of needs, such as physical, mental, emotional, educational, developmental, and vocational needs in various clinical and community settings.

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

### **Program Objectives**

Program Objective 1- To foster ethically responsible counselors

Program Objective 2- To cultivate students' identities as professional counselors

Program Objective 3- To engender multiculturally competent counselors

Program Objective 4- To provide students with the knowledge and skills related to working with clients with disabilities

### **Policies**

#### **AAMU Counseling Program**

The administration and faculty involved with the counseling programs at the Alabama A&M University are committed to fulfilling its mission statement by helping students gain the competencies and skills necessary for the successful practice of professional counseling. Therefore, the requirements, policies, and procedures set forth in this document are designed to facilitate the screening and monitoring of students' progress through the counseling program to ensure mastery of necessary competencies, completion of appropriate coursework, and evidence of potential for professional success. Implementation of these requirements, policies, and procedures will be accomplished in accordance with the AAMU Non-Discrimination Statement.

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

- 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 for approval.
- The group counseling course will include participation in an experiential group. Before participation in the group, students will be provided information about risks inherent in group processes and instruction on how to limit self-disclosure.
- The Department reserves the right to make immediate changes in program requirements, policies, procedures, and course content to comply with CACREP, Alabama Board of Examiners in Counseling (ABEC), and/or Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements/standards

### **Code of Ethics**

The MS in Counseling program abides and adheres to the ethical codes of the American Counseling Association (ACA) and the Commission on Rehabilitation Counseling Certification (CRCC).

### **Counseling Organizations**

In accordance with developing their identity as a professional 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](http://www.counseling.org))

American Mental Health Counselors Association (AMHCA; [www.amhca.org](http://www.amhca.org))

National Rehabilitation Counseling Association (NRCA)

ACA has 20 divisions (including 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](http://www.alabamacounseling.org))

Alabama Mental Health Counselor Association (ALMHCA; [www.almhca.com](http://www.almhca.com))

Alabama Division of the American Rehabilitation Counseling (ALDARCA;

<https://aldarca.wixsite.com/mysite>)



### **New Student Orientation**

The MS in Counseling (Clinical Rehabilitation Counseling) program will provide students with a formal orientation session at the start of their enrollment each semester. The orientation aims to provide an overview of policies/procedures, of ethical and professional responsibilities, and eligibility for licensure (LPC) and or certification (CRC). The new counseling student orientation provides an opportunity for students to meet faculty and register for program organizations. As part of the orientation meeting, a copy of the Counseling's Student Handbook is disseminated.

### **Course Enrollment**

A maximum of nine graduate credit hours are considered a full academic load during the regular academic semesters, Fall & Spring. Six graduate credit hours are considered a full academic load during the Summer Session. However, to maintain a graduate assistantship (Teaching or Research), a student must be enrolled in at least 6 graduate hours during the regular academic semester and 3 during the summer session. *Note: International students must maintain full-time status during the fall and spring semesters.*

### **Methods of Instruction**

The graduate counseling program utilizes three primary modalities of instruction; traditional, hybrid, and online. Traditional instruction consists of instructor-led interactions within the same physical space for 100% of the instructional time. Hybrid methods of instruction consist of instructional time that is less than 100% but more than 51% face-to-face with the remaining time spent facilitated through Blackboard or other university course management systems.

Online methods of instruction consist of 100% of instruction and interaction being provided through university approved distance learning management systems such as blackboard.

### **Quality of Academic Performance**

Graduate students must achieve the minimum GPA established by their programs, in no case less than 3.00, to be eligible to take the comprehensive examination, and to progress to candidacy for field placement. Students enrolled in graduate programs must produce work of high quality and must earn a cumulative average of "B" (3.00 GPA) or better in courses for which credit is given towards the graduate degree. Other than one grade of "C" being allowed in each program, no grades below "B" will be acceptable for graduate credit. 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 AAMU. In accordance with the University Graduate Grading Policy (grading-policy/), any student who earns three grades of C will be dismissed; this dismissal can occur at any point in their program of study, including the last semester. Any student who earns two grades below C will be dismissed. (*Graduate Catalog*)

### **Academic Appeal Policy**

Students who wish to appeal in the programmatic or university policy may do so by submitting a completed graduate student grievance form to the dean of graduate studies. (*Graduate Catalog*)

## **Dismissal**

Students wishing to be readmitted following a suspension must wait at least one year before applying. (One year is defined as two semesters or one semester and one summer session). During this period, they are ineligible for admission to any program at Alabama Agricultural & Mechanical University. However, a grade below B after readmission in any course will result in dismissal from further graduate study (*Graduate Catalog*)

## **Evaluation of Candidates**

***Professional Dispositions.*** Counseling candidates are evaluated throughout their program and through Key Performance Indicators (KPIs). KPIs are found throughout the course of study, they include but not limited to; course assignments/coursework, comprehensive exam, and midterm/final evaluations in internship. Evaluation of the counselor-in-training is an on-going process. The faculty reserves the right to assess the candidate's appropriateness to be a professional counselor.

Counseling faculty individually review the professional dispositions (behaviors and attitudes) of students within each course in accordance with the Counseling Student Handbook. Counselor professional dispositions include the attitudes, values, beliefs, and behaviors necessary for success as a professional counselor. These dispositions reflect the necessary characteristics for counselors to possess and exhibit in their work and interactions with clients, colleagues, supervisors, and the broader community. They are essential to maintaining ethical standards and promoting excellence in the field (ACA, 2014; Freeman et al., 2019; Garner et al., 2016).

There are ten professional counselor dispositions the AAMU counselor education program instills in our students and expects our students to adhere to throughout their training. Faculty review student dispositions and overall program progress at the end of each semester. Once the dispositions assessment is completed and if needed, a Professional Development Plan (PDP) may be developed to assist students in being successful in the program. A Professional Development Plan (PDP) is required if a student receives 2 or more ratings of “*Does Not Meet Expectations.*” If a student receives 1 and/or 2 or more ratings of “Developing” students will be contacted via letter to be made aware of areas for growth. The disposition assessment rubric is in the appendix.

### **The Professional Dispositions include:**

- **Diversity** - The belief that all students/clients can learn, respond with empathy and sensitivity to unique human needs and understand fairness, justice, and equity.
- **Integrity**- Acts in ethical and moral ways, values honesty, follows the appropriate professional code of ethics and the university code of honor, and upholds professional responsibilities, boundaries, and commitments.
- **Professional Conduct**- Displays behaviors and actions that demonstrates respect for those in authority, peers, and others by advocating for themselves in a respectful way, following the proper protocols, including dressing appropriately, set in place by the university and/or agency and following the chain of command when expressing grievances and managing conflict.

- **Openness to Feedback-** Accepting feedback from peers, professors, and/or supervisors without defensiveness and implements feedback appropriately.
- **Personal Responsibility-** Manages time well and demonstrates a strong work ethic and conscientiousness in classroom/course assignments and program activities.
- **Emotional Regulation-** Manages anxiety and expresses feelings appropriately and effectively.
- **Oral & Written Communication--**Displays effective communication skills (oral and written) in all settings.
- **Attendance/Participation**
- **Completes Work in a Timely Fashion**

### Comprehensive Examination

Students eligible to take the Comprehensive Examination must formally apply for the test on the prescribed form from the office of Graduate Studies in Laserfiche. Comprehensive exams are designed to evaluate the candidate's proficiency in theory and practice in both the major and minor fields of the designated area of study and are required. The Counseling comprehensive exam will cover the eight core areas associated with the standards of the CACREP accrediting body.

Successful completion of the Counselor Comprehensive Examination is required for graduation.

- If a student fails the first administration of the exam, the student will have a second opportunity to take the Exam after a minimum of two weeks has passed. The faculty strongly recommend that students seek additional tutorials, courses, and study aids particularly if they fail to pass the first administration of the exam.
- If the student fails the exam a second time, the student must meet with the program faculty to discuss his/her options. The program faculty will thoroughly discuss the student's scores on the exam, the student's dispositions as evaluated by the faculty, and any special circumstances that may have contributed to the student performing poorly on the exam. An alternative remedial comprehensive exam may be allowed at the program faculty's discretion. In rare circumstances, students may have the option to sit for a written comprehensive exam that is followed by an oral defense. However, this option is left to the discretion of program faculty
- If a student fails 3 separate administrations, Failure to meet this requirement results in failure to meet the program requirements and dismissal from the program.

Before sitting for the Comprehensive Exam, the Graduate Program must certify the student(s) meets the following requirements:

1. Obtain Regular/Full admission status.
2. Maintain a GPA of 3.00 or above.
3. Complete all required deficiency courses for the degree.
4. Complete a certain percentage of the credits required for the degree, i.e., at least 66% for Master's and Educational Specialist programs and 80% for Doctoral programs.
5. Remove all I's, except thesis grades.

6. Remove all grades of "D" and "F" in the student's current program of study.
7. Approval of graduate advisor and coordinator.

A student who applies to take the Comprehensive Exam must be enrolled for the entire semester in which they intend to sit for the Comprehensive Exam. Students who wish to sit for the exam in the summer semester must register for summer classes to be eligible for the exam (Graduate Catalog 2022-2023, p 50).

### **Thesis**

Students who choose to complete a thesis are responsible for identifying a major professor, choosing a research topic and writing and editing the thesis. The major professor serves as the chairperson of the students advisory committee. Before the second semester of enrollment, the student must complete: a planned degree program, attend a thesis preparation workshop, prepare an acceptable thesis proposal. As a graduate student at Alabama A&M University, you are writing in partial fulfillment of the requirements for an advanced degree. If you have questions about format requirements, contact the Graduate Office.

### **Student Records**

The Department of Counselor Education creates two (2) files for every student. The first file is a general student file and contains admission materials, the program of study form, and various other records. The second file, a clinical experience file, is created when a student enrolls in the Practicum course. This clinical experience file contains documents related to Practicum in Counseling, COUN 600 and 601 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.

### **Remediation Policy/Professional Development Plan**

Students will be placed on a Professional Development Plan (PDP) as determined by Professional Disposition and Academic Performance Evaluations conducted by the faculty each semester. The plan is initiated in response to specific concerns regarding Professional Dispositions and Academic Performance. This plan will target improvement in these areas with the goal of focusing on these areas of concern and providing additional support so that students can improve their performance to the expected levels of competency. This plan will be implemented and supported by the advisor faculty and site supervisors if the student is in their clinical experience. The advisor and supervisors (if applicable) will complete another summative evaluation across all required Professional Dispositions and Academic Performance but with particular attention to the domains requiring remediation. A timeline is set in which students will either meet the requirements or have an unsuccessful remediation and immediately be dismissed from the program. The Professional Development Plan (PDP) is in the appendix.

### **Endorsement, Licensure and Certification**

Students graduating from the Counseling program will have met the course requirements for

licensure eligibility by the Alabama Board of Examiner in Counseling (ABEC; [www.abec.alabama.gov](http://www.abec.alabama.gov)). However, graduation from the program does not guarantee licensure as a professional counselor. Licensure is a credential provided by a state government agency, and in any given state, it may require a test and accrual of post-degree supervised clinical work and other requirements.

The MS in Counseling program adequately prepares students for licensure in Alabama. Any student who wishes to pursue licensure outside of the state of Alabama should meet with their assigned academic advisor to review additional courses or requirements that may be needed for their identified state of licensure. It is highly recommended that students save their syllabi to demonstrate how coursework meets licensure requirements, particularly those moving to other states. For more information on Alabama state licensure, go to [www.abec.alabama.gov](http://www.abec.alabama.gov) or contact ABEC at 205-458-8716 or 1-800-822-3307.

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

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](http://www.nbcc.org)). Students can apply for NCC certification and take the NCE prior to graduation. *After Graduation:* 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 various Pearson sites. Check NBCC's website for more details about NCE (<http://www.nbcc.org>). Submit your final transcript to NBCC showing your master's degree conferred. See <http://www.nbcc.org/Student> for more information on the steps to achieve NCC certification after graduation.

### **Counseling Services**

Alabama A&M University provides counseling services to students through the student health and wellness center. Confidential services are provided to students on an outpatient basis to support student's needs through practices of physical, social, and psychological wellness. Services provided to students are covered through the AAMU supplemental student health plan.

Health and Counseling Services  
4011 Meridian Street  
256-372-5601  
256-929-8438 (afterhours non-emergency)

### **Disability Support Services**

The office of disability support aims to provide equal opportunities for all students. In compliance with the Americans with Disability Act (ADA) of 1990 and section 504 of the Rehabilitation Act of 1973, student who need accommodations are encouraged to contact the office of disability support services.

Health and Counseling Center  
4011 Meridian Street  
256-372-4499  
[Disabilityservices@aamu.edu](mailto:Disabilityservices@aamu.edu)

### **Statute of Limitations**

There is a statute of limitations on all graduate courses of six years. The request must be approved by the department and submitted to the Dean of Graduate Studies for final action. Requests for an extension of the statute of limitations must be accompanied by a written departmental assessment of the work and its relevance to the current curriculum mandates of the degree program. (see Graduate Catalog).

### **Financial Aid and Scholarships**

A number of graduate fellowships and Assistantships are available in departments that offer graduate degree programs. Students interested in graduate fellowships should address inquiries to:

AAMU Financial Aid Office  
P.O. Box 907  
Normal, Alabama 35762  
(256) 372-5400  
Contact by email at [financialaid@aamu.edu](mailto:financialaid@aamu.edu)

### **Field Experiences**

Practicum and internship are required courses which consist of a seminar and placement in an appropriate field training placement. Students are pre-professionals familiar with the Code of Ethics for Counselors and Rehabilitation Counselors and the licensing/certification laws for both areas of counseling. Students are to conduct themselves in an ethical and professional manner. Violations of the Ethical Codes and/or the laws will be addressed by both the agency and the university according to best practices, rules, and the law. Students may address their grievances according to the grievance procedures to the counseling program's professional standards committee.

**Practicum.** Practicum experience is required in the MS in Counseling (Clinical Rehabilitation Counseling) program. Practicum must be approved by your advisor to enroll in the course. In addition, ***all core classes must be completed before enrollment in practicum.*** However, electives may be taken while enrolled in practicum. Total course enrollment for the student enrolled in the MS Counseling (Clinical Rehabilitation Counseling) program in Practicum should not exceed 9 hours. Students are required to complete a minimum of 100 clock hours with 40 of those hours consisting of direct client contact and 60 consisting of indirect contact. Also, all practicum students are required to meet the necessary counseling liability insurance requirements for the field experience. The practicum application packet should be completed and submitted via Laserfiche by 5:00 pm of the due date one semester before the semester in which you enroll.



The application deadlines are as follows:

**Fall Semester: May 1**  
**Spring Semester: October 1**

### Practicum Requirements

To advance to candidacy for the practicum experience, students must receive clearance from major advisor and possess the following:

- **Successful completion of all core and specialty coursework;** with the exception of electives
- Completed Application
- Cumulative GPA of at least 3.0./ Must have passed Counseling and Helping Relationships & Group Counseling with a B or better
- A National Background Check
- A Drug Test which shows Negative Results (10 Panel Rapid Urine) both semesters
- A Tuberculosis Screening Test
- Resume and Cover Letter
- Professional Disclosure Statement
- Copy of active Malpractice/Liability Insurance Coverage Policy (must maintain active coverage each semester)
- HIPPA Agreement and HIPPA Certification
- Ethic Agreement
- Documentation of active membership in a professional organization (e.g. American Counseling Association (ACA), Alabama Counseling Association (ALCA), National Rehabilitation Counseling Association (NRCA)
- Driver's license or State Identification
- Student must be in good academic standing
- Copy of student transcript submitted with the application
- Graduate Acknowledgement Form

For more information pertaining to the practicum experience, please refer to the Practicum application and/or your assigned academic advisor.

### **Internships**

Internships are required in the MS in Counseling (Clinical Rehabilitation Counseling) program. Programs in Counseling require a total of 600 confirmed hours of internship with 240 clock hours of direct client contact across both internship placements (i.e., Counseling Internship 600 & 601). All interns must receive on-site supervision by appropriately licensed (ALC, LPC)/certified professionals (CRC). Also, all interns must satisfy the necessary insurance requirements for the field experience. Students should confer with their advisors regarding other specific internship requirements for their selected programs.

*Internship Guidelines for Counseling.* A range of leadership experiences consistent with Master's-level training in Counseling in the classroom is required for an internship. An internship entails two courses, which require the completion of 300 clock hours each in hospitals, mental health centers, and other sites that provide appropriate experiences and credentialed staff



to supervise interns according to their areas of specialization. The following are the requirements:

- **Successful completion of all core and specialty coursework;** with the exception of electives
- Completed Application
- Cumulative GPA of at least 3.0./ Must have passed Counseling and Helping Relationships & Group Counseling with a B or better
- A National Background Check
- A Drug Test that shows Negative Results (10 Panel Rapid Urine) in both semesters
- A Tuberculosis Screening Test
- Resume and Cover Letter
- Professional Disclosure Statement
- Copy of active Malpractice/Liability Insurance Coverage Policy (must maintain active coverage each semester)
- HIPPA Agreement and HIPPA Certification
- Ethics Agreement
- Documentation of active membership in a professional organization (e.g. American Counseling Association (ACA), Alabama Counseling Association (ALCA), National Rehabilitation Counseling Association (NRCA))
- Driver's license or State Identification
- Student must be in good academic standing
- Copy of student transcript submitted with application
- Graduate Acknowledgement Form

### **Application for Graduation**

Students must apply for graduation before the deadline dates given in the academic calendar.

However, if they fail to meet requirements for the semester applied, they must reapply.

If the student fails to meet degree requirements for the semester applied, they must reapply for graduation

## Degree Program and Requirements

### MS Counseling Clinical Rehabilitation Specialization

PLEASE NOTE: Each course is 3 credit hours. \*\*All required courses must be completed prior to registering for internships.

COUNSELING. This program leads to a master's degree in counseling with a specialization in Clinical Rehabilitation Counseling. The prepares graduates to take the relevant national examination and apply for state professional counseling licensure (LPC) and national certification (NCC) and Certification as a Rehabilitation Counselor (CRC).

#### Core Courses MS Counseling (45 credits) \*\*

COU 514: Human Growth & Development  
COU 520: Professional Orientation in Counseling  
COU 535: Counseling Theories  
COU 540: Counseling & Helping Relationships  
COU 550: Group Counseling  
COU 560: Career Counseling  
COU 570: Multiculturalism in Counseling  
COU 580: Assessment and Testing  
COU 590: Research & Program Evaluation in Counseling  
COU 594: Diagnosis and Treatment Planning  
COU 596: Pre-Practicum

#### **Specialty Courses: Rehabilitation Counseling**

COU 507: Introduction to Rehabilitation Counseling  
COU 511: Job Placement & Development  
COU 517: Case Management  
COU 513: Medical & Psychosocial Aspects of Rehabilitation

#### Field Courses (9 credits)

COU 597: Practicum II (100 clock hours)  
COU 600: Internship I (300 clock hours)  
COU 601: Internship II (300 hours)

#### Elective Courses (6 credits)

COU 525: Foundations of Alcohol and Drugs\*  
COU 526: Foundations of Crisis Intervention \*  
COU 527: Human Sexuality \*  
COU 528: Introduction to Community & Mental Health Counseling \*  
COU 624: Understanding Psychotropic Medication for Counselors \*  
COU: 625 Family Counseling \*  
COU: 512 Vocational Assessment \*  
COU: 599 Thesis (3-6 credit hours) \*

#### Qualifying Exam

COU 599                      Comprehensive Exam or Thesis                      **Total: 60 credit hours**

### Course Descriptions

*COU 507 Introduction to Rehabilitation Counseling* – Three semester hours.

Introduction to rehabilitation is an overview of the field of rehabilitation and processes. This course emphasizes the philosophical, social, psychological, ethical, and legal responsibilities of the rehabilitation professional, as well as special client needs. Students also become familiar with rehabilitation and other appropriate available community services. It also focuses on the institutional approach to the problems of clients.

*COUN 514 Human Growth and Development in Counseling*– Three semester hours.

This course provides the study of the physical, mental, emotional and social growth of the individual and their relation to the learning process. The focus of this course follows the lifespan of the developing person in relation to their experiences and forming their development.

*COUN 520 Professional Orientation in Counseling*- Three semester hours.

This course provides an introduction to the professional practice of psychology and counseling, including a broad survey of issues such as its history and trends, ethical and legal standards, preparation standards and credentialing, roles and functions, goals and objectives and organizations and associations of the profession.

*COUN 535 Counseling Theories* – Three semester hours.

This course provides a survey of major theories of counseling. Areas covered include history of each theory, theory of personality development, theory of counseling application, research, client and counselor roles, and use with diverse groups. Major theories of psychology and counseling, their tenants of personality development, psychopathological personality development, and therapeutic intervention.

*COUN 540 Counseling and Helping Relationships*– Three semester hours.

The course is designed to provide an introduction and overview of various theoretical approaches to the helping relationship and counseling interview techniques and skills helpful in developing and maintaining a therapeutic relationship. Also covers helping techniques (with culturally diverse populations) as applied through advising, cross intervention, and consultation roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included. This course entails an intensive study of basic theories and techniques of counseling and psychotherapy, and their application in the counseling and psychotherapy settings. (Prerequisite: COU 555)

*COUN 550 Group Counseling* - Three semester hours.

This course is designed to increase one's understanding of group dynamics, group development, and group facilitation. There is an academic component of group counseling as well as an experiential component. The experiential component allows each student an opportunity to develop skills in intrapersonal exploration and interpersonal interaction. This course operates on the rationale that a counselor who expects to facilitate interpersonal interaction, intrapersonal exploration, and behavioral change in clients must develop these skills himself or herself. Therefore, this course emphasizes experiential involvement in the class. Each student will have an opportunity to develop his/her own facilitative style of group behavior and group leadership. This course provides a basic understanding of group

development, dynamics, and counseling theories; group structure, group leadership styles, and group counseling methods and skills. (Prerequisite: COU 559)

*COUN 560 Career Counseling* – Three semester hours.

This course is designed to provide an understanding of career development and theories and related life factors and career decision-making. Special emphasis will be placed on counseling processes designed to assess and assist individuals with career development problems and/or issues. P study of basic career development theories. The course also covers occupational and educational information sources and systems. Study of basic career development theories. Occupational and educational information sources and systems; career decision-making and leisure counseling; career development and effectiveness evaluation.

*COUN 570 Multiculturalism in Counseling*– Three semester hours.

Emphasis on developing knowledge, skills, and attitudes for more effective counseling with person different from the counselor regarding characteristics such as cultural race, gender, sexual orientation, physical disability, and religious preference. Substantial attention is given to developing awareness of one's own values, attitudes, and beliefs as they relate to counseling in a diverse society. Provides an understanding of how diverse values and morals, interaction patterns, social conditions, and trends related to diversity affect counseling.

*COUN 580 Assessment and Testing* – Three semester hours.

This course examines the principles of educational, psychological, and vocational assessment in a counseling context, including concepts necessary for the selection, administration, scoring, and interpretation of individual and group tests. It also covers the interpretation of clinical reports and application of testing results. This course details methods of selecting appropriate group tests, understanding individual tests and clinical reports, and application of testing results to learning situations.

*COUN 590 Research and Program Evaluation in Counseling* – Three semester hours.

This course examines areas including statistics, research design, and development of research and demonstration proposals in a multicultural and ethical context. It includes understanding the importance of research in advancing the Counseling profession; program development and demonstration proposals; development and evaluation of program objectives; principles, models, and applications of needs assessment; and culturally and ethically relevant strategies for interpreting the results. Self-growth experiential activities may be associated with the content of this course. This course details methods of statistics; the meaning and importance of statistics as a scientific tool in social science research, including the following topics: sampling, frequency distributions, central tendency, graphic representation, reliabilities, hypothesis testing, standard deviation, regression, estimation, and application. The student designs a study and carries it out under the supervision of the instructor. Research reports done by the student are read and evaluated by the instructor, and suggestions are made for their improvement.

*COUN 594 Diagnosis and Treatment Planning* – Three semester hours.

The course is designed to introduce students to the concepts of psychopathology and to major diagnostic categories of the current DSM. Emphasis is placed on differential diagnosis and

understanding of how cultural, biological, social, psychopharmacology and psychological factors are necessary when developing a holistic and ethical model of assessment and treatment planning. This course acquaints the student with the behavioral disorders in the Diagnostic and Statistical Manual, and the gathering of clinical and psychometric data to make differential diagnoses.

*COUN 511: Job Placement & Development- Three Semester Hours*

This course relates the psychological meaning of work, the vocational development theories of occupational choice, and labor market information to current methods of job development, selective placement, and follow-up with workers who are disabled. Students will develop the competence to apply major career theories with different populations and within different settings, and to prepare students to assist individuals in obtaining and maintaining employment with a major focus on career counseling and job placement for persons with diverse disabilities.

*COUN 517: Case Management-Three Semester Hours*

The case management process is taught, including case finding, service coordination, referral to and utilization of other disciplines, and client advocacy; planning for the provision of independent living services and vocational rehabilitation services; identification and use of community resources and services in rehabilitation planning and report writing.

*COUN 513: Medical & Psychosocial Aspects of Rehabilitation- Three Semester Hours*

The course is designed to provide students with an overview of the major physical, emotional/mental, cognitive, and sensory and developmental disabilities with emphasis on medical, functional, environmental and psychological aspects of disability. Additionally, there will be focus on the body systems and function; common physiological processes, health conditions and their clinical manifestations, and diagnoses. The course will also cover the functional and vocational implications of chronic illnesses and disabilities, and rehabilitative considerations. The course will also acquaint students with medical terminology and various evaluation techniques used in the assessment of chronic illness and disabilities.

*COUN 596 Pre-Practicum: Understanding Personalities in a Counseling Setting– Three semester hours.*

This course is structured as a fundamental counseling skills course, with the purpose of developing relationship building, basic assessments, goal setting, selecting client-aligned interventions, and evaluation of client outcomes required for Field Practicum. The course is designed as a content and practice-oriented skills development experience within a safe and encouraging environment. This course assists in developing the assessment capabilities of the student in the clinical setting and provides a basis for the clinical intervention in the patient's emotions.

*COUN 597 Practicum II: Field Experience – Three semester hours.*

The goal of the practicum course is to provide students with a supervised counseling experience in individual group counseling. Emphasis will be placed on basic counseling skills and the application of knowledge. This is a practicum at an approved field placement site for a minimum of 100 clocked hours observing and/or practicing clinical skills with individuals, couples, families, and/or groups under the direction of an approved supervisor with applications of

counseling theories and strategies. Direct client service, record keeping, information and referral, appraisal, consultation, and evaluations are included. (Prerequisite: All COUN Core Courses)

*COUN 600 Counseling Internship I* – Three semester hours.

The purpose of the course is to help students implement counseling skills into counseling practice. Major emphasis is placed on the student's involvement in successful practices at the educational level of interest. Students have met all academic and professional standards of practice before placement. Over the course of their internship experiences, students are required to complete 600 clock hours, of which at least 240 are direct client contact. For this semester, you will be required to earn a minimum of 200 clock hours, in which to pass the class you must obtain a minimum of 60 direct hours for the semester. Students will be expected to engage in weekly site supervision (individual/triadic) with their site supervisor and weekly group supervision is provided by the course faculty instructor. (Prerequisite: All COUN core classes and Consent of Instructor)

*COUN 601 Counseling Internship II* – Three semester hours.

The purpose of this advanced training course is to help students implement counseling skills into counseling practice. Major emphasis is placed on the student's involvement in successful practices at the educational level of interest. Students have met all academic and professional standards of practice before placement. Over the course of their internship experiences, students are required to complete 600 clock hours, of which at least 240 are direct client contact. For this semester, you will be required to earn a minimum of 200 clock hours, in which to pass the class you must obtain a minimum of 60 direct hours for the semester. Students will be expected to engage in weekly site supervision (individual/triadic) with their site supervisor and weekly group supervision is provided by the course faculty instructor.

(Prerequisite: All core classes and Consent of Instructor)

*COUN 525: Foundations of Alcohol and Drugs\** Three Semester Hours

This course explores the nature of chemical dependency/addiction including alcohol and other legal and illegal substances, and process addictions. Attention will also be given to related phenomena that produce and/or result in obsessive and compulsive behaviors as well as implications for education, prevention, treatment, and recovery. Students will gain knowledge for individual, group, and family counseling strategies as they are applied to behavior change and relapse prevention. Students will learn about the diagnostic criteria of substance use and addictive behavior, models of etiology, and approaches to treatment.

*COUN 526: Foundations of Crisis Intervention \** Three Semester Hours

This course is an overview of crisis intervention. Major theoretical models of situational crises are examined and operationalized across a variety of service delivery systems. Students will develop the conceptual competency necessary for professionals engaged in crisis interventions. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for public schools. Topics of discussion include emergency situations such as natural disasters, terrorism, school violence, abuse, and crisis interventions with diverse populations.

*COUN 527 Human Sexuality* – Three semester hours.



An intensive study of the physiological, psychological, sociological, and ethical considerations of human sexuality. The course is designed to provide an applied foundation for understanding human sexuality and development. Students will examine the dynamics of various situations and developmental fundamentals on how human sexuality develops through family, cultural and society influences.

*COUN 528: Introduction to Community & Mental Health Counseling* \*-Three Semester Hours

In this course, students learn the history, philosophy, trends, and practices within community mental health agencies. This course will review the roles and function of clinicians and help students in developing the knowledge and skills needed to work as professional counselors. This will include reviews of the profession, professional identity, management of programs, and ethics; as well as teaching students how to advocate for clients; develop and review programs; understand, assess, and manage emergencies and crises.

*COUN 624: Understanding Psychotropic Medications for Counselors* – Three semester hours.

The course is designed to acquaint non-medical mental health professionals (counselors, social workers) with the category and therapeutic effects of drugs used to treat behavioral disorders, as well as the adverse effects of both prescribed and major illicit drugs.

*COUN 530: Family Counseling* – Three semester hours.

Application of major theoretical approaches and models of treating individuals and families with problems. This course covers the basic principles, techniques, applications, uses, and contraindicators of the major family therapy systems models. Specifically, the intersystem interface among intrapsychic, interpersonal, and family systems dynamics is addressed. Assessment techniques and intervention rationales are covered along with the role of the therapist and the therapist as a person. The concepts of family-of-origin, family functioning, structure, strength, and narratives will be studied through an experiential and didactic approach. Application of theory and research to practice is discussed.

*COUN 512: Vocational Assessment* \*- Three Semester Hours

This course is designed to provide students with an overview of vocational evaluation and assessment, work adjustment, personal-social adjustment, and independent living services for persons with disabilities and special needs primarily as they are applied in rehabilitation facilities.

*COUN 599 Masters Thesis* – Six semester hours.

The presentation in proper format of an original piece of research. Four faculty members shall guide the student in the completion of the thesis.

*COUN 564: Independent Study* – Three semester hours.

The student with the major advisor may elect to study a particular problem area of breadth and depth of knowledge. A research paper is required as a product outcome of such a study.

**Emergency Procedures**

The Alabama A&M emergency communications system (Bulldog Alerts) will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website [www.aamu.edu](http://www.aamu.edu).

### **MEDICAL EMERGENCY**

1. Call 911 and report the incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to the patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### **FIRE**

1. Pull alarm.
2. Leave the building.
3. Call 911 from a safe distance and give the following information: assembly point is the sidewalk in front of the College. **DO NOT RETURN** to the evacuated building unless told to do so by college officials or emergency responders.

### **IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request people exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells.
5. Inform professors, and/or classmates of best methods of assistance during an emergency.

### **TORNADO**

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

### **SHELTER IN PLACE**

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible
4. Remain in place until you are told that it is safe to leave.

*(Adapted from Calumet College of St. Joseph)*





## **Appendix**



College of Education, Humanities and Behavioral Sciences  
Counseling Department  
Carver Complex North 219  
Normal, Alabama 35762  
(256) 372-4764 Office  
(256) 372-5532 Fax  
[www.aamu.edu](http://www.aamu.edu)

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### Graduate Handbook Acknowledgement Form

*Instructions: This form is to be completed during Graduate Orientation and returned for filing in the student's permanent file.*

I hereby attest that I have read this Handbook and I agree to abide by the Policies contained herein. I understand that from time-to-time policies may be reviewed and revised. I further understand that it is my responsibility to remain informed of policy changes as they are published.

I understand the following:

- That feedback provided while enrolled in the program will be comprehensive in nature, not only relating to academic progress, but also to a variety of variables including professional and emotional “fit” for the profession of counseling.
- If areas are noted by the graduate faculty which could be reasonably predicted to adversely impact my professional development or effectiveness, recommendations will be made to aid in remediation of areas identified. These recommendations may include personal counseling, tutoring, stress management techniques, or other appropriate measures.
- That in some cases, it may be necessary to reduce or suspend graduate work while remediation is attempted. I have also been informed that, in rare cases, it may be determined that a student is not an appropriate fit for the program, which may be due to factors other than academic functioning.
- If I have questions regarding any feedback provided to me, I should speak with my faculty advisor.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness Signature \_\_\_\_\_ Date: \_\_\_\_\_



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### Key Performance Indicator (KPI's)

| Program Objective   | Common Core Area                                     | Key Performance Indicator  | Signature Assignment First Measured  | Signature Assignment Second Measured   |
|---|--|--|--|--|
| <i>Objective 1: To foster ethically responsible counselors.</i> | <i>Professional Orientation and Ethical Practice</i> | 1.1 Students will demonstrate knowledge of the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | Ethics Project D (COUN 520) (Knowledge)<br><br>80% of students will achieve a minimum score of 80% on the Ethics Project D in COUN 520.  | Signature Assignment (COUN 600) (Knowledge & Skills)<br><br>80% of Students will achieve a minimum score of 80% on the Signature Assignment in COUN 600. |
| <i>Objective 1: To foster ethically responsible counselors.</i> | <i>Human Growth &amp; Development</i>                | 1.2 Students will demonstrate knowledge and skills related to ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.                          | Developmental Issues Presentation (COUN 514) (Knowledge & Skills)<br><br>80% of students will achieve a minimum score of 80% on Developmental Issues Presentation and Handout in COUN 514. | Signature Assignment (COUN 600) (Knowledge & Skills)<br><br>80% of Students will achieve a minimum score of 80% on the Signature Assignment in COUN 600. |

|   |   |  |   |   |
|---|---|--|---|---|
| <b>Objective 2: To cultivate students' identities as professional counselors.</b> | <b>Career Development</b>                   | 2.1 Students will demonstrate knowledge and skills related to strategies for assessing abilities, interests, values, personality and other factors that contribute to career development | Self-Assessment Assignment (COUN 560) (Knowledge & Skills)<br><br>80% of students will achieve a minimum score of 80% on the Self-Assessment Assignment in COUN 560.  | Online Tools Report (COUN 560) (Knowledge & Skills)<br><br>80% of students will achieve a minimum score of 80% on the Online Tools Report assignment in COUN 560. |
| <b>Objective 2: To cultivate students' identities as professional counselors.</b> | <b>Counseling and Helping Relationships</b> | 2.2 Students will display knowledge and skills related to essential interviewing, counseling, and case conceptualization skills.   | Client Audio/Video Recorded Tape and Session Note (COUN 540) (Knowledge & Skills)<br><br>80% of students will achieve a minimum score of 80% on Client Audio/Video Recorded Tape and Session Note assignment in COUN 540. | Mock Intake Session (COUN 596) (Knowledge & Skills)<br><br>80% of students will achieve a minimum score of 80% on Mock Intake Session assignment in COUN 596.     |
| <b>Objective 2: To cultivate students' identities as professional counselors.</b> | <b>Group Counseling</b>                     | 2.3 Students will display knowledge and skills related to theoretical foundations of group work and group counseling.  | Group Leader Activities (COUN 550) (Knowledge & Skills)<br><br>80% of students will achieve a minimum score of 80% on Group Leader Activities assignment in COUN 550.   | Group Plan Assignment (COUN 550) (Knowledge & Skills)<br><br>80% of students will achieve a minimum score of 80% on the Group Plan assignment in COUN 550.        |
| <b>Objective 2: To cultivate students' identities as</b>                          | <b>Assessment &amp; Testing</b>             | 2.4 Students will display knowledge and skills related to use of assessments for diagnostic and  | Assessment Administration (COUN 580) (Knowledge & Skills)   | Final Case Study (COUN 594) (Knowledge & Skills)  |

|   |   |   |  |   |
|---|---|---|--|---|
| <i>professional counselors.</i>   |   | intervention planning purposes.   | 80% of students will achieve a minimum score of 80% on the Assessment Administration assignment in COUN 580.   | 80% of students will achieve a minimum score of 80% on the Final Case Study assignment in COUN 594.   |
| <b>Objective 2: To cultivate students' identities as professional counselors.</b>   | <b>Research &amp; Program Evaluation</b>                | 2.5 Student will demonstrate knowledge and skills related to the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. | Research Article Review (COUN 590) (Knowledge & Skills)<br><br>80% of students will achieve a minimum score of 80% on the Research Article Review assignment in COUN 590.      | Poster Presentation (COUN 590) (Knowledge & Skills)<br><br>80% of students will achieve a minimum score of 80% on the Poster Presentation assignment in COUN 590. |
| <b>Objective 3: To engender multiculturally competent counselors who advocate for their clients.</b>                      | <b>Social and Cultural Diversity</b>                    | 3.1 Students will demonstrate knowledge and skills related to multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.                       | Multicultural Interaction Project (COUN 570) (Knowledge & Skills)<br><br>80% of students will achieve a minimum score of 80% on Multicultural Interaction Project in COUN 570. | Signature Assignment (COUN 600) (Knowledge & Skills)<br><br>80% of students will achieve a minimum score of 80% on the Signature assignment in COUN 600.          |
| <b>Objective 4: To provide students with the knowledge and skills to related to working with those with disabilities.</b> | <b>Clinical Rehabilitation Counseling (Foundations)</b> | 4.1 Students will demonstrate the history and development of rehabilitation counseling.   | Quiz 4 (COUN 507) (Knowledge)<br><br>80% of students will achieve a minimum score of 80% on the Quiz 4 assignment in COUN 507.   | Oral Presentation on Legislation (COUN 511) (Knowledge and Skills)<br><br>80% of students will achieve a minimum score of 80% on the Poster Presentation          |

|   |  |  |  |   |
|---|--|--|--|---|
|   |  |  |  | assignment in COUN 508.   |
| <b>Objective 4:</b><br><i>To provide students with the knowledge and skills to related to working with those with disabilities.</i> | <b>Clinical Rehabilitation Counseling (Contextual)</b> | 4.2 Students will demonstrate the effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e. physical, spiritual, sexual, vocational, social, relational, and recreational).                                    | Case Study (COUN 517) (Knowledge)<br><br>80% of students will achieve a minimum score of 80% on the Case Study assignment in COUN 517.                     | Class Case Presentation (COUN 513) (Knowledge and Skills)<br><br>80% of students will achieve a minimum score of 80% on the Class Case presentation assignment in COUN 513. |
| <b>Objective 4:</b><br><i>To provide students with the knowledge and skills to related to working with those with disabilities.</i> | <b>Clinical Rehabilitation Counseling (Practice)</b>   | 4.3 Students will demonstrate diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessment for treatment planning, and assessments for assistive technology needs. | Case Presentations (COUN 600) (Knowledge)<br><br>80% of students will achieve a minimum score of 80% on the Class Case presentation assignment in COUN 600 | Signature Assignment (COUN 600) (Knowledge & Skills)<br><br>80% of students will achieve a minimum score of 80% on the Signature assignment in COUN 600.                    |



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### Rubric to Rate Student Dispositions & Academic Performance

**Directions:** This form will be used to assess student performance and professional dispositions throughout the program. Students will assess themselves and will also receive feedback from instructors.

New Student Orientation\_\_ (Self-Assessment)

Practicum\_\_

Internship\_\_

Other\_\_

**Student Name:** [OBJ]

**Semester:**

**Date: Rater:**

A Professional Development Plan (PDP) is required if a student receives 2 or more ratings of ***“Does Not Meet Expectations.”*** If a student receives 1 and/or 2 or more ratings of ***“Developing”*** students will be contacted via letter to be made aware of areas for growth. [OBJ]



| Subskill  | Does Not Meet Expectations<br>1   | Developing<br>2   | Meets Expectations<br>3  | Exceeds Expectations<br>4  | Score |
|---|---|---|--|--|-------|
| <b>Diversity</b> and the belief that all students/clients can learn responding with empathy and sensitivity to unique human needs and understands fairness, justice, and equity.  | <p>Always demonstrates a lack of empathy and sensitivity to diversity and multiculturalism.</p> <p>Does not demonstrate values of fairness, justice, and equity.</p> <p>Does not display behaviors related to social justice and advocacy.</p>                            | <p>Sometimes demonstrates a lack of empathy and sensitivity to diversity and multiculturalism.</p> <p>Sometimes demonstrates values of fairness, justice, and equity.</p> <p>Does not display behaviors related to social justice and advocacy.</p>                     | <p>Usually demonstrates empathy and sensitivity to diversity and multiculturalism.</p> <p>Usually demonstrates values of fairness, justice, and equity.</p> <p>Displays some behaviors related to social justice and advocacy.</p> | <p>Always demonstrates a lack of empathy and sensitivity to diversity and multiculturalism.</p> <p>Always demonstrates values of fairness, justice, and equity.</p> <p>Displays multiple behaviors related to social justice and advocacy.</p> |       |
| <b>Integrity</b> acting in ethical and moral ways, valuing honesty, following the appropriate professional code of ethics and the university code of honor, and upholding professional responsibilities, boundaries, and commitments.   | <p>Always demonstrates inappropriate behaviors in and outside of Alabama A&amp;M University (e.g., excessive drinking to the point of danger to self or others; swearing)</p> <p>Always both ignores and crosses boundaries</p> <p>Always does not honor commitments.</p> | <p>Sometimes demonstrates inappropriate behaviors in and outside of Alabama A&amp;M (e.g., excessive drinking to the point of danger to self or others; swearing)</p> <p>Sometimes both ignores and crosses boundaries</p> <p>Sometimes does not honor commitments.</p> | <p>Usually demonstrates appropriate behaviors in and outside of Alabama A&amp;M</p> <p>Usually has appropriate boundaries</p> <p>Usually honors commitments.</p>   | <p>Always demonstrates appropriate behaviors in and outside of Alabama A&amp;M</p> <p>Always has appropriate boundaries.</p> <p>Always honors commitments.</p>   |       |
| <b>Professional Conduct</b> behavior and actions by respecting those in authority, peers, and others by advocating for themselves in a respectful way following the proper protocols, including dressing appropriately, set in place by the university and/or agency and following the chain of command when expressing grievances and managing conflict. | <p>Decorum/Presentation/ Presence/Attire always inappropriate for class context</p> <p>Always ignores or disrupts speaker/instructor</p>  | <p>Decorum/Presentation/ Presence/Attire sometimes inappropriate for class context</p> <p>Sometimes ignores or disrupts speaker/instructor</p>  | <p>Decorum/Presentation/ Presence/Attire usually appropriate for class context</p> <p>Usually listens to speaker/instructor</p>  | <p>Decorum/Presentation/ Presence/Attire always inappropriate for class context</p> <p>Always listens very responsively to speaker/instructor</p>  |       |
| <b>Openness to Feedback</b> accepting feedback from peers, professors, and/or supervisors without defensiveness and   | <p>Always responds to feedback defensively and does not implement.</p>  | <p>Sometimes to feedback somewhat defensively and sometimes implements feedback.</p>  | <p>Usually responds to feedback non-defensively and usually implements feedback.</p>   | <p>Always utilizes feedback in productive and positive ways</p>  |       |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| implements feedback appropriately.   |  |  |  |  |  |
| <b>Personal Responsibility</b><br>managing time well and demonstrating work ethic and conscientiousness in classroom and program engagement and course assignments | Always ill- prepared for class, (e.g., failure to read text)<br><br>Always avoids or manipulates to find ways to escape working on the team            | Sometimes is ill-prepared for class, (e.g., failure to read text)<br><br>Sometimes avoids or manipulates to find ways to escape accepting duties on the team                       | Usually comes to class prepared<br><br>Usually accepts duties and responsibilities and participates in the team effort   | Always comes to class very well prepared<br><br>Always assumes a leadership role on a team by not only contributing to the team's mutual tasks but also by exceeding assigned responsibilities             |  |
| <b>Emotional Regulation</b><br>managing anxiety and expresses feelings appropriately and effectively.  | Always does not express emotions appropriately.<br><br>Displays excessive anxiety in the classroom.  | Sometimes does not express emotions appropriately.<br><br>Displays some anxiety in the classroom.  | Usually expresses emotions appropriately.<br><br>Displays little to no anxiety in the classroom.   | Always expresses emotions appropriately.<br><br>Displays no anxiety in the classroom.  |  |
| <b>GPA</b>   | Less than 2.5  | 2.5-3.0  | 3.0-3.99   | 4.0 or above   |  |
| <b>Oral Communication</b>  | Never communicates clearly or effectively, and in a professional manner.   | Sometimes does not communicate clearly or effectively, and in a professional manner.   | Usually communicates clearly and effectively, and in a professional manner.  | Always communicates clearly, effectively, and in a professional manner.  |  |
| <b>Written Communication</b>   | Never uses APA formatting guidelines.<br><br>Multiple grammatical errors in written assignments<br><br>Never follows assignment instructions           | Sometimes fails to follow APA formatting guidelines.<br>Few grammatical errors in written assignments<br><br>Sometimes fails follow assignment instructions                        | Usually follows APA formatting guidelines.<br><br>No grammatical errors in written assignments<br><br>Usually follows assignment instructions  | Always follows APA formatting guidelines.<br><br>No grammatical errors in written assignments<br><br>Always follows assignment instructions  |  |
| <b>Attendance/Participation</b>  | Never contributes to class discussions<br><br>Always misses class and is usually late<br><br>Always distracted by emails, texts, Facebook, calls, etc. | Sometimes fails to contribute to class discussions<br><br>Sometimes misses class and/or is often late to class<br><br>Sometimes distracted by emails, texts, Facebook, calls, etc. | Usually contributes to class discussions<br><br>Attends almost all classes and/or is sometimes late to class<br><br>Usually focused and free of distractions from emails, texts, Facebook, calls, etc. | Always makes very valuable contributions to class discussions<br><br>Never misses class and is never late to class<br><br>Always focused and free of distractions from emails, texts, Facebook, calls, etc |  |
| <b>Completes Work in a Timely Fashion</b>  | Work is always turned in late  | Work is sometimes turned in late   | Work is usually turned in on time  | Work is always turned in on time   |  |
| <b>Mean Score:</b>   |  |  |  |  |  |



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## Professional Development Plan

~~Target Areas (Check all \_\_\_\_\_ that apply.)~~

- \_\_\_\_\_ Professional Disposition
- \_\_\_\_\_ Academic Performance
- \_\_\_\_\_ Personal Development
- \_\_\_\_\_ Professional Development

Student Name: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

This Professional Development Plan is initiated in response to specific concerns regarding Professional Dispositions, Academic Performance, Professional Development, Personal Development completed by \*Advisor Name\* on \*Insert Date\*. This plan will target improvement in the respective areas. The goal of this plan is to focus on areas of concern and provide additional support so that students can improve their performance to the expected levels of competency. This plan will be implemented and supported by the advisor, faculty and site supervisors if the student is in their clinical experience. The plan will be discussed with the student on \*Insert Date\*. The advisor and supervisors (if applicable) will complete another summative evaluation across all required Professional Dispositions and Academic Performance but with particular attention to the domains requiring remediation.

### I. Professional Dispositions & Academic Performance

The student rated “does not meet expectations” on the following professional dispositions and/or academic performance:

- 1.
- 2.

## **II. Problem Behaviors/Performance Areas**

The specific behaviors/performance areas outlined below have been identified by the advisor as problematic:

- 1.
- 2.

## **III. Expectations for Acceptable Performance**

Students must “meet expectations” as outlined in the Professional Disposition & Academic Performance rubric. The requirement is to achieve benchmarks required for satisfactory professional dispositions and academic performance.

## **IV. Student’s Responsibilities and Actions**

In addition to meeting all requirements specified in the Professional Disposition & Academic Performance rubric for the “meets expectations” rating, the student will complete the following activities.

Student will:

- 1.
- 2.

The student is encouraged but not required to:

- 3.
- 4.

## **V. Advisor’s Responsibilities and Actions**

The advisor will provide regular check-in meetings with the students to ensure they are on track to completing the plan. The advisor will also regularly consult with the student’s instructors and supervisors to assess their progress.

## **VI. Timeframe for Acceptable Performance**

The student has until \*Insert Date\* to demonstrate their competence in all areas described above and to be rated as “meet expectations” according to the Professional Dispositions and Academic Performance rubric and those outlined in this Remediation Plan.

## **VII. Assessment Methods**

Student’s performance will be assessed through the student’s self-evaluation of Professional Dispositions and Academic Performance, review of faculty and supervisors’ direct observations, review of the student’s academic performance, and feedback from all collaborating faculty and supervisors. This data will be integrated into a final summative evaluation of all domains included in the Professional Dispositions and Academic Performance rubric.

## **VIII. Evaluation Dates**

The student must demonstrate competency by \*Insert Date\*. The primary clinical supervisor will share the written evaluation with the Trainee by that date and then forward it to the University's Counseling Program Committee for final review and determination of status. The student can prepare a written response to this final summative evaluation to accompany its submission to the Committee. The Due Process rights delineated in the Program Handbook and discussed at the beginning of the internship year continue to be a resource for Students throughout this process.

## **IX. Outcome of Unsuccessful Remediation**

If the remediation plan is unsuccessful as determined by the committee (with input from all faculty and supervisors), the student will be immediately terminated from the Alabama A&M Counseling Program.

The faculty and supervisors with responsibilities or actions described above agree to participate in this Professional Development (PDP) Remediation Plan.

\_\_\_\_\_  
Advisor :

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Field Supervisor (if applicable)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor (if applicable)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

I, \_\_\_\_\_, have reviewed the above remediation plan with my advisor. My signature below indicates that I fully understand the above plan.

I agree ☐

or disagree with the ☐ decision to initiate a remediation plan. My comments, if any are below.

Note: If the student disagrees, comments with a detailed description of the student's rationale for such disagreement are REQUIRED. Additional pages for comments and rationale are acceptable.

\_\_\_\_\_  
Student:

\_\_\_\_\_  
Date

Additional Comments:





**College of Education, Humanities and Behavioral Sciences**  
**Counseling Department**  
**Carver Complex North 219**  
**Normal, Alabama 35762**  
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**MS in Counseling (Clinical Rehabilitation Counseling)**

**Curriculum Program of Study Checklist**

| Core Courses   | Semester Taken | Grade |
|--|----------------|-------|
| COU 514: Human Growth & Development                  |                |       |
| COU 520: Professional Orientation in Counseling      |                |       |
| COU 530: Counseling Theories                         |                |       |
| COU 540: Counseling & Helping Relationships          |                |       |
| COU 550: Group Counseling                            |                |       |
| COU 560: Career Counseling                           |                |       |
| COU 570: Multiculturalism in Counseling              |                |       |
| COU 580: Assessment and Testing                      |                |       |
| COU 590: Research & Program Evaluation in Counseling |                |       |
| COU 594: Diagnosis and Treatment Planning            |                |       |
| COU 596: Pre-Practicum                               |                |       |
| COU 597: Practicum (100 clock hours)                 |                |       |
| COU 600: Internship I (300 clock hours)              |                |       |
| COU 601: Internship II (300 hours)                   |                |       |
| Comprehensive Exam                                   |                |       |

| Rehab Courses                                    | Semester Taken | Grade |
|--|----------------|-------|
| COU 507: Introduction to Rehab Counseling        |                |       |
| COU 511: Job Placement & Development             |                |       |
| COU 517: Case Management                         |                |       |
| COU 513: Medical & Psychosocial Aspects of Rehab |                |       |

**\*4 Rehab courses MUST be taken**

| Elective Course | Semester Taken | Grade |
|-----------------|----------------|-------|
|-----------------|----------------|-------|

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

**\*2 Elective courses MUST be taken**

|                         |              |
|-------------------------|--------------|
| <b>Signature/Title:</b> | <b>Date:</b> |
|                         |              |
|                         |              |