

COUNSELING, REHABILITATION, AND INTERPRETER TRAINING

Counselor Education Programs

Student Handbook



M.S. IN COUNSELING

Clinical Mental Health Counseling, Rehabilitation Counseling, General Counseling, Student Affairs Counseling, Substance Abuse Counseling

M. S. IN EDUCATION

School Counseling

EDUCATION SPECIALIST (Ed. S.)

Community Counseling

School Counseling

Graduate Certificate in Addictions Counseling

Post-Master's in Clinical Mental Health Counseling

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INTRODUCTION

Welcome to the Counseling and Psychology program. We hope your time with us will be productive and meaningful. To inform you of the policies and procedures relevant to your chosen course of study, we have crafted this Student Handbook that includes information about the Graduate School, the Counseling and Psychology program and individual specialties within this program. The first part of this handbook includes policies and procedures from Troy University's Graduate School and the Counselor Education programs in general that are relevant to all students. The second major section is devoted to the programs within Counselor Education including mission and objective statements, information regarding discipline accreditation, and programs of study for each specialty area. The third section is a compilation of course descriptions, also found in the Graduate Catalog. The final segment is an appendix that includes relevant forms.

PART I: GRADUATE SCHOOL AND PROGRAM POLICIES – ALL SPECIALTIES

OVERALL COUNSELOR EDUCATION PROGRAMS MISSION STATEMENT

The mission of the counseling programs is to educate, develop and train counseling professionals by utilizing the highest external standards set by state and national licensing/certifying boards. Counselor education faculty design and deliver counseling programs through a variety of instructional modalities. The counseling degree programs provide graduate education at regional and state locations. The program seeks students from diverse populations.

OVERALL PROGRAM OBJECTIVES

Students graduating from Troy University's counseling programs should:

1. Obtain knowledge and understanding of the identity, roles, history, philosophy, credentials, licensure, legal/ethical, current trends, practices, supervision models, collaboration-crisis-trauma concepts, and self-care strategies related to the counseling profession.
2. Gain knowledge and understanding of program evaluation and research methodology to include application, evaluation and analysis of quality research and effective counseling programs.
3. Develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.
4. Develop counseling abilities to analyze, evaluate apply and create treatment methodologies,

therapeutic interventions, assessment techniques, effective cultural strategies, prevention plans, crisis intervention, advocacy plans, coordination/consultation strategies, and other abilities that apply to the practice of counseling in school, agency clinical and community settings.

5. Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice.

ADMISSION REQUIREMENTS

University wide regulations with regard to admissions, course load, and degree requirements can be found in the annually published Troy University Graduate Catalog. The catalog is available on-line at www.troy.edu as well as hard copy in the Graduate School and departmental offices on each campus. Students are responsible for meeting all general regulations published in the catalog of the year of their admission. Material in this handbook duplicates and expands on the implementation of these policies.

All regulations governing the Graduate School are designed to equal or exceed the minimum criteria recommended by the Commission on the Colleges of the Southern Association of Colleges and Schools (SACS) as well as the program specific accrediting bodies. All regulations regarding admission, retention, and completion are minimum, and departments, schools, and colleges may prescribe more stringent requirements. Applicants are advised to check with the dean, division chair, department chair, or program adviser in the academic area, or the Graduate Admissions Office for degree requirements specific to the degree sought.

GRADUATE SCHOOL APPLICATION PROCESS

Application Forms

Application forms for admission to the Graduate School may be obtained from the Admissions Office at all Troy locations. The application should be completed at least one month before the first day of the semester or term of intended attendance. Consult the Troy University Graduate School Webpage for an application and a list of available locations. If fraudulent information is discovered on the application form, a student may be administratively withdrawn. Applications must include:

1. A completed application form
2. Official transcripts from all universities attended, and
3. Other documentation supporting the application

Consult the Troy university webpage at www.troy.edu for additional information.

Transcripts

All official transcripts (raised seal with Registrar's signature, security paper, and without "Issued to Student" stamped on them) from all universities attended noting that credit was accepted toward the completion of the bachelor's degree are required for applicants holding a bachelor's degree. All official transcripts showing the completion of the bachelor's, master's, or higher degree are required for applicants holding a master's or higher degree. These transcripts must be on file in the Admissions Office of the Troy University campus to which the student is applying. Failure to report all institutions previously attended may result in denial and/or dismissal.

Applicants are responsible for requesting official transcripts from each institution previously attended. The Admissions Office will assist students in completing transcript requests. Once the Application for Admission is on file, all transcripts submitted become the property of Troy University and will not be returned.

Graduate Admissions Tests & Recommendations

The official Troy University Letter of Recommendation that addresses the individual's potential for success in the selected graduate program as well as his/her written and oral communication skills must be completed and submitted electronically to the location that the Application for Admission was submitted. The official letter of recommendation form may be found at https://forms.troy.edu/cgi-bin/adobe/index.cgi?action=graduatercommendation_form

Students who previously took a nationally standardized aptitude examination, such as the GRE, MAT, or GMAT shall submit official test score(s) with the Application for Admission. No time is established on test scores for admission to Graduate School. However, most scores are available for only five years.

Students who have completed an Air Force intermediate or senior level Professional Military Education (PME) course must submit an official transcript from the Registrar, Air University. Students who have completed U.S. Army Command and General Staff College must submit an official transcript. Students who completed any other service-sponsored PME School must submit a course completion certificate.

Submission of the completed application, application fee, official test score, letters of recommendation and official transcripts normally completes an application for admission. When the application for admission has been processed, the appropriate Graduate Admissions personnel will inform applications of the action taken. *Admission to the Graduate School does not imply official admission to a specific graduate program. For admission to a particular program of study, students must refer to program admission guidelines for additional specifications and requirements.*

COUNSELOR EDUCATION PROGRAMS ADMISSION POLICY

In addition to meeting graduate school admissions requirements, the student is required to have the following:

1. Prior to admission into the program, a maximum of credit nine hours can be completed. Any student attempting to take additional hours before being formally admitted will be blocked from registration. If a student registers for an additional class without the registration being blocked, he/she will be administratively dropped from that course.
2. Three specified reference forms/letters to include one from the applicant's undergraduate adviser, department chair or dean, most recent employer, and a person chosen by the applicant. If the applicant is unable to obtain references regarding the educational or employment history, selected individuals may be approved by the Graduate Counseling Admissions Committee. These references must attest to the applicant's potential in forming effective interpersonal relationships, aptitude for graduate study, applicant's appropriate vocational goals relevant to the program, and personal and professional self-development as well as other relevant information to be determined by the program faculty.
3. A resume that includes personal information and professional portfolio regarding topics such as, but not limited to, educational and work history, personal and professional goals, professional affiliations, awards, articles, and references.
4. In addition to the previously listed documentation, each student will submit a 1-2 page Letter of Intent explaining why she/he wants to be a counselor. Included in this Letter of Intent should be some mention of personal strengths and weaknesses, overview of short and long term goals, and assets that he/she brings to the counseling profession.
5. After submitting all required documentation to the Graduate Counseling Admissions Committee, student will schedule an interview at the next available time.
6. At the time of the interview, student will complete an impromptu writing sample on a topic selected by the faculty.
7. At the interview, faculty will utilize the structured interview to allow for consistency in the selection process.
8. Individual and/or group interviews conducted by members of the program faculty to assess the following topics: appropriateness of academic history, work history, potential success in forming effective interpersonal relationships in individual and group contexts, vocational goals and objectives and their relevance to the program, each applicant's openness to self-examination, personal and professional self-development, and other factors deemed relevant by the program faculty regarding successful performance as a graduate student and as a counselor.
9. Evidence of academic skills deemed essential by the program faculty to include, but not

limited to, written and oral communication, comprehension, and critical analysis of professional literature, basic use of the library, Internet, and other information systems, and competence in statistics and relevant mathematics.

10. At the completion of the interview, the Graduate Counseling Admissions Committee will complete the **Index Score – Admission** form.
11. Student will be notified in writing of the result.
12. Approval of the Graduate Counseling Admissions Committee for the department within the parameters established by the College of Education and the Graduate Council.

For conditionally admitted students, a Plan for Proving Graduate Status (PPGS) shall be developed during the student's first semester/term of enrollment. The PPGS may include:

- Specific undergraduate or graduate courses as pre-requisites,
- Re-taking entrance exams, and
- Proficiency examinations and/or work samples, papers, projects or other measures of performance.

The required level of performance for the PPGS shall be communicated to the student in writing with a designated completion deadline. Students who are conditionally admitted may take for graduate credit ONLY courses that are approved in the PPGS. Conditionally admitted students must complete all requirements specified in the PPGS and maintain a grade of “B” or better on each course attempted within the first nine hours of graduate work.

Those students who do not meet the requirements described in item 9 above (evidence of academic skills) but who meet all other requirements for unconditional or conditional admission shall also develop a PPGS. These students may be admitted conditionally subject to the requirements and time period specified in the PPGS. Such students must also complete all requirements specified in the PPGS and maintain a 3.0 (4.0) scale grade point average on each course attempted within the first nine hours of graduate work.

Students must complete all admission requirements prior to registering for any graduate courses. However, those students who are required to develop a PPGS due to deficiencies in academic skills may have additional time as specified in the PPGS to remediate those deficiencies. If the student fails to meet all admission requirements within the time specified in the PPGS, the student will be withdrawn from classes with no credit.

Counselor Education Program Guidelines

1. Required Hours

Students enrolled in programs in a Counseling program must complete 60% of required hours (excluding practicum and internship) at the site where practicum and internship are

completed (home campus). This means that required hours required at the home campus for the 60 hour program is 10 courses; for 48 hour programs is 8 courses; for 36 hour programs is 7 courses. Students should see their academic advisers for specific requirements.

2. Practicum/Internship

Students are required to complete supervised practicum and internship courses at the home campus.

Counseling Program Requirements: The practicum, CP 6650, (CP 6655—SS) consists of a total of 100 clock hours with 40 of those hours documented as face-to-face contact. Each internship consists of a total of 300 clock hours with 120 of those hours documented as face-to-face contact. Students should address the *CRIT CE Programs Practicum and Internship Handbook* for detailed descriptions of comprehensive policies regarding Practicum and Internship experiences as well as necessary documentation and specific requirements for each specialty.

3. Comprehensive Examination

Students must pass a written comprehensive examination for the completion of counseling programs.

4. Student Handbooks

Students enrolled in Counseling programs are required to follow all policies, procedures, guidelines and regulations stated in the *CRIT CE Programs Counseling Student Handbook* and the *CRIT CE Programs Practicum and Internship Handbook*. These two handbooks are common for all campuses. A third common handbook, *CRIT CE Programs Supervision Handbook*, is provided to professionals supervising practica and internships.

5. Research Requirement

Students enrolled in the Counseling programs are required to take CP-6691 Research Methods only at Troy University. This course may not be substituted with another Troy University research course or one transferred from another university.

UNIVERSITY GRADING SYSTEM

<u>Grade</u>	<u>Description</u>	<u>Credit</u>	<u>Grade points per credit hour</u>
A	Excellent	Yes	4
B	Above Average	Yes	3
C	Average	Yes	2
D	Below Average	Yes	1
F	Failure	No	0
AU	Audit	No	0
DF	Dropped course with academic penalty <i>(Calculates as an F in the GPA)</i>	No	0
DP	Dropped course passing	No	0
DR	Dropped course prior to midterm	No	0
FA	Failure due to excessive absences <i>(Calculates as an F in the GPA)</i>	No	0
I	Incomplete	No	0
IP	Thesis or Clinical Research in Progress	No	0
NG	No grade reported by faculty at end of term	No	0
P	Pass	Yes	0
W	Withdrawal prior to midterm	No	0
WF	Withdrawal with academic penalty <i>(Calculates as an F in the GPA)</i>	No	0
WP	Withdrawal passing	No	0

Note 1: *Some grades, in addition to the F, calculate as an F in the grade point average.*

Note 2: *If the student makes a “D” or “F” in a core course, the course must be retaken.*

Note 3: *If the student makes a “D” or “F” in an elective course, the course must be retaken or another elective taken in its place.*

REPEATING COURSES

Student may repeat a course in which they received a grade of “D,” “F,” or “W.” Students who received a grade of “C” or below in the required research course must repeat the course and attain a “B” or higher to satisfy the research requirements in their program of study. Both grades will be counted as hours attempted in determining the overall grade point average. See degree program for additional minimum course grade requirements.

INCOMPLETE GRADES

The instructor may report an “Incomplete (I)” for a student whose progress in a course has been satisfactory (e.g. the student is passing the course), but who is unable to complete the course grading requirements because of documented circumstances beyond his/her control.

THERE IS A TIME LIMIT FOR REMOVAL OF INCOMPLETE GRADES. No incomplete may exceed nine weeks from the date it is assigned. It is the student’s responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of “Incomplete” must adhere to the work completion deadline set by the instructor, not to exceed the end of the designated nine week period. This deadline applies whether or not the student re-enrolls for the semester or term following the assignment of the incomplete grade(s). Failure to clear the incomplete within the specified time period (not to exceed the nine weeks) will result in the assignment of a grade of “F” for the course. (For the purpose of implementation of this policy, the day the grade is assigned is determined by the University master calendar. A student who wishes to be assigned an incomplete grade must request this from the instructor prior to the assignment of final grades for the course.)

IP (In Progress) GRADES

Students who show satisfactory progress in one of the following courses, but are unable to complete requirements in one semester or term, may be issued IP grades. No other courses are eligible to award the grade of IP. IP grades must be removed within one calendar year from the beginning date of the semester in which the grade was earned. An IP grade that is not removed during the stated time limit will automatically become a grade of “F.” IP grades may be issued only for the following courses:

- Thesis Research (Not CP 6691)
- Practicum
- Internship
- Thesis
- Personal Supervisor and/or Curriculum Development Field Problem

DIRECTED STUDIES, SPECIALIZED STUDIES, READING, ADVANCED READING, SELECTED TOPICS

Students may not exceed a total of six semester hours taken in any combination of Directed Studies, Specialized Studies, Readings, Advanced Readings, or Selected Topics course credits. Consult individual programs for additional restrictions.

ATTENDANCE POLICY

In registering for classes at the university, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

A student will be excused for class absence for circumstances beyond the student's control or if the student has been required to attend an activity sponsored by the university. Faculty members who sponsor activities that require class absences must send a list of student names approved by the Dean or designee or Office of the Provost to each member concerned at least three days before the scheduled absence.

Faculty members may levy academic penalties upon unexcused absences; however, such penalties for unexcused absences will be a part of each course syllabus and will be distributed to each class at the beginning of each class and a copy filed in the departmental office.

INCLEMENT WEATHER AND EMERGENCY SITUATIONS

Both faculty and students are responsible for meeting all assigned classes. In the event of inclement weather, faculty and students will be expected to attend classes as usual as long as they may do so without risking peril to themselves or to others. During periods of inclement weather, faculty and students will not be penalized for absences dictated by perilous conditions. In severe cases of inclement weather or other emergency conditions, the Office of the Provost or designee will announce cancellation of classes through the local and regional media as well as through the University's web sites.

GRADE APPEALS

Faculty members have the authority to grade student work and to assign grades; these are academic judgments. A faculty member's syllabus enumerates student academic performance expectations and consequences. Faculty members render academic judgments when a student's academic performance violates established standards or fails to meet stated expectations. Academic judgments made by faculty are based on academic content, course requirements, and student performance. Students may not appeal grades based on allegations concerning the competence of a faculty member, the fairness of examinations, the difficulty of a course, or other matters of a purely academic nature. Grades for individual assignments and exams may not be appealed. While it is recognized that faculty hold the right and responsibility to grant a grade, a student who receives a course grade that he or she believes to be unwarranted for reasons other than those listed above may appeal that grade using these stated procedures.

Step 1. Within the first four weeks of the start of the following term or semester in which the grade is received, the student shall have informally appealed the grade to the instructor. If that instructor is not teaching at Troy University during the term following issuance of the grade, the student will make contact with the instructor through the department chair to informally appeal the grade. In the case of a course taught through Global Campus or e-campus, students should contact their home campus to determine the person designated by the appropriate college dean to assist the students with their appeals.

Step 2. If the issue is not resolved at this informal level and the student wishes to pursue the appeal the student shall request in writing a meeting with the respective department chair. This request shall be addressed to the department chair and shall be received no later than the end of the fifth week of instruction for the term or semester following issuance of the grade. The request must summarize the student's complaint and the student's informal appeal to the instructor. In the case of a course taught through Global Campus or e-campus, students should contact their home campus to determine the person designated by the appropriate college dean to assist the students with appeals.

Step 3. Within two weeks of receipt of the request, the department chair shall discuss the appeal with the student and with the instructor, separately or at the same time. **If the department chair upholds the decision, the matter is closed. The decision is final.**

Step 4. If the department chair does not support the decision of the instructor, the matter shall be appealed within two weeks of the department chair's decision to the designated associate dean or dean of the college. The department chair will forward the appeal package to the designated associate dean or dean. The designated associate dean or dean will empanel three full-time faculty colleagues from the department and/or discipline to review the matter. **The decision of this panel shall be final and binding on all parties.**

Note: Students may not use this procedure to appeal grades resulting from violations of academic honesty. Students should refer to the *Oracle*, the University's official student handbook for these appeals.

RETENTION

Graduate students may earn no more than six semester hours of grades below "B." Students who earn more than six semester hours of "C" grades or below are automatically dropped from the Graduate School for a period of one year. Courses that are over eight years old are not computed in grade point averages for retention purposes. Quality points are no longer considered in determining retention.

Conditionally admitted students who do not attain a 3.0 grade point average (4.0 scale) at the completion of nine semester hours will be dropped from the program for a period of one calendar year at which time the student may petition the Dean of the Graduate School for readmission.

Counseling Program Student Review and Retention Policy for all students

All professions subscribe to Peer Review. They charge their members with the responsibility of monitoring each other and potential new members of the profession. This monitoring involves evaluation of academic competence, practice efficacy, and personal and professional conduct. The Counselor Education faculty recognize this as their responsibility as members of professions, and therefore readily accept this charge. Faculty committees make their judgments regarding student performance based on student academic performance and student performance with regard to professional dispositions. Students are formally reviewed in classes as well as by faculty committees and given feedback as to course and disposition status. To protect the rights of students, and in accordance with the professional codes of ethics of the professional organizations and regulatory boards, the faculty has adopted the following policy for occasions when questions arise concerning a student's conduct and/or suitability for entry into a profession represented by a program in the department, even though the student may be evidencing satisfactory performance in academic course work:

If, in the professional judgment of a Counselor Education faculty member, a student's behavior is deemed inappropriate and/or professionally unbecoming, the student's right to due process is respected when the faculty member follows these procedures:

1. The faculty member who has become aware of a problem meets with the student, discusses her/his concern with the student, explores alternatives with the student, and tries to construct a mutual agreement on resolving the problem.
2. If both parties are in agreement at this time, a written remediation plan as outlined in the Dispositions/Professional Behavior Section of this Handbook including a set time for completion and/or compliance, needs to be completed. Students requiring a remediation plan

will be asked to complete an additional self-assessment as part of the remediation process.

3. If deemed important and appropriate, the faculty member may also write a letter to the department Chairperson summarizing the meeting with the student. The faculty member concurrently informs the student, in writing, that a letter has been sent to the department Chairperson. The student may also write a letter summarizing her/his point of view.
4. If the department Chairperson deems the student's problem to be serious enough in nature and/or the proposed resolution, if any, unacceptable, the department Chairperson can appoint a Retention Committee composed of three current department faculty members, excluding the faculty member initiating the procedure to investigate all aspects of the situation and to make recommendations concerning the student to the entire department faculty.
5. The student is always informed **in writing** of these proceedings and is always interviewed by the retention committee as one aspect of the investigation.
6. The Retention Committee's report, including recommendations and/or requirements, is presented to the department faculty in a Closed Meeting (i.e., a meeting of department faculty members only; students are not permitted to attend this meeting).
7. When the department faculty members have acted upon the Retention Committee's report, the department Chairperson and the student's faculty advisor meet with the student to convey the department's decision(s) and/or recommendations. The department Chairperson and the student's faculty advisor subsequently monitor the student's progress in carrying out the department's recommendations for the student.
8. If the student is not satisfied with the department's decision, s/he can subsequently follow the appeals procedures of the College of Education and/or Troy University. To access information about appeals procedures within the College of Education, consult the graduate catalog and/or consult that section of this handbook.

READMISSION PROCEDURES

In order to be eligible to petition for readmission, a student must have been out of school for at least one calendar year. Students may submit petitions for readmission two months prior to the eligible readmission date. Students who have been academically suspended and/or dropped from the program must follow the procedures outlined below:

A student must petition the Dean of the Graduate School in writing and cite the particulars of his/her case. The petition packet must include:

- a) A letter describing the circumstances that led to academic suspension and give evidence of probable success before being considered for readmission;
- b) Copy of the student's transcript;
- c) Appropriate letters of support from faculty members and documentation of illness, etc.

d) Updated Application for Admission.

PROGRAM COMPLETION REQUIREMENTS

Grade Point Average

Students must have a 3.0 grade point average (4.0 scale) for all work attempted at the time of degree completion. Credits over eight years old shall not be used in computing the final grade point average at the time of degree completion. In the case of courses that have been retaken due to grades of “C” or below, all grades will be counted as hours attempted in determining the overall grade point average.

Admission to Candidacy

The Admission to Candidacy document serves as a formalized degree plan developed by a graduate student and his/her adviser. To be admitted to candidacy, a student must be unconditionally admitted. Together, the student and adviser plan and sign the document, which is filed with the Graduate Records Office after the first 9 hours of coursework. The Records Office will put an advisor hold on a student’s registration until this document is completed. The application for candidacy document can be obtained on the TU Website, Graduate School, Forms. Because the Program of Study is an outline for graduate students leading to a specified graduate degree, it should be referenced during each registration. If students select courses outside of this plan of study, without prior approval, the credits may not apply toward degree requirements, but will affect the student’s grade point average.

Research Requirement

All graduate programs require certification of the student’s ability to do research in a specialization. This requirement is met by achieving a grade of “B” or better in an approved research course in the student’s program. Students must repeat the research course if a grade of “C” or below is attained.

Midpoint Review and Dispositions-Professional Identity

The counseling program at Troy University promotes the development of exceptional professional and personal dispositions of counseling students. The goal is for the student to graduate with a highly developed sense of professional identity and positive personal character that leads to effective practice as a professional counselor.

Mid-Point Evaluation

1. The Mid-Point Evaluation serves as a transition point for students enrolled in counseling

programs.

2. Students are evaluated at mid-point to assess dispositions, professional identity and personal development.
3. After a student has completed 24-27 semester hours (if in a 48 semester hour program) or 30-33 semester hours (if in a 60 hour program) of academic work within the Counseling program, he/she will be required to complete a Mid-Point Evaluation.
4. Students will complete the Mid-Point Evaluation form in Live Text. While this form contains both a self-assessment of Dispositions and a self-assessment of Professional Identity/Personal Development, the student needs to complete only the one form entitled Mid-Point Evaluation.
5. Students will print out the completed self-evaluation and take it to their advisor.
6. Faculty will complete the Mid-Point Evaluation of students in Live Text and review all coursework of students.
7. For review of progress in the program, students complete an interview with program faculty and/or advisor.

Pre-Practicum Assessment

1. A Mid-Point Evaluation must be completed
2. A *Pre-Practicum Application* must be completed in Live Text.
3. Completion of the prerequisite courses for your program:
 - Clinical Mental Health Counseling
 - CP 6600 Professional Orientation and Ethics (3)
 - CP 6610 Facilitation Skills and Counseling Techniques (3)
 - CP 6642 Group Dynamics and Counseling (3)
 - CP 6649 Theories of Counseling (3)
 - PSY 6669 Behavior Pathology (3)
 - PSY 6670 Diagnosis and Treatment Planning (3)
 - Rehabilitation Counseling
 - CP 6600 Professional Orientation and Ethics (3)
 - CP 6610 Facilitation Skills and Counseling Techniques (3)
 - CP 6642 Group Dynamics and Counseling (3)
 - CP 6649 Theories of Counseling (3)
 - CP 6652 Rehabilitation Delivery and Process (3)
 - School Counseling
 - CP 6600 Professional Orientation and Ethics (3)
 - CP 6610 Facilitation Skills and Counseling Techniques (3)
 - CP 6642 Group Dynamics and Counseling (3)
 - CP 6649 Theories of Counseling (3)
 - CP 6641 School Counseling and Program Management (3)

General Counseling

- CP 6600 Professional Orientation and Ethics (3)
- CP 6610 Facilitation Skills and Counseling Techniques (3)
- CP 6642 Group Dynamics and Counseling (3)
- CP 6649 Theories of Counseling (3)

Student Affairs Counseling

- CP 6600 Professional Orientation and Ethics (3)
- CP 6610 Facilitation Skills and Counseling Techniques (3)
- CP 6642 Group Dynamics and Counseling (3)
- CP 6649 Theories of Counseling (3)

Substance Abuse Counseling

- CP 6600 Professional Orientation and Ethics (3)
- CP 6610 Facilitation Skills and Counseling Techniques (3)
- CP 6642 Group Dynamics and Counseling (3)
- CP 6649 Theories of Counseling (3)
- PSY 6669 Behavior Pathology (3)
- PSY 6670 Diagnosis and Treatment Planning (3)

Graduate Certificate in Addictions Counseling

- CP 6600 Professional Orientation and Ethics (3)
- CP 6610 Facilitation Skills and Counseling Techniques (3)
- CP 6642 Group Dynamics and Counseling (3)
- CP 6649 Theories of Counseling (3)
- PSY 6669 Behavior Pathology (3)
- PSY 6670 Diagnosis and Treatment Planning (3)

Post-Master's Certificate in Clinical Mental Health Counseling

- PSY 6670 Diagnosis and Treatment Planning (3)
- CP 6649 Theories of Counseling (3)

The following courses, or their equivalents, must have been completed by the student at the graduate level and documented with their current Troy University advisor, or must be taken prior to enrolling for Clinical Practicum and/or Internship.

- CP 6600 Professional Orientation and Ethics (3)
- CP 6610 Facilitation Skills and Counseling Techniques (3)
- CP 6642 Group Dynamics and Counseling (3)
- PSY 6669 Behavior Pathology (3)

Students will not be able to register for Practicum until the Pre-Practicum Assessment is completed and the student has the approval of both the academic and program advisors.

Dispositions

Dispositions include the following areas: diversity; facilitative relationships; ethical and legal

behavior; personal qualities; leadership; principles and values; mental health needs of clients; competency and professional development; communication; and positive learning environments. An overview of dispositions is found in the Live Text Student Information Center.

The student completes a self-assessment and professional development plan of dispositions in CP-6600 Professional Orientation and Ethics. A second self-assessment and update of the professional development plan are completed at mid-point in the program. A final self-assessment is completed at the end of the program during the final internship. The final assessment includes faculty and internship site-supervisor evaluations of dispositions and professional development. Instructors and advisors monitor and review student progress. Students requiring a remediation plan will be asked to complete an additional self-assessment as part of the remediation process.

Comprehensive Exams

Students admitted to candidacy in a graduate program requiring a comprehensive examination must pass the required comprehensive examination, written and/or oral, covering the work taken in the major field. All students must register in advance for comprehensive examinations in their academic departments. Students should consult with their advisors regarding procedures for scheduling and taking the comprehensive examinations. This examination is usually taken during the last semester/term prior to graduation.

The passing of the comprehensive exams is not to be considered a waiver of any other requirement for any program. Students who have unsuccessfully attempted the comprehensive exam may not change their program of study.

Should students fail the comprehensive exam, they must successfully retake the exam within one year of the date originally taken.

Comprehensive Exam Option for *Rehabilitation Counseling Students*

Students enrolled in the Rehabilitation Counseling program may take either the CPCE with a 60% passage rate or the Certified Rehabilitation Counselor (CRC) exam administered by the Commission on Rehabilitation Counselor Certification (CRCC). Passing scores for the CRC are determined by CRCC.

Comprehensive Exam Option for *School Counseling Students*

Students enrolled in the School Counseling program may take either the CPCE with a 60% passage rate or the PRAXIS. Passing scores for the PRAXIS are determined by the State Department of Education.

Program policies and procedures governing the Counselor Preparation Comprehensive Exam.

The counseling program has adopted the National Board of Certified Counselor's (NBCC) Counselor Preparation Comprehensive Exam (CPCE). This exam is scheduled by the home campuses and is available to the students at a cost per test determined by the NBCC. Students must pass the exam with an overall score of 60% correct (82 raw score). Students have three attempts to pass the CPCE. They need to re-take only those areas on which they scored less than a raw score of 10. If students have still not passed all 8 sections of the CPCE, the student may request to take an essay exam tailored for that student's strengths and weaknesses. This request is made to the department chair in collaboration with the student's academic advisor. The essay exam is administered at the discretion of the department chair. If the student passes the CPCE as part of the Mid-point Assessment, he or she will not be asked to take the exam again. Students who do not pass all 8 sections of the CPCE at Mid-point will have time to remediate those areas before retaking only the sections on which he or she made less than a raw score of 10. Completion of all CPCE and essay exams must be completed before a student applies for graduation.

ENDORSEMENT POLICY

Student requests for endorsements via letters of recommendation are to be directed to appropriate individual faculty members. Decisions about the appropriateness of an endorsement for professional credentialing and/or employment will be based on the student's area of specialization, training and/or work completed. These requests will be addressed on an individual basis relevant to the specific endorsement sought and the qualification of the student requesting the endorsement.

INVOLVEMENT IN PROFESSIONAL ORGANIZATIONS AND ACTIVITIES

Students are encouraged to join and become involved in state and national professional associations such as the American Counseling Association, Alabama Counseling Association, Florida Counseling Association, Georgia Counseling Association, and the divisions closely aligned with their specialty area. Information about these associations is provided to students as part of CP 6600, Professional Orientation and Ethics. Applications for membership may be obtained from departmental offices and from faculty. Further involvement may occur through professional development activities with faculty members.

These activities may include professional presentations, organizational involvement and professional mentoring.

LIVETEXT

This software program has been adopted by the College of Education as a means of

communication and for course and program evaluation purposes. Students will be required to purchase this software program through their local bookstore and will be trained in its use during their initial coursework. This software is effective for 5 years after purchase, so that students need purchase it only once for program purposes. Software may be obtained at campus bookstores or on-line at livetext.com.

DIVERSITY POLICY

The counseling program is committed to training a diverse workforce for the helping professions. Attempts are made to recruit and retain students from underrepresented groups. Recruiting students that represent a diversity of backgrounds, perspectives, experiences, orientations, attitudes, and skills will enhance experiences for all students in the counseling program. The counseling program is also committed to recruiting and retaining faculty from underrepresented groups. It is essential that faculty represent a diversity of backgrounds, perspectives, experiences, orientations, attitudes, and skills.

AVAILABILITY OF COUNSELING SERVICES FOR STUDENTS

Each of the ten campus locations provides opportunities for counseling for students. Students at each site should contact his or her advisor for ways to make contact with these resources.

PART II: COUNSELOR EDUCATION PROGRAMS

COUNSELOR EDUCATION PROGRAMS*						
		Alabama Campuses				
Program Specialty	Hours	Dothan	Montgomery	Phenix City	Troy	Global Campus*
Clinical Mental Health Counseling	60	X	X	X	X	X
Rehabilitation Counseling	48	X	X	X	X	
School Counseling (M.S. Ed.)	48	X	X	X	X	
General Counseling (non-licensure; non-certification program)	36		X			X
Student Affairs Counseling	48				X	
Substance Abuse Counseling	48		X			
Addictions Counseling Certificate	15	X	X	X		X
Post-Master's Certificate in Clinical Mental Health Counseling	15	X	X	X	X	X
TEACHER CERTIFICATION PROGRAMS Approved by the Alabama State Department of Education						
		Alabama Campuses				
Program Specialty	Hours	Dothan	Montgomery	Phenix City	Troy	Global Campus*
Education Specialist (Ed.S.)						
School Counseling	48	X	X	X	X	
NON-CERTIFICATION PROGRAMS*						
		Alabama Campuses				
Program Specialty	Hours	Dothan	Montgomery	Phenix City	Troy	Global Campus*
Education Specialist (Ed.S.)						

Community Counseling	30		X			
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ACCREDITATION OF PROGRAMS

The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) at the following locations: Dothan, Ft. Walton Beach, Montgomery, Orlando, Panama City, Pensacola, Phenix City, Tampa and Troy.

The School Counseling Program available at all four Alabama Campuses is accredited by both CACREP and by the Council for the Accreditation of Educator Preparation (CAEP). The master’s level School Counseling program is approved by the Alabama State Department of Education and leads to Alabama Class A certification. The education specialist level School Counseling program is approved by the Alabama State Department of Education and leads to Class AA certification.

The Rehabilitation Counseling Program offered at all four Alabama Campuses are accredited by the Council on Rehabilitation Education (CORE).

CRIT COUNSELING PROGRAMS

Clinical Mental Health Counseling 60 Semester Hours

Locations: Augusta, Dothan, Ft. Walton Beach, Montgomery, Orlando, Panama City, Pensacola, Phenix City, Tampa, and Troy.

Mission Statement:

The Clinical Mental Health Program is designed to train students to become mental health counselors. This 60-semester hour program has been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with knowledge of theory, application of counseling skills to various agency populations, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

Objectives for Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program seeks to prepare graduates who have achieved the following:

1. An in-depth knowledge of professional ethics, including an understanding of ethical issues and applications
2. An active professional identity as evidenced by participating in professional associations, such as the American Counseling Association
3. A strong knowledge base regarding counseling facilitation skills, theories, and techniques
4. An understanding of human development, both normal and abnormal
5. Culturally sensitive skills to ensure the ability to work with diverse populations
6. An understanding of career development and related life factors
7. An understanding of theoretical and experiential concepts of group work
8. An understanding of individual and group approaches to assessment and evaluations
9. An understanding of research methods, statistical analysis, needs assessment, and program evaluation

Coursework for Clinical Mental Health Counseling 60 Semester Hours

Required Courses: (51 semester hours)

CP 6600	3	Professional Orientation & Ethics
CP 6601	3	Legal, Ethical, and Professional Standards
CP 6605	3	Foundations of Mental Health Counseling
CP 6610	3	Facilitation Skills and Counseling Techniques
CP 6642	3	Group Dynamics and Counseling
CP 6649	3	Theories of Counseling
CP 6691	3	Research Methodology
PSY 6635	3	Vocational Psychology and Career Development
PSY 6645	3	Evaluation and Assessment of the Individual
PSY 6668	3	Human Lifespan and Development
PSY 6669	3	Behavior Pathology
PSY 6670	3	Diagnosis and Treatment Planning
CP 6650	3	Practicum (100 hours)
CP 6651	3	Counseling Diverse Populations
CP 6656	3	Marriage, Family & Sex Therapy Counseling
CP 6659	3	Internship: Mental Health (300 hours)
CP 6660	3	Internship: Mental Health (300 hours)

Select Option I or Option II below: (6 semester hours)

Option I (Required for licensure in Florida)

CP 6634 Drug Education, Prevention, and Intervention (3)

Adviser-Approved Electives: (6 semester hours)

OR

Option II

Adviser-Approved Electives: (9 semester hours)

Rehabilitation Counseling 48 Semester Hours

Location: Dothan, Montgomery, Phenix City, Troy

Mission Statement

The mission of the Troy University Rehabilitation Counseling program is to prepare rehabilitation counselors to provide rehabilitation services designed to assist individuals with disabilities to achieve their maximum potential. In addition, services will be provided to rehabilitation agencies and programs, and research related to rehabilitation will be pursued. The Troy University program leads to a Master of Science degree with a specialty in Rehabilitation Counseling. Students may choose an emphasis area in either hearing or visual impairment. Upon graduation, students will have the basic foundational knowledge, skill and experiences necessary to enter the profession of rehabilitation counseling and practice as rehabilitation counselors.

Objectives for Rehabilitation Counseling

To prepare master's-level rehabilitation counselors who:

1. Understand and follow the Code of Professional Ethics for Rehabilitation Counselors;
2. Know the laws that affect individuals with disabilities and are able to advocate for the rights of those individuals;
3. Understand the concept of choice, self-advocacy and self-determination, and promote these concepts throughout the rehabilitation process;
4. Value the worth and dignity of all individuals and view individuals with disabilities as equal partners in the rehabilitation process;
5. Demonstrate the ability to practice counseling techniques, job placement skills, and career strategies that will assist individuals with disabilities to develop the skills and competencies they need to function effectively in society; and
6. Know the technology and accommodations that are available to provide individuals with disabilities access to work, leisure, and school activities.

To continuously update the Rehabilitation Counseling Specialty by:

1. Encouraging communication, feedback, and evaluation between faculty, students, and community resources to promote quality programmatic improvement;
2. Providing a balanced curriculum of knowledge and skill development that is consistent with the requirements of the Council on Rehabilitation Education (CORE);
3. Promoting research by students and faculty in the area of rehabilitation counseling; and
4. Promoting participation in local, state and national professional rehabilitation and counseling associations.

Coursework for Rehabilitation Counseling 48 Semester Hours

Required Courses (45 semester hours)

CP 6600	3	Professional Orientation and Ethics
CP 6610	3	Facilitation Skills and Counseling Techniques
CP 6649	3	Theories of Counseling
PSY 6645	3	Evaluation and Assessment of the Individual
CP 6691	3	Research Methodology
CP 6651	3	Counseling Diverse Populations
PSY 6635	3	Vocational Psychology and Career Development
PSY 6668	3	Human Lifespan and Development
CP 6650	3	Practicum (100 hours)

CP 6670	3	Internship: Rehabilitation Counseling (300 hours)
CP 6671	3	Internship: Rehabilitation Counseling (300 hours)
PSY 6688	3	Medical/Psychosocial Aspects of Disability
CP 6652	3	Rehabilitation Delivery and Process
CP 6686	3	Job Development and Placement
CP 6642	3	Group Dynamics and Counseling

Select one (adviser approval required): (3 semester hours)

PSY 6664	3	Assessment of Disabling Conditions
CP 6687	3	Placement of Special Disability Groups
CP 6680	3	Seminar: Counseling Approaches to Working with Hearing Impairment
CP 6681	3	Seminar: Counseling Approaches to Working with Visual Impairment

OR Adviser-Approved Elective in Rehabilitation Counseling

NOTE: *Students entering the rehabilitation counseling specialty graduate degree program with an undergraduate degree in rehabilitation may have the option to take two (2) electives in lieu of two (2) required rehabilitation courses. The electives must be approved by the academic adviser and department chair.*

School Counseling 48 Semester Hours

Locations: Dothan, Montgomery, Phenix City, Troy

Mission Statement

The School Counseling Program is designed to train certified teachers as school counselors. The program meets Alabama State Department of Education guidelines for school counselor certification and follows guidelines of Council for Accreditation of Counseling and Related Programs. The curriculum is designed to train school counselors in the knowledge of theory, application of counseling skills in working with K-12 grade level students, knowledge of program development, foundations, and implementation of comprehensive guidance programs, development of professional and personal dispositions, advocacy of children and adolescents, and development of public school educators to become professional school counselors.

Objectives for School Counseling

1. To develop knowledge of the foundations of school counseling to include history, philosophy, current trends/issues, models, roles, functions, professional identity, leadership/advocacy strategies and legal and ethical issues.
2. To develop skills in technology as applied to school counseling.
3. To develop sensitivity to provide counseling to diverse school populations and skills to

identify barriers that may impede academic, career, and personal/social development of students.

4. To develop skills in comprehensive guidance program development (e.g., ASCA National Model) to include needs assessments, program development and program evaluation.
5. To develop skills related to academic and behavioral assessment of students and interpretation of assessment results to administrators, parents and students.
6. To develop knowledge of understanding the influence of multiple factors (e.g., family dynamics, violence, abuse, disorders, substance abuse, anxiety, depression) that impact school-age students.
7. To develop knowledge and skills in counseling to include individual, group, crisis management and classroom guidance.
8. To develop knowledge and skills in collaboration and consultation to include working to effectively work with community agencies, parents, teachers and other school personnel.
9. To develop knowledge and skills in conducting programs designed to enhance students' academic, personal/social, career and other developmental needs of students.
10. To understand the effects of health/wellness, atypical growth and development and resiliency related to school age children.
11. To develop school emergency management plans and understand the role of the school counselor during crises, disasters and other trauma-causing events.
12. To develop knowledge in counseling, prevention and intervention, including theories of effective counseling, techniques of counseling, treatment planning, and strategies for identifying student strengths and weaknesses to deal with problems.
13. To develop an understanding of research and evaluation, including research relevant to the practice of school counseling, program evaluation, accountability, outcome data, best practices.
14. To develop knowledge of the relationship of the school counseling program to the academic mission of the school and skills for teaching counseling and guidance-related curricula.
15. To develop knowledge of the qualities, principles and skills of effective leadership in schools and to understand the role of the school counselor as system change agent.
16. To understand and have knowledge of student services such as the Individual Education Plans (IEP), the 504, and the Student Support Team (SST).

Additional School Counseling Requirements:

1. Hold a valid Teaching Certificate in any field. Temporary, provisional, and other nonrenewable certifications are not acceptable. (See below for admission option for students without a current Teaching Certificate).
2. To complete certification requirements, students also must have two years of professional experience.

Note: Candidates are restricted to six hours of graduate coursework prior to admission to the Graduate Teacher Education Program (GTEP) School Counseling.

Admission to CACREP Accredited School Counseling Program *without* Teaching Certificate (Option offered by Alabama State Department of Education):

1. Students who have an earned bachelor's degree from a regionally accredited college or university but who did not complete a bachelor's or master's degree professional educator preparation program may apply for admission to a Troy University CACREP accredited school counseling program.
 2. Students applying to the program must meet all University and Counseling & Psychology program admission requirements as outlined in this catalog.
3. Background check.

Coursework for School Counseling 48 Semester Hours

Required Courses: (45 semester hours)

CP 6600	3	Professional Orientation and Ethics
CP 6610	3	Facilitation Skills and Counseling Techniques
CP 6642	3	Group Dynamics and Counseling
CP 6645	3	Current Trends in School Counseling
CP 6649	3	Theories of Counseling
CP 6691	3	Research Methodology
CP 6651	3	Counseling Diverse Populations
CP 6641	3	School Counseling Program Management
PSY 6606	3	Interventions for Children and Adolescents
PSY 6645	3	Evaluation and Assessment of the Individual
PSY 6668	3	Human Lifespan and Development
CP 6650	3	Practicum (100 hours)
CP 6657	3	Internship: School Counseling (300 hours)
CP 6658	3	Internship: School Counseling (300 hours)
PSY 6635	3	Vocational Psychology and Career Development

Students must take one advisor approved elective (3sh).

**Students who have not yet taken the Survey of Special Education course are required to take that course.*

General Counseling 36 Semester Hours

Locations: Ft. Walton Beach, Montgomery, Orlando, Panama City, Pensacola, and Tampa

---This is a non-licensure/non-certification degree---

Mission Statement

The General Counseling Program is designed to train social service providers. This 36-semester-hour program has been tailored to meet needs of individuals interested in providing social services in settings that do not require licensure. The program is designed to provide students with knowledge of theory and application of counseling skills particularly as it relates to providing general counseling.

Coursework for General Counseling 36 Semester Hours

Required Courses: (30 semester hours)

CP 6600	3	Professional Orientation and Ethics
CP 6642	3	Group Dynamics and Counseling
PSY 6645	3	Evaluation and Assessment of the Individual
CP 6649	3	Theories of Counseling
CP 6651	3	Counseling Diverse Populations
CP 6655	3	Practicum (100 hours)
CP 6691	3	Research Methodology
PSY 6635	3	Vocational Psychology and Career Development
CP 6610	3	Facilitation Skills and Counseling Techniques
PSY 6668	3	Human Lifespan and Development

Adviser-Approved Electives: (6 semester hours)

Student Affairs Counseling 48 Semester Hours

Location: Troy

Mission Statement

The mission of the Troy University Student Affairs Counseling program is to prepare student affairs counselors to provide competent professional service in all areas of student services counseling at the post-secondary level. Upon graduation, students will have foundational knowledge of the theories of student development and of the characteristics, needs, and programs

required to assist students in higher education. Students will also have the basic skills and experience in assessment, services, and administration of student affairs departments to enter the profession of Student Affairs Counseling.

Objectives for Student Affairs Counseling:

1. Develop knowledge of the foundations of the student affairs profession to include history, philosophy, current trends/issues, functions, and legal and ethical considerations.
2. Develop knowledge and sensitivity to provide counseling services to students from diverse populations.
3. Develop knowledge and skills in conducting student affairs programs to provide the academic, social and career environments that promote student success.
4. Develop skills related to assessment of students and the college environment and interpretation of assessment results to administrators, students and faculty.
5. Develop skills in consultation to include working with faculty, professional staff, and student families in areas related to student development and welfare.
6. Develop skills in technology as applied to student affairs services.
7. Develop knowledge and skills of theories, models, and practices of leadership, organizational management, and program development.

Coursework for Student Affairs Counseling 48 Semester Hours

Required Courses: (30 semester hours)

CP 6600	3	Professional Orientation and Ethics
CP 6610	3	Facilitation Skills and Counseling Techniques
CP 6642	3	Group Dynamics and Counseling
CP 6649	3	Theories of Counseling
CP 6651	3	Counseling Diverse Populations
CP 6691	3	Research Methodology
PSY 6668	3	Human Lifespan Development
PSY 6645	3	Evaluation and Assessment of the Individual
PSY 6635	3	Vocational Psychology and Career Development
CP 6650	3	Practicum (100 hours)

Specialty Courses: (12 semester hours)

CP 6636	3	Foundations of Student Affairs
CP 6637	3	Administration of Student Affairs Programs
CP 6638	3	Internship: Student Affairs (300 hours)
CP 6639	3	Internship: Student Affairs (300 hours)

Advisor-Approved Electives:(6 semester hours)

Substance Abuse Counseling 48 Semester Hours

Location: Montgomery

Mission Statement

The Substance Abuse Counseling Program is designed to train substance abuse counselors. This 48-semester-hour program has been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to substance abuse counseling, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

Objectives for Substance Abuse Counseling:

1. To develop knowledge of the foundations of the counseling profession to include history, current trends/issues, roles, functions, and professional identity. The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to substance abuse, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.
2. To develop knowledge of commonly abused drugs, the physiological and psychological implications related to substance abuse, drug abuse prevention and intervention.
3. To develop knowledge and skills in technology as it is applied to psycho- educational presentations and general counseling, as well as understanding the limitation of technology as it applies to counseling.
4. To develop sensitivity and skill in providing counseling services to diverse cultural populations.
5. To develop knowledge and skill in research to include the capacity for being a consumer of research data, and the ability to contribute to program evaluation.
6. To develop sound clinical and ethical judgment and skills.
7. To develop knowledge and skill in consultation and cooperation with other counseling agencies and professionals.
8. To promote counselor accountability and professional credibility.
9. To demonstrate psychological health and the ability to use high levels of self-awareness.

Coursework for Substance Abuse Counseling 48 Semester Hours

Required Courses: (39sh)

CP 6600	3	Professional Orientation and Ethics
CP 6610	3	Facilitation Skills and Counseling Techniques
CP 6649	3	Theories of Counseling
CP 6642	3	Group Dynamics and Counseling
PSY 6669	3	Behavior Pathology
PSY 6645	3	Evaluation and Assessment of the Individual
CP 6691	3	Research Methodology
CP 6651	3	Counseling Diverse Populations
PSY 6635	3	Vocational Psychology and Career Development
PSY 6668	3	Human Lifespan and Development
CP 6650	3	Practicum (100 hours)

Select THREE Courses from the following (9 semester hours)

CP 6602	3	Seminar in the Prevention/Treatment of Chemical Dependency
CP 6615	3	Treatment of Addictive Family Diseases
CP 6617	3	Treatment Theories and Modalities of Addictive Disease
CP 6634	3	Drug Education, Prevention, and Intervention
PSY 6610	3	Physiological Dynamics of Alcohol and other Drugs

Graduate Certificate in Addictions Counseling 18 Semester Hours

Location: Augusta, Dothan, Ft. Walton Beach, Montgomery, Orlando, and Phenix City

Mission Statement:

The graduate certificate program is designed to provide Counseling and Psychology students with adequate knowledge of theory, application of counseling skills particularly as it relates to addictions counseling, knowledge of both normal and pathological development and behavior, and expertise in diagnosis and treatment planning.

Admission Requirements

Option 1: Admission for Current Students

Students must be admitted to the Graduate School and the Master of Science in Counseling and Psychology program at Troy University. See Graduate Admissions and the Master of Science in Counseling and Psychology program requirements.

Option 2: Admission for Post-Master's Students — Completed Master's in Counseling (48 sh minimum)

Students who have graduated from a master's degree counseling program (minimum 48 semester hours) at Troy University or another university may be admitted to the certificate program. See

Post Master's Admission and Certificate Program Admission Requirements in the graduate catalog. Admission is unconditional.

Additional requirements for Option 2:

- Completion of a master's in counseling degree program that required 48 semester hours or equivalent.
- Degree is from a regionally accredited university
- Degree in counseling must have included a counseling clinical practicum and internship
- Two letters of professional reference

Course Requirements

Students admitted to the Addictions Counseling Certificate Program may qualify for the Certificate by completing five (5) specified courses or 15 semester hours with an overall 3.0 grade point average or better.

Required Courses: (6 sh)

CP 6665 3 Internship: Addictions Counseling

CP 6666 3 Internship: Addictions Counseling

Select THREE courses from the following: (9 sh)

CP 6602 3 Seminar in the Prevention/Treatment of Chemical Dependency

CP 6616 3 Treatment of Addictive Family Diseases

CP 6617 3 Treatment Theories and Modalities of Addictive Diseases

CP 6634 3 Drug Education, Prevention, and Intervention

PSY 6610 3 Physiological Dynamics of Alcohol and other Drugs

Other Requirements

Students who wish to be issued a certificate must submit the following to their home campuses:

- a) Certification Intent
- b) Copy of student transcript

Post-Master's Certificate in Clinical Mental Health Counseling 18 Semester Hours

Location: Augusta, Dothan, Ft. Walton Beach, Montgomery, Orlando, Phenix City, and Troy

Mission Statement

The Post-Master's Certificate in Clinical Mental Health Counseling is designed to provide post-master's counseling students with advanced concentration of theory and application skills specifically related to clinical mental health counseling with a conceptual framework of both

normal and pathological development and behavior, as well as, expertise in diagnosis and treatment planning for mental health disorders.

Rationale

The Post-Masters Certificate in Clinical Mental Health Counseling provides an opportunity for current Masters level counselor to enhance their clinical skill set and expand their professional expertise.

NOTE: This is not a CACREP accredited certificate program.

Admission Requirements

Option I:

Students who have graduated with a 48 semester hours Master's Degree in Counseling and Psychology from Troy University may be admitted for the Post-Masters certificate. The 48 hours Masters Degree in Counseling must have included a minimum of at least one Clinical Practicum or Internship. Admission is unconditional.

Additional requirements for Option I:

- Two letters of professional reference
- Letter of intent
- Resume
- Admission Interview

Option II:

Students who have graduated with a 48 semester hours Master's Degree in Counseling and Psychology from another regionally accredited university may be admitted to the Post-Masters certificate. The 48 semester hours Masters Degree in Counseling must have included at least one Clinical Practicum and/or Internship. Admission is unconditional.

Additional requirements for Option II:

- Two letters of professional reference
- Letter of intent
- Resume
- Admission Interview

Option III:

Students who have graduated with less than a 48 hours Master's Degree in Counseling and Psychology from Troy University or another regionally accredited university may be admitted to the Post-Masters certificate upon completion of prerequisites that are equivalent to a 48 hour program. Admission is unconditional.

Additional requirements for Option III:

- Two letters of professional reference
- Letter of intent
- Resume
- Admission Interview

Coursework

Required Courses: (6sh)

CP 6650 3 Practicum: Clinical Mental Health Counseling (100 hours)* or if previously taken, an advisor approved elective

CP 6661 3 Internship: Clinical Mental Health Counseling

Elective: (9sh)

CP 6601 3 Legal, Ethical, and Professional Standards

CP 6605 3 Foundations of Mental Health Counseling

PSY 6644 3 Bio-Psychology

PSY 6670 3 Diagnosis and Treatment Planning*

CP 7740 3 Theories of Counseling Supervision

*Must have successfully completed a graduate level counseling course in Behavior Pathology.

Other Requirements

Students who wish to be issued a certificate must submit the following to their home campus:

1. Certification Intent
2. Certificate Plan and Progress Report
3. Copy of transcript
4. Recent passing score on the CPCE or NCE

Education Specialist (Ed.S.)

The Educational Specialist degree is available with a community or school counseling emphasis at certain Troy University campuses. This degree prepares graduates to pursue advanced practice and/or administrative opportunities in the counseling field.

Community Counseling (Ed.S.) 30 Semester Hours

Location: Montgomery

Note: This is a non-certification degree.

The Ed.S. in Community Counseling is restricted to students who hold a minimum 36-semester hour master's degree in counseling. It is not a program which is approved by the Alabama State Department of Education as a certification program. The goal of the program is to provide

broader experiences in counseling. The knowledge base expands the student's exposure to theories of counseling, group leadership, and specialized areas of study.

Objectives for Ed.S. in Community Counseling

1. To expand knowledge of the functions, roles, professional identity, current trends/issues, professional organizations, and professional identity.
2. To expand sensitivity and skill in providing counseling services to diverse cultural populations.
3. To expand knowledge and skill in research.
4. To expand knowledge of principles, theories, and practices of community interventions.
5. To expand knowledge related to the general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior.
6. To expand the ability to apply sound clinical and ethical judgment and skills.
7. To demonstrate psychological health and the ability to use high levels of self-awareness.

Coursework for Ed.S. Community Counseling

CP 7702	3	Advanced Theories and Techniques of Counseling
CP 7700	3	Advanced Practicum in Group Leadership
CP 7753	1-6	Internship: Advanced Counseling
7754		
7755		
CP 7791	1-3	Research Seminar
7792		
7793		
CP 7794	3-6	Field Project or Thesis
7795		
PSY 6693	3	Psychological and Educational Statistics
CP 66XX or	12-15	Adviser-Approved Electives)
PSY 66XX		

School Counseling (Ed.S.) 36 Semester Hours

Location: Dothan, Montgomery, Phenix City

Certification Program

Goals and Objectives

The goal of the Ed.S. School Counseling program is to strengthen and extend the students'

knowledge and skills developed at the Master's level so that the students will:

1. Become informed, reflective decision makers;
2. Understand the developmental, proactive, and preventive focus of counseling in the schools;
3. Facilitate academic, career, and personal-social development of K-12 students;
4. Provide interventions for learning and behavioral problems;
5. Work collaboratively with parents, school personnel, and with other agencies and organizations to facilitate student learning; and manage a comprehensive developmental counseling program.

Coursework for Ed.S. School Counseling

Required Courses*

CP 6656	3	Marriage, Family and Sex Therapy Counseling
CP 7700	3	Advanced Practicum in Group Leadership
CP 7702	3	Advanced Theories and Techniques of Counseling
PSY 6669	3	Behavior Pathology

Select ONE Research Course below **

PSY 6693	3	Psychological and Educational Statistics
EDU 6693	3	Quantitative Methods of Evaluation of Teaching and Learning
EDU 7792	3	Advanced Research in Education

Field Project or Thesis 3-6 hours

CP 7791	1-3	Research Seminar
7792		
7793		
CP 7794	3	Field Project
CP 7795	6	Thesis
7796		

**In addition to the required courses, a survey course in special education is required unless previously completed.*

*** A grade of "B" or better is required in this research course.*

PART III: COURSE DESCRIPTIONS

COUNSELING

- CP 6600 Professional Orientation and Ethics (3)**
An introductory course to the world of professional counseling. Course content includes historical overview, concepts, approaches, philosophy and development of the counseling profession. Professional roles, organizations, credentialing, legal/ethical issues, and professional standards of care are covered. *Prerequisites: Recommended first course.*
- CP 6601 Legal, Ethical, and Professional Standards (3)**
This course assists counseling personnel in acquiring information and understanding necessary to effectively deal with legal, ethical and professional standards of the counseling profession.
- CP 6602 Seminar in the Prevention/Treatment of Chemical Dependency (3)**
An examination of specified issues which must be addressed to promote successful recovery in the treatment of chemical dependency.
- CP 6605 Foundations of Mental Health Counseling (3)**
A study of the historical, philosophical, societal, cultural, economic, and political dimensions within mental health practice. This course will address the professional identity, functions, and issues facing mental health practitioners: principles, theories, and practice of community intervention and the human services network; fiscal and administrative management of programs; and public policy and governmental relations impacting mental health services.
- CP 6610 Facilitation Skills and Counseling Techniques (3)**
A focus on the development and application of basic facilitation skills necessary for becoming an effective helping professional. Skills are developed through a combination of didactic, experiential, and demonstrated learning activities to train the beginning counselor in the establishment and maintenance of therapeutic relationships.
- CP 6616 Treatment of Addictive Family Diseases (3)**
A study of typical characteristics of dysfunctional families. Provides the basis for suggested intervention techniques, appropriate areas of family education, and guidelines for effective therapy.

- CP 6617 Treatment Theories and Modalities of Addictive Disease (3)**
A study of historical perspectives and the most effective treatment and assessment approaches of addictive diseases.
- CP 6620 Readings in Counseling and Psychology (1-3)**
CP 6621 An independent exploration of the literature related to verbal and nonverbal
CP 6622 communication, listening, and human relations under the supervision of a faculty member. An examination will be required upon the conclusion of the course. *This course may be offered as a seminar. See semester hour limits listed under Course Restrictions in General Regulations section.*
- CP 6625 Specialized Study in Counseling (1-3)**
CP 6626 A study of a problem or a topic using research techniques or a guided program of
CP 6627 readings. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for only one required course or elective in a student's program. *Approval by the student's adviser, the course instructor, and department chair is required. See semester hour limits listed under Course Restrictions in General Regulations section.*
- CP 6634 Drug Education, Prevention, and Intervention (3)**
A study of commonly abused drugs, drug abuse prevention, and treatment techniques. Examines characteristics of people at high risk to become substance abusers/addicted.
- CP 6635 Crisis Response Management (3)**
This course provides community personnel, school personnel and other education and/or health professionals/paraprofessionals information about the nature of global and local disasters. Course content includes appropriate responses to a variety of crisis scenarios and information on major theories of crisis intervention.
- CP 6636 Foundations of Student Affairs (3)**
This course is designed to provide a comprehensive introduction to the field of student affairs in higher education through a review of its historical and philosophical influences; purpose, roles, and functions; and contemporary issues and trends.
- CP 6637 Administration of Student Affairs Programs (3)**
This course is designed to provide the knowledge and skills required for effective administration of student affairs in higher education. The course will focus on designing, managing, and evaluating student affairs programs.

- CP 6638 Internship: Student Affairs Counseling (3)**
This course provides supervised student affairs counseling experiences in the college environment. The experience is accompanied by scheduled on-campus supervision with the university supervisor. Internship equals 300 clock hours, to include 120 hours of direct student affairs service. *Prerequisite: CP 6650. Grading system is Pass/Fail.*
- CP 6639 Internship: Student Affairs Counseling (3)**
This course provides supervised student affairs counseling experiences in the college environment. The experience is accompanied by scheduled on-campus supervision with the university supervisor. Internship equals 300 clock hours, to include 120 hours of direct student affairs service. *Prerequisite: CP 6638. Grading system is Pass/Fail.*
- CP 6641 School Counseling and Program Management (3)**
In this course students will study planning, designing, implementing, and evaluating a comprehensive developmental school guidance program. The school counselor's role as an advocate and school leader will be emphasized. Historical perspective, new academic achievement, guidance curriculum and ethical and legal issues will be included.
- CP 6642 Group Dynamics and Counseling (3)**
The study of group dynamics and group counseling theories, including ethics, group leadership styles, types of groups, group counseling methods and skills, group developmental stages, and therapeutic factors of group work. Experiential activities included. *Prerequisite: CP 6610.*
- CP 6644 Community Counseling Services (3)**
A study of multifaceted, comprehensive, community counseling and school psychological services, needs assessment, resource identification, program development, and program evaluation. Alternative models of service delivery and alternative sources of funding and program regulation are explored.
- CP 6649 Theories of Counseling (3)**
A study of the major theoretical approaches in counseling including the affective, behavioral, and cognitive theories. Application of theories to basic types of problems in the counseling relationship is included. Includes case studies, class demonstrations and role-playing.
- CP 6650 Practicum (3)**
This study provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed professional counselor would perform. Practicum provides for the development of counseling skills under supervision. The student must complete 100 clock hours including a minimum of

40 hours of direct service with clients. Experiences are accompanied by regularly scheduled, weekly on campus group supervision designed to provide opportunity for analysis and evaluation of supervised activity. Students enrolled in practicum must complete requirements in program major area. Students changing majors will be required to retake practicum in another program area. Grading system is Pass / Fail. *Prerequisites: Permission of instructor and department chair required. CP 6600, CP 6610, CP 6642, CP 6649, PSY 6669, PSY 6670 Students enrolled in Rehabilitation Counseling are required to take CP6652 prior to practicum. Students in School Counseling are required to take CP6641 prior to practicum.*

CP 6651 Counseling Diverse Populations (3)

A study of the psychological and sociological factors relative to cultural diversity. Special emphasis is placed on current practices utilized in counseling interventions with culturally diverse populations. Special emphasis is placed on current practices utilized in counseling interventions with diverse populations as well as increasing counselor sensitivity to the unique needs and experiences of such populations.

CP 6652 Rehabilitation Delivery and Process (3)

A study of the rehabilitation process including historical developments, philosophical bases, and legal aspects, with an emphasis on the operational aspects of rehabilitation service delivery systems.

CP 6655 Practicum: General Counseling (3)

This study provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed professional counselor would perform. Practicum provides for the development of counseling skills under supervision. The student must complete 100 clock hours including a minimum of 40 hours of direct service with clients. Experiences are accompanied by regularly scheduled, weekly on campus group supervision designed to provide opportunity for analysis and evaluation of supervised activity. *Grading system is Pass / Fail. Prerequisites: Permission of instructor and department chair required. CP 6600, CP 6610, CP 6642, CP 6649. This practicum does NOT meet criteria for licensure.*

CP 6656 Marriage, Family, and Sex Therapy Counseling (3)

The course is designed to provide the student with a conceptual framework for dealing with marriage and family problems. Students will be equipped with the skills necessary for working with all members of the family.

CP 6657 Internship: School Counseling (3)

This course provides supervised school based experience at both the elementary and secondary levels. The school-based experience will be accompanied by scheduled on campus supervision with the university supervisor. Course equals 300 clock hours of internship, to include 120 hours of direct student service. Grading system is Pass / Fail. *Prerequisite: CP 6650.*

- CP 6658 Internship: School Counseling (3)**
 This course provides supervised school-based experience at both the elementary and secondary levels. The school based experience will be accompanied by scheduled on campus supervision with the university supervisor. Internship equals 300 clock hours, to include 120 hours of direct student service. Grading system is Pass / Fail. *Prerequisite: CP 6657*
- CP 6659 Internship: Mental Health (3)**
 This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass / Fail. Prerequisite: Completion of CP 6650 and adviser approval.*
- CP 6660 Internship: Mental Health (3)**
 This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass / Fail. Prerequisite: Completion of CP 6650 and adviser approval.*
- CP 6661 Internship: Mental Health (3)**
 This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass / Fail. Prerequisite: Completion of CP 6650 and adviser approval.*
- CP 6662 Internship: Community Counseling (3)**
 This course provides supervised, on-the-job, experiences in Community Counseling. These field experiences are accompanied by weekly, on-campus, supervised sessions. Students must receive individual and group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass / Fail. Prerequisite: Completion of CP 6650 and adviser approval.*

- CP 6663 Internship: Community Counseling (3)**
This course provides supervised, on-the-job, experiences in Community Counseling. These field experiences are accompanied by weekly, on-campus, supervised sessions. Students must receive individual and group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. Grading system is Pass / Fail. *Prerequisite: Completion of CP 6650 and adviser approval.*
- CP 6663 Internship: Addictions Counseling (3)**
This course provides an opportunity for the student to perform a variety of activities that a regularly employed professional counselor in an Addictions Counseling Treatment setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass / Fail.*
- CP 6665 Internship: Addictions Counseling (3)**
This course provides an opportunity for the student to perform a variety of activities that a regularly employed professional counselor in an Addictions Counseling Treatment setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass / Fail.*
- CP 6666 Internship: Addictions Counseling (3)**
This course provides an opportunity for the student to perform a variety of activities that a regularly employed professional counselor in an Addictions Counseling Treatment setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass / Fail.*
- CP 6670 Internship: Rehabilitation Counseling (3)**
This course provides supervised experience in a rehabilitation setting. The experience will be accompanied by scheduled on campus supervision with the university supervisor. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass / Fail. Prerequisite: Completion of CP 6650 and adviser approval.*
- CP 6671 Internship: Rehabilitation Counseling (3)**
This course provides supervised experience in a rehabilitation setting. The

experience will be accompanied by scheduled on campus supervision with the university supervisor. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass / Fail. Prerequisite: CP 6650*

CP 6680 Seminar: Counseling Approaches to Working with Hearing Impairment (3)
This course is taken in conjunction with the practicum/internship in rehabilitation counseling, offers students an opportunity to apply medical, psychological and sociological research/ techniques to counseling with individuals who are hearing impaired. *Prerequisite: Permission of instructor.*

CP 6681 Seminar: Counseling Approaches to Working with Visual Impairment (3)
This course is taken in conjunction with the practicum/internship in rehabilitation counseling, offers students an opportunity to apply medical, psychological and sociological research/techniques to counseling with individuals who are visually impaired. *Prerequisites: Permission of instructor.*

CP 6682 Leadership and Advocacy: Hearing Impairment (3)
The purpose of this course is to develop an appreciation for the organization, administration, and coordination of services for the hearing impaired. Strategies for consulting with various agencies, educating the general public, counseling with hearing impaired and their families as well as approaches for advocating for these populations will be explored. *Prerequisites: CP 6650, CP 6652, PSY 6653. Taken in conjunction with internship.*

CP 6683 Leadership and Advocacy: Visual Impairment (3)
The purpose of this course is to develop an appreciation for the organization, administration and coordination of services for the visually impaired. Strategies for consulting with various agencies, educating the general public, counseling with the visually impaired and their families as well as approaches for advocating for these populations will be explored. *Prerequisites: CP 6650, CP 6652, PSY 6653. Taken in conjunction with internship.*

CP 6685 Case Management (3)
A study of the case management process, including case findings, service coordination, referral and utilization of other disciplines, and client advocacy.

CP 6686 Job Development and Placement (3)
A study of the analysis of job development and placement in the rehabilitation process and related fields.

CP 6687 Placement of Special Disability Groups (3)
A study of effective job development and placement techniques and strategies in

the rehabilitation process for disability groups traditionally challenging to place: Blind, Deaf, Hard of Hearing, Mentally Ill, Traumatic Brain Injured, Spinal Cord Injured, Multi-disabled and Learning Disabled.

CP 6691 Research Methodology (3)

The study and evaluation of research methods commonly used in the social sciences. The course will provide information necessary to understand and apply research processes, synthesize knowledge and writing, and plan and organize research problems for interpretation and application of research results. Application of these skills in the form of a written project using the Publication Manual of the American Psychological Association (APA) is required. *Students enrolled in the Counseling and Psychology programs are required to take CP 6691 Research Methodology only at Troy University. This research course may not be substituted with another Troy University research course or one transferred from another university. A grade of "B" or better is required.*

CP 7700 Advanced Practicum in Group Leadership (3)

Supervised training in group leadership, including experiential and didactic activities, focusing on group facilitation. *Prerequisites: CP 6642 and CP 6650 or equivalents and permission of the instructor. Enrollment restricted to Ed.S. students.*

CP 7701 Seminar in Counseling and Student Personnel Work (3)

Individual readings and conferences, group discussions and reports focusing on the advanced student's special interest in counseling and human development. Emphasizes research findings.

CP 7702 Advanced Theories and Techniques of Counseling (3)

An in-depth study of current viable theories of counseling utilizing techniques appropriate for each framework. Some areas to be covered include the cognitive, affective, and eclectic approaches. *Prerequisite: CP 6649 or equivalent*

CP 7725 Advanced Studies in Counseling (1-3)

CP 7726
CP 7727
A study of a problem or topic using research 7727 techniques or a guided program of readings. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for only one required course or elective in a student's program. *Approval by the student's adviser, the course instructor, and department chair is required.*

- CP 7753 Internship: Advanced Counseling (1-3)**
CP 7754 This course provides advanced graduate students with full-time, supervised,
CP 7755 on-the-job experience in settings appropriate to their area of specialization. Experiences accompanied by weekly on-campus meetings designed to provide opportunity for analysis and evaluation of supervised activity. *Grading system is Pass /Fail.*
- CP 7791 Research Seminar (1-3)**
CP 7792 This course provides in-depth assistance to prepare students for development of,
CP 7793 research for, and preparation of theses or field project proposal.
- CP 7794 Field Project (3)**
 An independent study of a problem of a practical nature which is encountered in a field setting. A proposal for the study and a written report of the findings must be approved by the student's advisory committee. The advisory committee will administer an oral examination covering the research findings. *Grading system is Pass / Fail. Enrollment limited to Ed.S. students.*
- CP 7795 Thesis (3-6)**
CP 7796 Research for and preparation of a scholarly paper related to a counseling and guidance problem or situation under the supervision of the student's advisory committee. *Grading system is Pass I Fail. Enrollment limited to Ed.S. students.*

PSYCHOLOGY

- PSY 5501 Psychological Tests and Measurements (3)**
 The selection, evaluation, administration, scoring, interpretation and use of tests of intelligence, proficiency, interests, personality, aptitude and social adjustment.
- PSY 5556 Gerontology (3)**
 The study of aging. Emphasis on biomedical, psychological, and social aspects of middle and late adulthood.
- PSY 5559 Applied Behavior Analysis (3)**
 Training and experience in design, execution, and evaluation of behavior modification programs for professionals in fields of counseling, education, rehabilitation and psychology. Provides study of key concepts of classical and operant conditioning, as well as discussion and application of specific strategies building on conditioning principles.

PSY 6606 Interventions for Children and Adolescents (3)

This course examines the behavioral characteristics of children and adolescents including their emotional, social, and cognitive behaviors. Emphasizes intervention, assessment, diagnoses, teaching, and prevention.

PSY 6610 Physiological Dynamics of Alcohol and Other Drugs (3)

A study of physiological and psychological dynamics and resultant behavioral implications in use of alcohol and other drugs. Based on assessment of dynamics and behavior and application of diagnostic procedures using appropriate manuals and materials.

PSY 6613 Objective Personality Assessment (3)

An introduction to objective personality assessment. The student will learn basic administration, scoring procedures, and utilization of assessment results in clinical practice for various objective personality and temperament measures. Application of objective personality instruments and computer scoring will be explored. *Prerequisites: PSY 6645 or similar graduate course and PSY 6669 or similar graduate course.*

PSY 6620 Introduction to Play Therapy (3)

This course is designed to promote the development of a historical, theoretical and ethical basis for the practice of play therapy. This course must be taught by a registered play therapist.

PSY 6625 Specialized Study in Psychology (1-3)

PSY 6626
PSY 6627 A study of a problem or topic using research techniques or a guided program of readings. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for only one required course or elective in a student's program. Approval by the student's adviser, the course instructor, and department chair is required. *See semester hour limits listed under Course Restrictions in General Regulations section.*

PSY 6631 Psychological Foundations of Education (3)

An overview of educational psychology, including research findings and philosophical concepts related to nature of learner and learning process; principles of motivation and educational evaluation; and educational concepts representing different schools of psychological theory.

PSY 6633 Advanced Psychology of Learning (3)

A study of the historical roots and contemporary principles and theories of human learning and their applications to educational practices. Emphasis of this course is on contemporary perspectives and developments; field and cultural influences on learning; and the relation of individual and group adjustment to school learning.

PSY 6635 Vocational Psychology and Career Development (3)

This course covers the procedures used in obtaining, organizing, integrating, and utilizing educational and occupational information including electronic media. Career development theories, scope of the world of work, decision making strategies and counseling for career development including information on the relationship between career choice and life style. Attention is given to the appraisal of interest, aptitude and personality measurements.

PSY 6636 Wechsler Scales (3)

An exploration of the theory, nature, and measurement of human intelligence. Techniques of administering the Wechsler scales are taught include but are not limited to the following: WAIS-III, WISC-III, WPPSI-R, WIAT, and WMS. The student administers, scores, and interprets test batteries and writes satisfactory reports. *Prerequisites: PSY 6645 and adviser approval.*

PSY 6637 Stanford Binet and Others (3)

This course requires the administration, scoring, interpretation and reporting of psycho-educational batteries, including Binet IV, Woodcock Johnson, PIAT, and Kaufman. This course will include measures of intelligence, academic achievement, adaptive behavior, behavior rating, and perceptual- motor skills. The primary focus will be upon those instruments commonly used in schools excluding the Wechsler scales. *Prerequisites: PSY 6645, PSY 6636, and adviser approval.*

PSY 6638 Philosophy of Cognitive Development (3)

An investigation of educational philosophies and human development as they relate to cognitive development and teaching of thinking skills.

PSY 6644 Bio-Psychology (3)

A study of the physiological correlates of behavior focusing on the cells of the nervous system, the structure and functions of the nervous system, psychopharmacology, drug abuse, and research techniques.

PSY 6645 Evaluation and Assessment of the Individual (3)

The study of knowledge, understanding and skills necessary to obtain records, appraise information and write reports regarding individuals. Involves integration and use of data from interviews, standardized tests, scales, inventories, other procedures, including individual and group methods of assessment. *Prerequisite: CP/EDU 6691 (with a grade of B or better), or permission of instructor*

PSY 6648 Theories of Personality (3)

A critical analysis of major theories and systems of personality.

PSY 6650 Practicum: Psychometry (3)

This course provides field supervised experiences preparatory to the Internship in School Psychometry/School Psychology. At least 100 hours of prescribed experiences in school psychometry/psychology must be completed at approved schools (K-12) and must be supervised by an approved school psychometrist or school psychologist. *Prerequisites: PSY 6636 and PSY 6637*

PSY 6653 Measurement and Evaluation (3)

A study of basic statistical processes and measures used in education, counseling, and psychology. Analysis of a variety of standardized tests and measurement procedures including construction, use, and interpretation. Construction of teacher/counselor made tests and measuring devices.

PSY 6655 Internship: Psychology Assessment (6)

This course will provide a clinical internship appropriate to the specialty and practice of psychological technician. Training will be six months in duration and consist of at least 500 hours, 250 of which hours must be in direct contact with patients/clients. The student will be supervised for at least one hour per each five hours of client contact. At least 60% of supervision will be provided by a licensed psychologist. Grading system is Pass / Fail.

PSY 6659 Cognitive and Behavioral Interventions (3)

This is a study of the basic principles and techniques of cognitive and behavioral systems of intervention. Applications of these techniques are applied to the problems of children and adults in school, home, and clinic settings are presented.

PSY 6662 Internship: Psychometry (3)

This course includes at least 300 hours of prescribed experiences in school psychometry, completed at approved schools (K-12), and supervised by an approved school psychometrist or school psychologist. Grading system is Pass / Fail. *Prerequisites: PSY 6650 and approval of instructor*

PSY 6664 Assessment of Disabling Conditions (3)

This course covers client assessment in the rehabilitation process and knowledge and skills required by the counselor in order to provide quality services to the individual. *Prerequisite: PSY 6653 or permission of instructor*

PSY 6668 Human Lifespan and Development (3)

A study of the nature and needs of individuals at all developmental levels. Problems of human adjustment faced at all stages of development from conception through retirement, including adjustment issues in the home, school, work place, social groups, and retirement. An understanding of developmental

crises in human behavior is also a goal of this course.

PSY 6669 Behavior Pathology (3)

A study of psychopathological disorders with emphasis on the psychological, social, and biological origins. The current classification system used by the American Psychiatric Association is used as a foundation. Diagnosis and treatment planning are emphasized.

PSY 6670 Diagnosis and Treatment Planning (3)

A course designed to assist mental health professionals in the understanding and application of a multi-axial system (current edition of the Diagnostic and Statistical Manual). Also included is a comprehensive treatment planning strategy for development statements of behavioral symptoms, short term objective, long term goals and therapeutic interventions. Psychopharmacology treatment interventions are covered. *Prerequisite: PSY 6669*

PSY 6688 Medical/Psychosocial Aspects of Disability (3)

A study of medical and psychological information related to the disabled persons and to their families. Aspects of personal and social adjustment will be emphasized.

PSY 6693 Psychological and Educational Statistics (3)

A study of variety of descriptive and inferential statistics commonly used in psychology and education. Emphasizes application of statistical methods to research design. *A grade of "B" or better is required. Prerequisite: ADE/CP/EDU 6691*

PSY 7700 Professional School Psychology (3)

This course provides a knowledge base specific to the professional practice of school psychology and includes legal and ethical issues, professional standards, models of service delivery, roles of the school psychologist, modern technology, and assessment. *Enrollment limited to Ed.S. students.*

PSY 7725 Specialized Study in Psychology (1-6)

PSY 7726 Under supervision of faculty member selected by student and approved by adviser
PSY 7727 and faculty supervisor, student may pursue extensive study of particular area which fits his/her academic needs but is not available in regular curriculum. Department will establish guidelines for supervision and pursuance of study. *See semester hour limits listed under Course Restrictions in General Regulations section.*

PSY 7753 Internship: School Psychology (3-6)

At least 300 hours per three-semester-hour course of prescribed experiences in school psychology, completed at approved schools (K-12), and supervised by an

approved school psychologist. The student is advised to check national and multi- state requirements for internship experiences. *Prerequisites: PSY 6650 and approval of instructor*

PSY 7754 Internship: School Psychology (3)

At least 300 hours per three-semester-hour course of prescribed experiences in school psychology, completed at approved schools (K-12), and supervised by an approved school psychologist. The student is advised to check national and multi- state requirements for internship experiences. *Prerequisites: PSY 6650 and approval of instructor*

PSY 7755 Internship: School Psychology (3)

At least 300 hours per three-semester-hour course of prescribed experiences in school psychology, completed at approved schools (K-12), and supervised by an approved school psychologist. The student is advised to check national and multi- state requirements for internship experiences. *Prerequisites: PSY 6650 and approval of instructor.*

PSY 7794 Field Project (3)

An independent study of a problem of a practical nature that is encountered in a field setting. A proposal for the study and a written report of findings must be approved by the student's advisory committee. The advisory committee may administer an oral examination covering the research findings.

PSY 7795 Thesis (3)

PSY 7796 Independent research for and preparation of a scholarly paper related to a school psychology problem under the supervision of the student's advisory committee. A research proposal and the written paper must be approved by the student's advisory committee. The advisory committee will administer an oral examination covering the research findings. *Grading system is Pass /Fail.*

APPENDIX

Links to Relevant Web Sites

National

American Counseling Association

Includes information regarding licensure in all states as well as certification programs and membership information in national, state, and specialty organizations.

www.counseling.org

National Board of Certified Counselors

Includes information regarding national and international certification programs.

www.nbcc.org

Health Providers Service Organization

Resource for obtaining professional liability insurance. This particular company is endorsed by the ACA Trust.

www.hpsso.com

American School Counselor Association

<http://schoolcounselor.org>

American Mental Health Counselors Association

www.amhca.org

Council on Rehabilitation Education

www.core-rehab.org

Council for Accreditation of Counseling and Related Educational Programs

<http://cacrep.org>

State Counselor Licensing Information

Alabama

Alabama Board of Examiners in Counseling
950 22nd St. N., Ste 765
Birmingham, AL
35203
(205) 458-8716
<http://www.abec.state.al.us/>

Florida

Board of Clinical social Work, Marriage and Family Therapy and Mental Health Counseling
4052 Bald Cypress Way, BIN C-08
Tallahassee, FL 32399-3257
(850) 488-0595
<http://floridasmentalhealthprofessions.gov/>

Georgia

Composite board of Professional Counselors, Social Workers, and Marriage & Family
Therapists
237 Coliseum Drive
Macon, GA 31217
(478) 207-2440
<http://sos.ga.gov/index.php/licensing/plb/43>

Troy University Counseling Programs

Student Handbook Student Informed Consent Form

I have reviewed the Troy University Counseling Programs Student Handbook. I understand the specific counseling program policies and procedures related to the admission process, dispositions assessment, LiveText assessments, program requirements, midpoint evaluation, pre-practicum assessment and comprehensive exams.

I understand that faculty members may require a *remediation plan* if I am not progressing in the program in relation to:

- academics
- professional identity as a counselor
- ethical and legal behavior based on professional counselor codes of ethics
- inappropriate behavior in class, on campus and/or field placements
- preparation and study plans for passing the comprehensive exam
- other areas that need improvement in my development as a professional counselor

Name (Signature) _____ Date _____

Student ID (not SS #) _____

Home Campus Location _____

Counseling Program Major _____

RETURN TO YOUR FACULTY MEMBER OR ACADEMIC ADVISOR