All students are required to **sign, scan, and email** this Acknowledgement to their advisor within the first semester of enrollment.

This handbook is provided to students and applicants for their general guidance only. It does not constitute a contract, either express or implied, and is subject to change at the University’s and/or the Program’s discretion.

By my signature below,

I, ______________________________, acknowledge that:

(Student Name – Please Print)

I have read the Department of Counselor Education Doctoral Program Handbook and have a thorough understanding of its contents. I am also aware that I can discuss the Handbook and direct questions and concerns to my Faculty Advisor or the Program Director regarding any material contained in the Handbook. I agree to abide by all procedures, policies and guidelines in the Handbook. I understand that this Handbook may be modified as University or Program policies, procedures and guidelines are implemented or changed and that it is my responsibility to review the Handbook from time to time in order to remain current with its’ contents. I further understand that this Acknowledgment Form will be placed in my student file.

________________________________
Student Signature

________________________________  _________________________
Faculty Advisor      Date
Doctoral Program in Counselor Education and Supervision

Introduction
This handbook serves as a guide to help students better understand the program, the degree offered, policies and procedures, and student rights and responsibilities. The handbook is available at http://counselored.adams.edu. It is “required reading” for all counselor education students and should be read in its entirety upon admission to the Ph.D. in Counselor Education program.

It is the student’s responsibility to read and become familiar with the information in this handbook. To ensure each student has read this handbook and understood the responsibilities, policies, and procedures as outlined, please follow the directions as outlined.

- Attend the Counselor Education Doctoral Orientation
- Read the Department of Counselor Education Ph.D. Student Handbook
- Sign the Department of Counselor Education Ph.D. Student Handbook Form

Welcome
The faculty hopes each student will have a successful and rewarding experience as they begin the journey toward professional counseling and counselor education. While students are assigned an advisor in the first semester, it is ultimately each student’s responsibility to know the information contained in this handbook, the Internship Manual, the Graduate Catalog, and in the degree plan. Review this manual periodically, and when questions arise, contact your advisor. Contact information for each faculty member is listed later in this handbook.

This handbook is not intended to be a comprehensive listing of all Adams State University policies, only the Department of Counselor Education’s. Visit gradschool.adams.edu for general information about University policies.

University’s Notice Of Non-Discrimination
The university prohibits and will not tolerate discrimination or retaliation that violates federal or state law or the university’s discrimination policies. The university does not discriminate on the basis of race, age, color, religion, national origin, gender, sexual orientation, sex (including sexual harassment), veteran status, or disability. The university complies with Titles VI and VII of the civil rights act of 1964, the Civil Rights Act of 1991, The Education Amendments of 1972 (Title IX), The Age Discrimination in Employment Act of 1973, The Americans with Disabilities Act, Executive Order 11246, Section 24-34-301C.R.S. et seq. section 504 of the Rehabilitation Act of 1973.

Doctoral Program Mission and Objectives
The Ph.D. in Counselor Education and Supervision at Adams State University is designed to prepare graduates to work as counselor educators and supervisors, researchers and practitioners in academic and clinical settings who extend the knowledge base of the counseling profession in a climate of scholarly inquiry; who publish and/or present the results of scholarly inquiry; who inform professional practice by generating new knowledge for the profession through dissertation or comparable research projects.
focused on areas relevant to counseling practice, counselor education, and/or supervision; who are equipped to assume positions of leadership in the counseling profession and/or their area(s) of specialization.

Student Learning Outcomes

1. Demonstrate advanced knowledge or application of professional counseling practice.
2. Demonstrate advanced knowledge or application of effective counselor supervision.
3. Demonstrate advanced knowledge or application of effective teaching in professional counseling and counselor education.
4. Demonstrate advanced knowledge or application of effective research and scholarship in professional counseling and counselor education.
5. Demonstrate advanced knowledge or application of effective leadership and advocacy in professional counseling and counselor education.

In addition to the aforementioned Student Learning Outcomes, Counselor Education and Supervision students at Adams State University will be:

1. Prepared to teach select courses in counseling skill, theory, ethics, research, assessment, group, supervision, instructional theory, and career
2. Knowledgeable and skilled in the practice of advanced clinical counseling
3. Knowledgeable and competent in cultural diversity
4. Experienced in best practices in online course development, delivery, and counseling supervision
5. Prepared to teach courses in the CACREP core
6. Prepared to supervise counselors and counseling students who provide individual and group counseling
7. Experienced in developing and conducting research
8. Experienced in presenting research results of scholarly inquiry at state, regional, and national conferences
9. Experienced in writing for professional publication
10. Prepared to evaluate counselor education programs and clinical counseling sites
11. Experienced as professional counseling leaders, mentors, practitioners, and consultants
12. Experienced as active change advocates
The Department of Counselor Education prepares students to be effective counselors in a dynamic profession and society. The Department delivers a strong academic program, which provides students the needed knowledge base and counseling skills necessary to work with a diversity of clients. Through identification with the counseling profession, its Code of Ethics, and its organizations, the student will develop a strong counselor identity. Additionally, the profession believes that students must be open to self-reflection and self-challenge to gain and use the personal dispositions necessary to work in a multicultural society.

The Department of Counselor Education supports the mission of Adams State University to provide quality undergraduate and graduate programs. These programs are designed to meet the needs of rural, underserved, and culturally diverse populations. The department supports residential, off-campus, and online delivery of programs to reach stakeholders and strengthen collaborative community partnerships for school, clinical mental health, addiction, and other counseling related professions. The Department of Counselor Education faculty maintains the highest degree of preparation and employs best pedagogic strategies and clinical practices.

**Accreditation**
Counseling programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) adhere to the highest standards in counselor education and accept their responsibility to provide quality training programs. Accreditation is a powerful tool for continual self-evaluation and improvement, and the Department of Counselor Education at Adams State University has been actively involved in this process since 1992.

At this time the Ph.D. in Counselor Education and Supervision, is designed to meet the 2016 CACREP standards (currently in review) for Doctorate study in Counselor Education and Supervision. We are pursuing CACREP accreditation as the program is **NOT CACREP ACCREDITED** at this time (Summer 2015).

Benefits to masters level students who graduate from CACREP accredited programs include:
- Students can become National Certified Counselors (NCC)-eligible after passing the National Counselor Exam (NCE) without the two-year post-master’s experience. CACREP students are eligible to take the NCE prior to graduation.
- “CACREP Accreditation provides recognition that the content and quality of the program has been evaluated and meets standards set by the profession. The student, as a consumer, can be assured that appropriate knowledge and skill areas are included and that the program is stable, professionally and financially” (cacrep.org/retrieved July 31, 2010).
- In Colorado and other states, when applying for licensure, students need only submit the official transcript. Without CACREP accreditation, many states require course syllabi in addition to the transcript.
- Many states now require that applicants for licensure graduate from a CACREP-accredited counseling program.
- Core counselor education program faculty being sought for counselor education programs
are preferred to hold a doctoral degree in counselor education preferably from a CACREP-accredited program as of July 1, 2013 (cacrep.org/retrieved May 6, 2014).

CACREP Standards
Each doctoral student must satisfy the CACREP (http://www.cacrep.org) requirements in the common core areas by demonstrating advanced competence. Each student will demonstrate advanced competence in Helping Relationships, Professional Orientation, and at least one other core area. A plan to attain this competence will be negotiated between the student, the major advisor, and other appropriate faculty members. The common core curriculum is foundational to the development of a professional counselor identity; therefore each of the common core areas below must be relevant to professional counseling. The doctoral student must work closely with their advisor to develop an advisory contract outlining the students plan to demonstrate advanced competence in at least three of the core areas listed below:

- Professional Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Helping Relationships
- Group Work
- Assessment
- Research and Program Evaluation

Doctoral Core Areas
In addition to the eight CACREP core areas indicated, students will also be required to include in their contract with their advisor a plan to demonstrate advanced competence (knowledge and/or application) in at least three of the CACREP doctoral core areas. The program requires students to focus on Research & Scholarship, Supervision, & Teaching at a minimum, with additional competencies to be arranged with their program advisor. Details of this contract and plan will be discussed thoroughly with your advisor. Doctoral program knowledge and outcome objectives address professional roles in these five doctoral core areas:

- Counseling
- Supervision
- Teaching
- Research and Scholarship
- Leadership and Advocacy

Student Recruitment
The Department of Counselor Education is committed to recruiting students from a variety of backgrounds, experiences, and cultural influences that reflect the multicultural society in which we live. We provide a rich, diverse cultural experience through course offerings, workshops, and regional cultural events. In interactions with students, from admission through graduation, the faculty does not discriminate based on a student’s gender, age, race, sexual orientation, disability, or national origin.
Professional Counseling Organizations

Professional Involvement
If the counseling profession is to be an evolving field, sensitive to the needs of society, the counselor must be committed to professional involvement. Therefore, student membership in the Association for Counselor Education and Supervision* (ACES), American Counseling Association* (ACA), Chi Sigma Iota* (CSI), the American Mental Health Counseling Association (AMHCA) and/or American School Counseling Association (ASCA) is required. Students are also strongly urged to become involved in the appropriate state counseling branches.

Students must provide proof of membership in one of the above national organizations in the pre-practicum course for MA students, and in the Advanced Theories course for PhD students.

Individual faculty members model this commitment to professionalism through extensive involvement in ACES, ACA, ASCA, AMHCA, IAAOC, ACES, CCA, and CSCA activities. Most professional organizations offer reduced membership rates to students as well as the following benefits: free student liability insurance; receipt of professional publications (journals and newsletters); reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the organization; eligibility for member services (library resource use, legal defense funds and services, group liability insurance); involvement in activities and issues which are directly or indirectly pertinent to the profession (legislation and professional credentialing including licensure, certification, and program accreditation); and affiliation with other professionals having interests and areas of expertise similar to one’s own.

Websites for Professional Counseling/Counselor Education Organizations:
Association for Counselor Education and Supervision (ACES)- http://www.acesonline.net/
American Counseling Association (ACA) – http://www.counseling.org
American School Counselors Association (ASCA) – http://schoolcounselor.org
American Mental Health Counselors Association (AMHCA) – http://amhca.org
International Association for Addictions and Offender Counseling (IAAOC) – www.iaaoc.org
Colorado Counseling Association (CCA) - www.coloradocounselingassociation.org
     Colorado School Counseling Association (CSCA) - www.coloradoschoolcounselor.org
Rocky Mountain ACES – www.rmaces.com

Chi Sigma Iota (CSI)
CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human
dignity. All students who are eligible to join are strongly encouraged to do so and participate in the Adams State University chapter, Alpha Sigma Chi.

**Our Mission**

*Promoting Excellence in the Profession of Counseling*

Our mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

**Our Society**

Founded at Ohio University in 1985, Chi Sigma Iota has over 90,000 members who have been initiated into the Society. We are growing by over 6,000 new members per year. They are affiliated with campus-based chapters contributing to their counselor education programs and communities. Chapters are supported at least in part by funding from CSI. One of the largest associations of professional counselors in the world, CSI's annual active membership is equally balanced between professional and student members. Among the professional members over 600 are counselor educators and supervisors while the remainder are practicing counselors in all settings and specialties of counseling.

**Our Chapters**

CSI activities occur primarily through active chapters located in counselor education programs in five regions in the United States and in counselor training programs beyond U.S. borders.

**Chapter Leadership and Advocacy Opportunities**

Our chapter of CSI focuses on counselor community engagement across the globe and specifically within each student’s community. In order to do so, students are given opportunities to assume positions of leadership within the chapter in an effort to demonstrate excellence as a counseling professional. All doctoral students are required to join the Alpha Sigma Chi Chapter of Chi Sigma Iota upon enrollment in the program (pending membership verification). Contact Dr. Brandon Wilde, Chapter Faculty Advisor, for questions.

**Evaluation in the Program**

Evaluation in the program includes opportunities for counselor education program faculty to comprehensively assess both student development and overall program effectiveness. Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions.

**Evaluation of Student Development**

The ASU Counselor Education department faculty evaluates student academic performance, professional dispositions, and personal growth. Specifically, our program systematically assesses student development by including in course syllabi and handbooks, and/or the ASU Counselor Education department webpage: (1) measurable objectives, (2) specific points throughout a student’s program of study where assessment will occur; (3) how assessment will occur; (4) the assessment measures and formats that will be utilized; (5) the analysis and use of data to facilitate student development; and (6) the processes for student retention and remediation. In addition, the ASU Counselor
Education program conducts formative and summative evaluations of student counseling performance and ability to integrate and apply knowledge throughout the practicum and internship.

**Evaluation of the Program**

The ASU Counselor Education department faculty engages in regular systematic evaluation of the program mission and objectives, curricular offerings, and characteristics of program students and applicants. Every year, the ASU Counselor education program conducts follow-up studies of program graduates, site supervisors, and employers of program graduates to assess perceptions of major aspects of the program. Evidence of the use of student and program assessment and evaluation data are used to inform program modifications as evidenced by our annual assessment and program evaluation report. This report includes: aggregate data from the student systematic developmental assessment process; outcomes of formal follow up studies; and descriptions of any program modifications. In addition, the report also includes the following program specific information: pass rates on credentialing examinations; completion rates; and job placement rates. Students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified each year when the report is available on the program website (counselored.adams.edu) under CACREP Outcomes.

**Evaluation of Faculty**

Students are encouraged to evaluate faculty members through the University’s course evaluation process at the end of each semester. This affords the student the opportunity to provide feedback regarding the teaching effectiveness of faculty members. The course evaluations are compiled by Computing Services and delivered to the Department Chair, who reviews the feedback and then meets with faculty. The compiled feedback is given to faculty members in the following semester and all evaluations are anonymous.

**Evaluation of Supervisors**

Students are required to evaluate their site-supervisors through the Department’s evaluation process at the end of each semester. This affords the student the opportunity to provide feedback regarding the effectiveness of supervisors.

**Curriculum**

**Program Overview/Delivery**

Students enrolled in the Ph.D. program take the bulk of their coursework online with a one-week residency required during each of three consecutive summers. Students typically enroll in six credit hours per semester. Most courses are offered at a specific time during the week through the use of a two-way interactive audio/video chat. During the residency weeks, students will interact with the faculty on campus and further develop their counseling, teaching, supervision and interpersonal skills, form learning groups, become acquainted with the program and its expectations, and receive intensive supervision.

**Cohort Model/Sequencing (Logistics and Length)**

The Adams State University Ph.D. in Counselor Education and Supervision is a 4 year, part-time, fixed 66 semester credits program beyond a 48 hour CACREP master’s degree, or equivalent degree in counseling. The course of study should be completed within 3½ to 4 years. The course of study presumes all students to have an earned master’s degree in counseling or a significantly related discipline. The first two years of the program consist of core coursework that includes internship and a clinical practicum. Completion of the
core curriculum qualifies a student to sit for written and oral comprehensive examinations. The student completes five full terms of internship (600 hours) and a minimum of twelve hours of dissertation.

The program is offered in a cohort model in which a select number of students are admitted each fall term. Students accepted for admission to the fall term are required to attend a mandatory on-campus orientation the summer before their enrolling fall term. Students are given a course progression outlining the required courses for their degree plan and must stay within this plan of study. Students take courses based on their fall assigned courses and taking time off or stepping out of course sequence will put the students a year behind their cohort and therefore prolong graduation. Students are strongly discouraged from falling out of cohort as classes are offered once a year for the intended cohort and if they are at capacity could take students longer than a year to receive necessary courses.

**Required Residencies**
Students enrolled in the Ph.D. program take the bulk of their coursework online with three one-week residencies required during each of three consecutive summers. During the residency weeks, students will interact with the faculty on campus and further develop their teaching, counseling and interpersonal skills, form learning groups, and receive intensive supervision. In addition to these three residency requirements, students are required to attend an on-campus orientation the summer prior to their admitting fall semester. Residency weeks will fluctuate, however students should be prepared to arrive on campus on a Saturday or Sunday, departing on a Saturday and Sunday. Failure to miss any portion of the residency will result in a failing grade and hinder course progression.

**Leave of Absence**
If the student is in good standing and cannot continue study due to unusual personal, professional or academic difficulties, the student has the option of a leave of absence (LOA). During leave of absence, students are not registered for any courses, independent study, internship, or dissertation hours. Students who go on leave must complete the appropriate paperwork and submit it to their advisor. If a student requests and receives a LOA after the Drop/add period of any semester, the result may be a failing grade in the course.

**Approved Degree Plan**
A degree plan will be kept on file by the advisor. Course substitutions must be approved by the appropriate advisor and/or Department Chair in advance and in writing. The completed degree plan with all appropriate signatures will be submitted by the advisor to the Graduate School at the time of graduation. Students who take courses and ask for approval after the fact are in danger of losing those credits regardless of the source of their advisement.

**Course Progression**
Students enrolled in the Ph.D. take courses in a yearly sequence that spans the three semesters of Fall, Spring, and Summer. Exceptions to the sequence are made in cases of appropriate course transfers; however, full participation in the program, remains an expectation. A student must petition his or her advisor and the Ph.D. Program Director in order to request to deviate from required enrollment status with the possibility that the request may be denied. The required courses and course sequence is listed on the
Approved Degree Program (ADP) form for each cohort year. ADP forms are available through assigned program advisors.

**Doctoral Comprehensive Examination**
The Doctor of Philosophy in Counselor Education and Supervision Comprehensive Examination consists of five or more general components. The written portions of the Comprehensive Examination will occur over the course of one day either at a designated room on the Adams State University campus, or at a testing site approved by the assigned faculty advisor. An approved site would be a commercial, university testing center, business or professional office setting with a designated proctor to whom the examination may be delivered prior to the exam date or an approved professional setting. The name, contact information and a description of the proctor’s qualifications and relationship with the examinee must be submitted and approved by the program chair. The assigned faculty advisor will establish dates for the examination.

**Written Comprehensive Exam:**
Students must successfully complete a series of typed, double-spaced essays related to the application of counseling theory, principles, and techniques. The written exam will consist of questions in which the curriculum from multiple core courses may be integrated into a single item with multiple sub-questions. (For example, a question could present an ethical dilemma which includes components of counseling theory and multicultural interventions.) The questions may be derived from any of the core courses in the curriculum and any other areas deemed necessary by program faculty.

Students who fail any portion of Written Comprehensive Examinations will at the discretion of the department re-take the failed portions or be asked to orally defend responses. There are serious consequences to failing portions of the comprehensives exams. Students who fail their exams may face, but are not limited to the following adverse consequences:

- not being approved to work on their Dissertation.
- Being excluded from the full-time student status typically required for financial aid eligibility or student loan deferment.
- Being excluded from any departmental financial aid during the pending academic year
- Removal from the ASU Ph.D. Program

**Remediation (Oral Comprehensive Examination)**
The Oral Comprehensive Examination is intended for students who do not successfully pass the Written Comprehensive Examination. Like the written comprehensive examination, it is designed to test mastery of the student's acquisition of knowledge (e.g., seminal literature) and applications of knowledge (e.g., implementation of best practices) of all core areas related to Counselor Education and Supervision. The committee conducting the oral comprehensive examination will consist of a minimum of two faculty from the counselor education department. The examination usually lasts one - two hours and is comprised of student responses to a series of questions and follow-up probing by the committee. Failure to pass the oral comprehensive examination by the beginning of the subsequent Spring semester will mean that the student may not continue with course work or the dissertation process in the program. Student’s may be advised to a more appropriate career trajectory.
Original Research Project/Dissertation

Dissertation
The Dissertation project provides an opportunity for students to demonstrate doctoral level scholarship in counselor education and supervision.

A dissertation may take a variety of forms, which may include original research demonstrating empirical research skills and analysis, theoretical contribution/critique, a program evaluation, an in-depth analysis of a public policy issue as related to professional practice, or other projects as agreed upon by the doctoral students committee. Students should begin to pursue their dissertation topic from their first semester in the program. Students must complete dissertation projects relevant to professional counseling and counselor education, and continually be guided by their sponsoring dissertation committee chair.

The dissertation process includes two major reviews, the dissertation proposal, and the dissertation defense. The proposal is a meeting with the student and all or some of his/her dissertation committee of approximately one hour in length. Proposals can be made on campus at the Adams State University location or online. During the proposal the student will demonstrate that he/she possesses knowledge of the professional literature and investigative procedures required to answer the research questions. The dissertation committee must reach a majority consensus on the proposal in order for the dissertation research to be continued. Immediately following the successful proposal, the doctoral candidate must obtain the approval of the project by the Institutional Review Board (IRB), which institutionally permits the student to further conduct the investigation. Note: Students may not propose dissertation until after they have completed all of the required coursework and successfully passed comprehensive examinations.

When the student begins work on their dissertation/project, they must register for 3 credits of dissertation. Students may delay dissertation registration if they prefer to focus on internship and/or elective courses. However, the faculty committee will not be reviewing drafts or providing comments on dissertation projects until a student is formally enrolled in dissertation courses. Once a student enrolls in dissertation they must be continually enrolled taking at least 3 or more credits of dissertation until the project is completed. The dissertation committee must consist of at least three members all of whom must possess a doctoral degree in a field relevant to the dissertation topic. The dissertation chair must be a current core faculty member in the ASU Counselor Education Department. A student may select a member from outside the university to sit on the committee with the approval of the committee chair.

Students planning to participate in graduation ceremonies in May must defend their dissertation no later than March 31st. It is expected that students will complete their dissertation within one year of the semester in which they earned promotion to doctoral candidacy. Because CACREP limits the number of dissertations that faculty may chair and sit as a committee person, it is imperative that students seek to complete their projects in a timely manner. If students fail to make progress toward completion, the faculty may resign himself or herself from serving as chair or committee person. In this case the student must find another qualified core faculty to participate in the dissertation project.
Original Research Project
Students wishing to engage in an Original Research Project must first meet with their advisor and then identify a committee similar to the dissertation committee. This Original Research Project should be an in-depth comprehensive analysis body of scholarly research. Students choosing to engage in such work need to establish a clear research agenda, body of evidence and timeline for completion along with their advisor and/or their committee.

Curriculum Changes
Student’s programs and corresponding ADPs are determined by the University Catalogue in effect when they were accepted and enrolled in the program. There may be changes in the course progression (i.e. the semester that a given course is offered). Students will work with their individual Advisors to ensure that they have met all requirements for graduation, under the following stipulations:

1. The original numerical requirement for course credit hours must remain the same as stated in the catalog under which the student entered the program. The program may not add to the credit hour requirement unless the student is in a clearly documented remedial situation.

2. In the case of a student stepping out of a program and being readmitted, that student would then be under the catalog of year of readmission.

3. Students may, if they choose and with advisor approval, take more credit hours than required in their catalog. However, before courses beyond those required for the degree are taken students should consult with their advisor, the doctoral program director and the financial aid office to insure that the additional courses taken will not interfere with required components of the program and are covered by the student’s financial aid package.

Degree Requirements
Admission
The admission process is designed to assess the prospective student’s suitability for and commitment to graduate study and a career in the field of counseling. Candidates who are admitted to the program are expected to make a strong commitment to their graduate training. All students considered for admission to the program are evaluated at minimum on the following criteria (a) academic aptitude for doctoral-level study; (b) previous professional experience; (c) fitness for the profession, including self-awareness and emotional stability; (d) oral and written communication skills; (e) cultural sensitivity and awareness; and (f) potential for scholarship, professional leadership, and advocacy.

All students upon admission to the program will have a degree evaluation conducted verifying the completion of coursework including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., addiction counseling, school counseling) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework.

Advisor/Committee
Students are assigned an Academic Advisor who is a faculty member in the Counselor Education Department. Faculty Advisors serve to:
1. Participate in the new student orientation.
2. Guide the student through development of the Approved Degree Program (ADP) form and conduct degree evaluation.
3. Provide necessary academic and career advisement.
4. Provide professional counseling referrals for student who are having personal problems.

While Advisors are available to help students in planning, it is ultimately the student's responsibility to meet the requirements for the degree according to the catalog of the year entered.

**Course Load/Overload**

Full-time graduate class load for financial aid purposes at Adams State University is six hours or more per semester. Enrollment is 6 credit hours during the fall, spring, and summer semesters. Course overloads require the approval of the student’s academic advisor and the Ph.D. Program Director. Students must take 6 credit hours per semester as per their designated degree plan and course progression. Students must be enrolled in at least three credit hours to be eligible for any financial aid.

**Transfer credit**

A maximum of nine semester hours of transfer credit from other CACREP accredited institutions may be used to fulfill degree requirements upon review and approval of assigned faculty advisor. A maximum of six semester hours of transfer credit from non-CACREP accredited programs may be accepted upon review and approval from assigned faculty advisor. Students must request permission from their assigned faculty advisor to transfer course work. Students must provide official transcripts and course syllabi and obtain the advisor’s signature. Students requesting transfer or substitution of prior course work must declare so within their first semester of study. Transfer courses may be applied to courses in the plan of study at the discretion of the faculty advisor and beginning with elective courses. Students who take courses and ask for approval after the fact are in danger of losing those credits regardless of the source of their advisement.

**Professional Practice**

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The department of Counselor Education conducts formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge throughout the practicum and internship.

**Practicum**

All students will enroll in COUN 726 - Advanced Practicum in Counseling and complete a supervised doctoral-level counseling practicum of a minimum of 100 hours (If the doctoral student did not complete a 100 hour masters level practicum with 40 direct service hours, then this must be remediated during the doctoral practicum for a total possible practicum of 200 hours with 80 direct service hours). This practicum course is designed to develop and refine advanced counseling skills that conceptually link counselor practice to teaching and supervision. Students will conduct practicum in various sites acquiring at least 40 hours of direct counseling services, conducting supervision of other clinicians regarding their clinical work, and teaching therapy skills.
during the semester. In addition, students will have weekly supervision by a licensed site supervisor holding a doctorate degree and will include regularly scheduled group supervision with a faculty member via blackboard. The nature of doctoral-level practicum experiences is to be determined in consultation with the students’ advisor and/or doctoral committee. Doctoral students must be covered by individual professional counseling liability insurance policies while enrolled in practicum

**Internship**

Students will complete five internship courses ranging from one to three credit hours, for a total of 600-clock hours over the span of the students comprehensive internship experience. (If the doctoral student did not complete a 600 hour masters level internship with 240 direct service hours, then this must be remediated during the doctoral internship for a total possible internship of 1200 hours). Practica and internship are planned, sequenced, integrated, and supervised activities and experiences that meet specific CACREP and Adams State University assessment requirements. Internship experiences may include areas of professional advancement beyond clinical training such as teaching and supervision but must include supervised experiences in at least 3 of the 5 doctoral core areas (Counseling, Teaching, Supervision, Research and Scholarship, Leadership and Advocacy). The ASU program requires doctoral students to earn a minimum of 100 internship hours each in Teaching, Supervision, and Research with the doctoral student choosing additional doctoral core areas to focus on in conjunction with their advisor. Individual internship plans will be developed in conjunction with the students advisor, internship professor and clinical coordinator. Students are required to pursue practica and internships at approved sites with approved, licensed/certified supervisors, and doctoral level supervisors. No practica or internship experiences may be transferred from previous educational programs, and practica and internship experiences must be qualitatively different from students’ work or practice experiences.

Summer Internships (3) require 100 clock hours of teaching and supervision that must be recorded by the student and supervised by assigned faculty. These teaching and supervision experiences will occur during residency. Fall Internship (1) requires 100 clock hours of instruction in counselor education and supervision and must be supervised by assigned faculty. Teaching responsibilities will be assigned and arranged through advisors and department faculty. Spring Internship (1) requires student’s complete a self-identified internship in consultation with their faculty supervisor for a minimum of 200 clock hours. Students should refer to their ADP for specific credit hours and course sequencing of Internship courses and plan accordingly with their advisor. Student’s must complete all Internship experiences with a minimum of 600 clock hours that they have recorded and had signed by their designated supervisor.

**Liability Insurance**

All graduate students in counseling are required to carry student liability insurance throughout the program. Liability insurance must be obtained by the first day of spring semester in the students first year of study with the membership maintained through out the remainder of the program. Students are required to submit evidence of a current liability policy during the practicum course and internship experiences. Student liability insurance is free with student membership in the American Counseling Association (ACA), the American School Counseling Association (ASCA), and the American Mental Health Counseling Association (AMHCA). See the websites above for more information.
Assessment of Student Learning

The Ph.D. program in Counselor Education and Supervision at Adams State University prepares graduates to work as counselor educators and supervisors, researchers and practitioners in academic and clinical settings who extend the knowledge base of the counseling profession in a climate of scholarly inquiry; who publish and/or present the results of scholarly inquiry; who inform professional practice by generating new knowledge for the profession through dissertation or comparable research projects focused on areas relevant to counseling practice, counselor education, and/or supervision; who are equipped to assume positions of leadership in the counseling profession and/or their area(s) of specialization. Students are evaluated and assessed using multiple measures at multiple times over their program of study. Five benchmarks will be used to measure students’ academic performance, professional dispositions, and personal growth (Admission, Practicum, Comprehensive Exam, Internship(s), Dissertation).

Grades

Graduate students must maintain a cumulative grade point average of 3.0 or better for all coursework taken in pursuit of a doctoral degree. Students are subject to dismissal if their cumulative GPA falls below 3.0. Students who receive a anything below a grade of C must repeat the course, unless that student was assigned an F for academic dishonesty, in which case the faculty reserves the right to dismiss the student. In addition, all grades earned in graduate study will be included in the calculation of the cumulative grade point average; graduate study does not permit grade forgiveness. Instances of academic dishonesty will be dealt with according to ASU’s Student Handbook.

Professional Dispositions and Skill Standards:

In addition to maintaining high scholastic standards, students enrolled in all programs in the Department of Counselor Education must, as part of their academic training, develop professional and personal dispositions and skills necessary to work effectively with people with diverse needs. A student’s standing in the program can be affected for the following reasons, though this list is not all-inclusive.

- to relate to peers, professors, and others in an appropriate professional manner
- to apply legal and ethical standards during the training program
- to act in accordance with the program’s standards as outlined in the Student Handbook, course syllabi, and the Professional Practice Manual
- to act maturely and professionally, (e.g., completing assignments in a timely manner, arriving on time for class and appointments, communicating with instructors, supervisors, and peers as appropriate)
- to act maturely and professionally on all social media outlets,
- to demonstrate appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.
- to be aware of her/his own belief systems, values, and limitations
- to be aware of how these belief systems, values, and limitations might affect the student’s work with clients/students or peers
- to demonstrate a willingness to self-explore, grow, and compensate for deficiencies
- to participate in class in an appropriate manner (e.g., demonstrate awareness of
Students are required to adhere to the American Counseling Association (ACA) Code of Ethics and Standards of Practice. Students are expected to adhere to their specialty area Code of Ethics and/or Codes of Conduct. Further, students must adhere to the requirements of regulatory boards overseeing licensure in the State of Colorado or the student’s state of residence.

### Student Retention

Professions engaged in protection of the public health and welfare charge their members with the responsibility of monitoring potential new members. Therefore, the Counselor Education faculty will, as a component of their responsibilities to students, their profession, and the eventual consumers of the services provided by graduates, monitor student’s academic progress.

Academic progress includes not only course work and scholarship, but also the professional and personal dispositions and skills that will affect their professional performance. These dispositions and skills should enhance the students’ professional or helping capacity. The assessment of these dispositions and skills necessarily involves subjective academic judgment by the faculty. When a student’s academic progress does not meet program standards as delineated above, faculty will undertake procedures for remediation to support retention or to dismiss from the program if, in the professional academic judgment of the faculty, it is warranted.

Faculty is constantly monitoring and evaluating student progress and suitability for the field of counseling. Faculty make judgments as to students’ progress based on the benchmarks listed in the student evaluation section of this handbook and on the students’ adherence to the ACA Code of Ethics and licensure standards. These judgments will be reflected in the grades assigned by faculty, periodic scheduled evaluations (benchmark points), evaluation forms from site supervisors, faculty and supervisor completion of the Professional and Personal Disposition Form (form attached), the Faculty Concern Form (form attached) if necessary, and Notice of Professional Concern (form attached) if necessary.

If a student exhibits low grades, poor skills, poor personal and professional dispositions, or other behavior that is of concern, informal retention efforts will take place. If the student does not remediate the issue, formal retention efforts will take place. In certain situations, a student’s behavior may be so egregious as to warrant formal dismissal without the benefit of informal retention efforts. Examples include, but are not limited to, violation of the ACA Code of Ethics, felony charges, and academic dishonesty.

**Informal Academic Retention Efforts (includes professional fit; personal & professional dispositions; skills; grades)**

When a faculty member (or supervisor) has a concern about a student’s academic progress, the faculty member will meet informally with the student. The purpose of this meeting is not be interpreted as disciplinary but rather as an effort to assist the student in finding ways to improve his or her behavior, performance, or grades. At completion of this meeting, it is expected that the concerns expressed by faculty will be addressed by the student. Faculty members may complete
a Faculty Concern Form for the first informal meeting. This form should be used by any faculty member, staff, or supervisor who has concerns regarding a student’s professional behaviors and attitudes. Adjunct faculty and site supervisors will consult with the Assistant Chair of the Department and the Clinical Coordinator respectively before completing a form. When a Faculty Concern Form is completed, the person submitting the form will consult with the student via Blackboard, phone, email, or face-to-face, and the student will receive a copy of the Form. The Faculty Concern Form will be collected and stored by the Department. If a student receives three (3) Faculty Concern Forms, a Notice of Professional Concern will be completed and kept in the student’s file. The Notice of Professional Concern will move retention efforts to the “formal” level.

The faculty member, or members, may require that a student discontinue training for a period of time, seek personal counseling, repeat coursework or practice sessions, or other actions as part of a remediation plan. If the student does not accept the remediation plan as outlined to him or her, and take action based on the remediation plan, retention efforts will move to the formal stage and dismissal may be pursued.

If a student’s behavior is so egregious as to warrant immediate dismissal (for example, breaking confidentiality, sleeping with a client), informal remediation process may be skipped and the faculty will move directly to the formal remediation process or formal dismissal process. The student’s faculty advisor will monitor any remediation requirements.

**Student Dismissal:**
All counselor education students must adhere to the ACA Code of Ethics and any other applicable code of ethics pertinent to their work. Violation of ACA Code of Ethics or any founded complaint against a student’s active license can result in dismissal from the program. Faculty may conclude that permanent dismissal is appropriate. Charges of student misconduct violating general student conduct standards set forth in the Adams State University Student Handbook, including the University Anti-Discrimination Policy, will be referred to appropriate University officials and handled in accordance with the Student Handbook procedures.

**Grade Appeals:**
If a student disagrees with a grade (including a grade of incomplete) or other academic determination, they are first encouraged to visit with the instructor or supervisor informally. If not satisfied, a formal appeals procedure must be followed. The formal appeal must follow these steps:

1. If a student disagrees with a grade or other academic determination, the student, within three (3) working days of the grade being posted, shall make a written request to the instructor appealing the grade or other academic determination. The instructor will respond to the student in writing detailing the reasons for accepting or denying the appeal within 3 days of receipt of the appeal. If the instructor is absent from campus or no longer employed by the University, the Vice President for Academic Affairs will arrange for the student to move directly to the next level of appeal as outlined below.
2. If the student is still not satisfied, the student must provide a written appeal to the
Department Chair within three (3) working days of receiving the instructor’s response, detailing the basis for the appeal and the specific remedy sought by the student. The Department Chair will respond to the student in writing detailing the reasons for accepting or denying the appeal.

3. If the student is not satisfied with the Department Chair’s decision, the student must provide a written appeal to the Vice President for Academic Affairs within three (3) working days of receipt of the Department Chair’s decision, detailing the basis for the appeal and the specific remedy sought by the student. The Vice President’s decision is final.

Counseling Services for Students

Students are encouraged to grow personally by obtaining individual counseling or group counseling experiences. Faculty members do not counsel students. The following locations offer Counseling Services, sometimes free of charge or at reduced rates. The advisor and student may discuss options/requirements for professional counseling depending on the circumstances in order to remediate any barriers to the students personal development.

**Alamosa Area:**
Adams State University Counseling and Career Center - 719.587.7746
San Luis Valley Mental Health Center – 719.589.3671
Private Practitioners – ask advisor for a referral

**Online Plus Students and Doctoral Students:**
Students across the country can visit the following websites to look for counselors in their area.

- [http://www.nbcc.org/counselorfind](http://www.nbcc.org/counselorfind)
- [http://www.healthline.com](http://www.healthline.com)
- [http://www.goodtherapy.org/](http://www.goodtherapy.org/)

Appropriate Student Activities

The department of counselor education faculty at Adams State University encourages students to engage in activities that advocate for the counseling profession within the context of your community, state, region, and nation. Activities are not limited to but include: Advanced clinical counseling; Best practices in online course development, delivery, and counseling supervision; Supervision of counselors and counseling students who provide individual and group counseling; Engaging in research and scholarly activity to include publications and professional presentations at state, regional, and national conferences; Program evaluation of counselor education programs and clinical counseling sites; Leadership, mentoring, and consulting; Active change advocates. Students may also engage in personal counseling to prevent impairment/burnout. The process of seeking personal counseling will be discussed between the student and the advisor as needed.
Expectations of Students
As part of your development as a counselor educator, the department of Counselor Education at Adams State University has expectations that doctoral students will be willing and eager to commit to professional service, scholarship, teaching, supervision, counseling, and leadership opportunities in order to better prepare you for your role as a counselor educator. Many times these opportunities will fall outside of scheduled course work, but can ultimately be included in your vita. These expectations will further be discussed with your advisor.

Credentialing and Employment
The PhD program in Counselor Education and Supervision at Adams State University is designed to prepare graduates to work as counselor educators and supervisors, researchers and practitioners in academic and clinical settings who extend the knowledge base of the counseling profession in a climate of scholarly inquiry; who publish and/or present the results of scholarly inquiry; who inform professional practice by generating new knowledge for the profession through dissertation or comparable research projects focused on areas relevant to counseling practice, counselor education, and/or supervision; who are equipped to assume positions of leadership in the counseling profession and/or their area(s) of specialization. Exploration of career options and employment paths will be expanded on in COUN 724-Seminar in Counselor Education.

Graduation from the PhD program in Counselor Education and Supervision DOES NOT equate to a professional license. Students are expected to obtain a professional counseling license and/or appropriate certifications prior to, or during their first two years as a doctoral student based on entry-level education and supervision requirements. Speak with your advisor about licensing procedures for the state you live in or go to http://www.counseling.org/knowledge-center/licensure-requirements.

National Board for Certified Counselors Requirements. Students are also encouraged to become a National Certified Counselor (NCC). The National Board for Certified Counselors has specific requirements that must be met in order to qualify for national certification. For more information on national certification requirements, contact:

National Board for Certified Counselors
3 Terrace Way, Suite D
Greensboro, NC 27403-3660
(336) 547-0607 (8:30 a.m. - 5:00 p.m. eastern time, M-F)
http://www.nbcc.org
email: nbcc@nbcc.org
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