

# Criteria for Evaluating Academic Programs

## Graduate

### Counselor Education

#### **Criterion 1: Impact and overall essentiality of the program; connection to Mission/Vision/ASU2020**

##### **How each program in the department addresses, or aligns with, each goal in ASU2020.**

The Department of Counselor Education is a graduate department offering a Master of Arts and a Doctorate of Philosophy degrees. The department plays an essential role in supporting the mission and vision of Adams State University using a revenue generating model. Although the Department of Counselor Education has produced qualified counselors since the early eighties, the Counselor Education *Online* master's program has made the most significant impact on the Department and University. This program has been recognized as one of the nation's top online counselor education programs. Further, the Department of Counselor Education is at the forefront of innovative methods for online course delivery. For example, the newly accredited doctoral program in Counselor Education and Supervision was developed based on the success of the online master's program. Overall, the Counselor Education program is committed to providing program excellence and diverse learning opportunities for students in accomplishing their academic and professional goals. Indeed, student success is the pinnacle of the departmental mission.

Evidence of this commitment can be found by the scholarship opportunities offered to on-campus students and affordable online tuition. Student success is pinnacle to the Counselor Education departmental mission and is considered across all programs. In regard to the ASU 2020 goals, students can enter the program at multiple times throughout the academic year, providing flexibility, and meeting the needs of student schedules (2.1). Academic advising is provided to ensure student success and timely attainment of graduation starting in the first semester of the program (2.3). Transfer students that meet the criteria for CACREP courses are eligible to receive credit toward either obtaining the master's degree in counseling, or doctorate degree in counselor education and supervision (2.2). Further, on-campus master's students are eligible for a \$2000 scholarship per semester, in addition to the highly selective Marv Motz scholarship. These scholarship opportunities support retention rates and lead to successful completion of professional degrees (2.6). Master and doctoral students who are members of Chi Sigma Iota (CSI), the counseling honor society, are offered a scholarship for professional development through presenting at professional conferences. Moreover, student success rates are demonstrated by the high scores on the National Counselor Examination (NCE) and Counselor Preparation Comprehensive Examination (CPCE), and post-graduate employment rates.

Overall, the Counselor Education Online Program is among the top most affordable CACREP accredited online counselor education programs in the nation. Globally, students have access to a competitive and rigorous professional counseling training program that focuses on both personal and professional development. The Counselor Education Department offers degree programs in both traditional face-to-face and online delivery systems to assist students in accelerating their

career goals while balancing work and school. Best practices for online course delivery and Quality Matters (QM) are applied, and a variety of instructional methods are offered to address the needs of the diverse learning styles and demographics. For example, ZOOM video conferencing is utilized to create a virtual classroom in real time enhancing faculty-student connection (ASU Vision and Mission; 1.1, 1.2, & 1.3).

The Counselor Education programs are aligned with the program excellence standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the leading accrediting body for counseling programs. Many states require that students graduate from a CACREP-accredited program to obtain licensure. The Department of Counselor Education has maintained accreditation since 1995. The doctoral program was also recently accredited in July 2017. To maintain accreditation, faculty must demonstrate adherence to specific standards in course syllabi and in within daily interactions with students across programs (2.4).

The doctoral program offers courses in Advanced Multicultural, Pedagogy, and Advanced Research and Publication to equip students with the necessary knowledge and skills that are vital to the profession. Furthermore, all students are required to attend June Intensives (MA) or Summer Residency (PhD) in the term of programmatic matriculation to fulfil the practicum and internship requirement. This provides the opportunity to interact directly with faculty and staff, enhance clinical counseling skills, and practice the experiential component of the program while receiving direct and immediate feedback from faculty supervisors. This component further supports the professional development of students (2.4).

Our faculty is a highly engaged group of professionals who obtain frequent professional and clinically relevant educational opportunities while maintaining healthy, collegial relationships with each other. Faculty within the department remain active in regional and national organizations (e.g., Association for Counselor Educators and Supervisors/ ACES) through conference presentations and leadership (Goal 3). As counselor educators, faculty recognize the importance of mentoring doctoral students, encouraging them to achieve similar successes and recognition within the same professional organizations and conferences (Goals 1, 2, & 3). Also, faculty remain up-to-date with our professional membership in relevant counseling organizations (i.e., American Counseling Association; Goal 3).

Many faculty members continue to gain experience through certification and training seminars, which contributes to our students' success as well (Goal 2). Faculty maintain best practices with online course delivery through continued technology-based education. Regular 'Lunch & Learn' training, in part, is one method of remaining innovative with online instruction (Goal 3). We strive to build and maintain healthy, working relationships through a series of formal and informal team building activities. Whether it is joining together at a tailgate party to support our football team or being part of the regular coffee meetings at the Counselor Education department, we genuinely enjoy each other's company (Goal 3).

As a revenue-generating program, the Department of Counselor Education supports the economic growth of ASU and local businesses (Goal 5). For example, graduates are employed in multiple schools and agencies in the San Luis Valley and broader region. The department hosts

an annual symposium on topics relevant for school and mental health counselors in the community. Consistent with multiple ASU 20/20 goals, the symposium provides stimulating content for students, professional growth for faculty, and life-long learning opportunities for community members (Goals 1, 2, 3, & 5). Recently, the department created a counseling lab to provide pro bono family, group, individual, and play therapy services to individuals in the community (Goal 5). Moreover, the department maintains strong connections with schools and mental health agencies in the San Luis Valley through our placement of practicum and internship students. Departmental faculty maintain strong connections with alumni, serve on various institutional and community committees and boards, and host a Hall of Research to showcase student inquiry in various academic disciplines (Goals 1, 2, & 5).

## **Criterion 2: Quality of the program outcomes**

### **Results of annual assessment reports**

The Counselor Education programs are externally accredited by the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)), which required an extensive self-study process, along with an external site team review. Further, the Department of Counselor Education is required to submit an annual assessment report. Assessment of students' knowledge, skills, and professional dispositions is integral to having a successful program. Evaluation data helps program faculty reflect on aspects of the program that work well, and those that need improvement, informing programmatic and curricular decisions.

Because of the commitment to continually provide quality education to all students, the Department has established an Assessment Plan for the master's programs in Clinical Mental Health Counseling, School Counseling, and for the doctoral program in Counselor Education. This Assessment Plan is empirically-based and systematically evaluates the program goals, key performance indicators, objectives, and student learning. For each of the types of data listed in 4.B, the plan outlines (a) the data that will be collected, (b) a procedure for how and when data will be collected, (c) a method for how data will be reviewed or analyzed, and (d) an explanation for how data will be used for curriculum and program improvement.

For the master programs in Clinical Mental Health Counseling and School Counseling, the Assessment Plan highlights how the department collects, analyzes, and implements specific data, utilizing multiple measures across multiple points during each student's program of study and in their chosen specialty. For the doctoral program in Counselor Education and Supervision, the Assessment Plan outlines specific data collected using multiple measures over multiple points during the student's program of study.

Recently, the Department shifted to Blackboard Outcomes, a new outcome management system, which integrates more seamlessly with the ASU institutional learning management system, Blackboard Learn. Blackboard Outcomes better assists faculty members in tracking student development, patterns over time, and student learning outcomes across their program of study. Further, Blackboard Outcomes provides the opportunity to link assignments from Blackboard Learn in such a way that does not require the students to manage another login, go to a different site, or learn a new procedure. The transition to Blackboard Outcomes is intended to improve students' experience and allow faculty to more effectively manage student data as it is integrated

into all courses. Data is housed within each course as the course is offered and the date is collected annually by the Department Assessment Coordinator. Collection, review, and analysis of this data is used to assess student learning, address areas of concern, program goals and systematically update curriculum.

The Department of Counselor Education is required to submit an annual assessment report. This report is required to be public and is on the department website. After that report is posted, the department conducts two department retreats, one in September and the other in February to discuss and implement changes as a result of the annual assessment report. The results of this annual assessment plan are posted on the website and can be viewed by clicking on the following link. [Annual Program Outcomes and Analysis of Student Learning Report 2016-2017](#).

**Scores of graduates on national assessments**

The Counselor Education Department administers the Counselor Preparation Comprehensive Examination (CPCE) to assess student knowledge and readiness to practice in the counseling field. The CPCE includes multiple choice questions on eight content areas that are covered in the core curriculum of the counseling program. Students are required to pass this norm-referenced examination prior to graduation. The department uses the national norming group average to set the passing score as one standard deviation below the mean.

**CPCE- PASS RATES**

<b>Year</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>
2017	157	150	95.5%
2016	145	133	91.7%
2015	148	138	93.2%
2014	154	148	96.1%
2013	117	110	94%
2012	92	80	87%
2011	63	60	95.2%

The National Counselor Examination (NCE) offers students the opportunity to obtain national certification as a counselor and complete a requirement for state licensure in mental health counseling. The NCE, similar to the CPCE, covers eight content areas in the field of counseling. Students are not required to take this criterion-referenced examination, but many students choose to take this examination in preparation for obtaining a license in Colorado.

**NCE PASS RATES**

<b>Year</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>
2017	91	86	94.5%
2016	82	75	91.5%
2015	97	92	94.8%
2014	97	93	95.9%

2013	75	68	90.7%
2012	60	50	83.3%
2012	33	28	84.8%

### Jobs Secured by Graduates

Overall job placements of Adams States Counselor Education graduates are very high. Employment rates for students at the time of graduation average slightly above 50%. In the spring of 2017, 55% of ASU Counselor Education students were employed as counselors at the time of their graduation (Spring 2017 CE Exit Survey). In addition, 94% of ASU Counselor Education alumni were employed as counselors (Spring 2017 CE Alumni Survey).

### Admission and admission rates to graduate or professional schools

A Master of Arts in Counseling is a terminal degree. Unless a person would like to obtain a Ph.D. in Counselor Education and Supervision, there would be no need for an additional degree or graduate work. Therefore, no data will be given for this criterion.

### Discussion & evidence pertaining to this criterion, but not captured by the above measures.

The Department of Counselor Education strives to provide quality programs that are affordable and reputable throughout the state, region, nation, and beyond. Efforts made by the department have been recognized by the following agencies for affordability, accreditation, and quality.

Program	Ranking	URL
Best College Degrees	Best Counseling Programs #2	<a href="http://www.bestcounselingdegrees.net/best/online-masters-clinical-mental-health-counseling-degree/">http://www.bestcounselingdegrees.net/best/online-masters-clinical-mental-health-counseling-degree/</a>
Grad School Hub	Top Ph.D. Program #4	<a href="http://www.gradschoolhub.com/best/top-online-doctoral-programs-counseling/">http://www.gradschoolhub.com/best/top-online-doctoral-programs-counseling/</a>
Affordablecolleges.com	Affordable online counseling program #5	<a href="http://www.affordablecolleges.com/rankings/affordable-online-masters-counseling-degrees/">http://www.affordablecolleges.com/rankings/affordable-online-masters-counseling-degrees/</a>
Grad School Hub	Top 25 most affordable #2	<a href="http://www.gradschoolhub.com/best/affordable-online-masters-counseling/">http://www.gradschoolhub.com/best/affordable-online-masters-counseling/</a>
2017 Top Online Colleges Offering School Counseling Degrees	Top School Counseling #13	<a href="http://www.guidetoonlineschools.com/degrees/school-counseling#best-value">http://www.guidetoonlineschools.com/degrees/school-counseling#best-value</a>

## **Criterion 3: Demand for the program**

### **Employment Opportunities: National and State Statistics**

In 2014, there were 134,500 counselors employed nationally. As of 2016, there were 139,820 counselors employed. Projected number by 2026 is 160,900. Overall, the projected increase from 2016 to 2026 is 20%. This increase is much faster than the average for all occupations. The projected number of annual job openings nationally is 5,450. Employment growth is expected as people continue to seek mental health counseling. Job prospects are also expected to be very good for mental health counselors, particularly in rural areas or other communities that are underserved by mental health practitioners (Bureau of Labor Statistics, 2017; O-Net, 2017).

In Colorado, employment opportunities for counselors are very good and are projected to increase well above the projected national average. In 2014, there were 4,490 counselors employed in Colorado. The projected number of counselors employed by 2026 is 6,070. Stated another way, that is a 35% increase! The projected number of annual job opening statewide for Colorado is 250 (Bureau of Labor Statistics, 2017; O-Net, 2017). States with the highest employment of counselors include: California (15,300), Pennsylvania (13,020), Virginia (8,980), New York (6,970), and Massachusetts (6,830). States with the highest concentration of jobs include Virginia (8,980), Montana (1,030), Pennsylvania (13,020), Vermont (670), and Colorado (5,100; Bureau of Labor Statistics, 2017).

### **10-Year Trend of Graduates (3-year rolling averages)**

The 10-year trend of graduates shows consistently very high percentages of employment in the field of counseling. In 2008, 85% of ASU Counselor Education graduates were employed as counselors (2008 CE Alumni Survey). In 2015, 88.5% of graduates were employed as counselors (CACREP Vital Statistics Report, 2014-2015). In 2017, 94% of graduates were employed as counselors (2017 CE Alumni Survey).

### **National, State, and Local Enrollment Trends**

The annual report by the Council of Graduate Schools (CGS) and Graduate Record Examination (GRE) Board indicated a healthy growth in master's enrollment at graduate schools in the U.S. (Okahana & Zhou, 2017). Institutions received more than 2.2 million applications in the Fall of 2016, an increase of 1.2% from the previous academic year. According to CGS President, Suzanne Ortega, "...more and more jobs are requiring a higher skill level, and graduate education is adapting to meet those needs" (CGS, 2017).

In Counselor Education, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) evaluates standards set by the counseling profession, giving prospective students assurance that accredited programs provide the necessary knowledge and skills areas in becoming a counselor. According to the CACREP Annual Report (2016), there were 753 accredited counseling programs, across 346 institutions, including Adams State University. In regards to 2016 vital statistics, 45,820 students were enrolled in CACREP-accredited programs, with 12,924 graduates. These numbers are up from 2015 and 2014, with 41,333 and 39,939 students enrolled and 12,257 and 11,379 graduates, respectively. Further, CACREP-accredited

online programs in Counselor Education are rapidly increasing, with 30 institutions currently offering online programs, and 6 institutions currently in process of obtaining accreditation.

Finally, enrollment in the Counselor Education programs at Adams State University is high. Total enrollment for the 2015–2016 school year was 455 students (2015–2016 Outcomes Summary). Total enrollment for the 2016–2017 school year was 457 students enrolled (2016–2017 Outcomes Summary).

**Criterion 4: Size, scope, and productivity of the program**

**Degrees awarded – 5 years of data**

Year	# of degrees awarded	Degrees/full-time faculty
2012-13	113	8.692
2013-14	155	11.923
2014-15	179	13.769
2015-16	153	11.769
2016-17	152	11.692
Total	752	57.846

**Student credit hours (SCH) – 5 years of data**

Year	SCH	HC	SCH/full-time faculty
2012-13	11079	679	852.23
2013-14	11964	661	920.30
2014-15	11052	632	850.15
2015-16	10197	555	784.38
2016-17	10418	594	801.38
Total	54,710	3121	4208.46

**Narratives regarding Service to campus and service to Service to community & community engagement: (x) signifies years of service**

	Faculty 1	Faculty 2	Faculty 3	Faculty 4	Faculty 5	Faculty 6	Faculty 7	Faculty 8	Faculty 9	Faculty 10
Standing Committees/ Councils		Faculty Senate (2); Institutional Review Board (5); Faculty Diversity Associate for Advance Grant (1)				Academic Council (3) Presidential Cabinet (3) Faculty Senate (1)	Academic Council/ Graduate Council	Grant Concept Review (1)		Faculty Technology Advisory Committee (FTAC)

Search Committees (Outside Department)	Psychology Chair					VPAA, AITC	VPAA, TED, AITC			
Retention Committees (Outside Department)						Nursing (2)	TED			
Task Forces	Endorsement Committee for HLC visit		Academic Master Plan Task Force for Area 3			GIG/ Stipend Committee/ Academic Strategic plan/ MCD Construction Liaison/ Handbook for Student Evaluations/ Handbook for Retention, promotion and Tenure/Online course load.	Extended Studies Migration Committee/ GIG/Graduate Policy Revision		Faculty Handbook subcommittee	Faculty Handbook Subcommittee Academic Program Evaluation Criteria Task Force / Committee
Tenure, Promotion, Peer Recognition Committees		Peer Recognition Committee (2)				Tenure (2) Chair, Promotion (1) Peer Recognition Chair	Tenure and Promotion Chair			
Service to other ASU departments	Hall of Research Coordinator/Faculty Lecture Series Coordinator/Mentoring Program	Mentor – Mentoring Program (1)	Title V Mentoring Program Coordinator*/New Faculty Orientation/ Faculty Mentor Program			AITC Advisor to the Director (5)	TED Interim Department Chair		Data analyst for Campus Climate Survey	
Coordinators/Chair/Directors	School Counseling Coordinator	Research Coordinator (2)	Testing Coordinator	Adjunct Coordinator		Technology (17)/Chair	Online Programs/ Ph.D Program	Clinical Mental Health Coordinator	Alumni coordinator	Assessment Coordinator

## Clinical Faculty (CF)

**Clinical Faculty 1:** A Clinical Faculty member who lives in Tulsa Oklahoma. This CF is currently a CACREP Site Team Chair, the department CACREP advisor and is a member of ACA, Oklahoma Counseling Association, and RMACES. The CF also serves as dissertation committee members for one of the Doc students in the first cohort.

**Clinical Faculty 2:** A Visiting Clinical Faculty for ASU's Counselor Education Department and resides in Illinois. CF2 serves within the department teaching courses and providing supervision to masters and doctorate students as well as serves as a dissertation committee member and chair for students in ASU's doctorate program.

Community involvement is very important to this CF2. The CF2 is an Affiliate Member of the National Child Traumatic Stress Network (NCTSN) and serves as NCTSN's co-chair of the Complex Trauma/Developmental Trauma Disorder Work Group which comprises experts in the field from across the country. CF2 also serves on NCTSN's School Committee. CF2 is also qualified as an AdvancEd Lead Evaluator to lead external review teams for K-12 schools seeking accreditation.

Other community service leadership roles CF2 provides includes serving on the Advisory Board for the Center for Child Trauma Assessment, Services and Interventions at Northwestern University Feinberg School of Medicine, which is a Treatment and Services Adaptation Center of the NCTSN. CF2 also serves on the Advisory Board and as a Trainer/Consultant for the Institute for Adolescent Trauma Training & Treatment at Adelphi University's School of Social Work, another Treatment and Services Adaptation Center of the NCTSN.

The faculty member also has a private practice where CF2 provides counseling (1-3 clients) on a pro bono basis. CF2 provides training and consultation nationwide to over 600 professionals annually, specifically on trauma-informed evidence-based interventions using implementation science in a collaborative relationship that lasts typically about 8 months. Most of these trainings provided are in Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS), for which Angel is one of only a few trainers in the country. In the past year, The CF2 has been providing training and consultation to Chicago Public Schools and School District U-46, the two largest school districts in the State of Illinois. CF2 has also been working with the State of Illinois Department of Juvenile Justice, a state-wide Missouri Coalition of community mental health providers, and a multi-program agency providing child services in Jackson, Mississippi, to implement evidence-based practices throughout their service delivery systems. Trainings and the ongoing consultation support provided by CF2 impact access to high quality and best practices in the field of childhood trauma mental health services in which over 1000 youth are served annually. In addition to SPARCS, Angel is an endorsed trainer in Psychological First Aid (PFA) through the NCTSN and provides PFA training to community providers on a regular basis. CF2 recently was an invited speaker at the 2017 Illinois AdvancEd Fall Conference in Champaign, IL, to share her expertise of implementing mental health services into the school settings.

The CF is a member of the American Counseling Association (ACA) and the Rocky Mountain Association for Counselor Education and Supervision (RMACES), the regional chapter of the Association for Counselor Education and Supervision (ACES - A National ACA Division). She is a member of the International Society of Traumatic Stress Studies (ISTSS).

**Clinical Faculty 3:** CF 3 is a distance clinical faculty in the department of Counselor Education. The CF provides community service through continuing education training for professionals in the Omaha, NE community and mindfulness practice training and practice throughout the city. Additionally, this CF offers mental health counseling services to clients in the community through specialized skills in the treatment of trauma, anxiety and depression. Professionally,

Theresa has annually served as conference program reviewer for the Association for Counselor Education and Supervision (ACES) and regional North Central ACES conferences. She currently serves as an active member of the ACES Research Grants Awards Committee and as a member of the North Central ACES Research Awards Committee.

## **Criterion 5: Cost & benefit of the program**

### **Salaries and program delivery costs**

The Department of Counselor Education uses a revenue-generating model with a total indirect cost of 20% to the university in revenue sharing. Essentially the department receives 100% of all revenue from tuition. Once the department pays all the cost to run the program, including a 20% indirect cost to the institution, the remaining revenue is considered income for the department. All revenue is based on student credit hour with a tuition cost of \$435 per credit hour for the master's program and \$568 for the doctoral program. At the current credit hour for both programs, the department made \$4.8 million last year with an indirect cost of \$1.1 million. The following is a snapshot of costs for the program. The department chair has a detailed breakdown of all costs to run the program and is available upon request.

Cost Type	Amount
Administrative Compensation	\$135,108
Faculty Compensation - Regular	\$1,161,469
Salaries Adjunct	\$610,000
Salaries - Group leaders	\$53,716
Faculty/Admin Benefits	\$538,970
Workers' Comp	\$19,970
Other Employee benefits - Admin	\$0
Support Staff Compensation	\$43,428
Support Staff Benefits	\$9,572
Workers' Comp	\$467
Student Assistant	\$10,000
Operating Expenses	\$500,000
Scholarships	\$150,000
Indirect Cost	\$1,023,825
Reserve	\$45,260
<b>Total</b>	<b>\$4,301,785</b>

### **Cost per full-time faculty member**

All calculations are based on AY 2017-18 faculty salaries. One CE faculty member was promoted from assistant to associate professor, effective fall 2017, thus the faculty costs are higher than they would have been in AY 2016-17.

Metric	Amount
Cost/faculty	\$330,906
Cost/graduate	\$28301.217
*Cost/sch	\$415

\*Many factors will change the tuition cost per student to cost/sch. These factors can be found in the detailed budget available from the department chair.

**Revenue generated by the program (e.g. grants, ticket sales, donations, etc. – but not tuition & fees)**

Since the Counselor Education programs are based on a revenue-generating model with no revenue received from the General Fund, it is critical to include revenue that is generated from tuition in this section. The Department of Counselor Education receives all revenue through student credit hours (\$435 per credit hour for the master’s program and \$568 for the doctoral program).

**Formal and documented recruiting efforts by program personnel**

The Counselor Education Online master’s program has been ranked as an affordable and reputable program. As both the master’s and doctoral programs are externally accredited by CACREP, we are in high demand, particularly in regard to the online programs. Although the department has a admission waiting list every semester, faculty and staff have made a concerted effort to recruit in our state and region. For example, in Spring, 2017, we noticed applications were down in specific areas within the state. As such, faculty and staff attended career fairs in the areas of Grand Junction, Pueblo, and Gunnison, as well as traveled to former practicum and internship sites in Grand Junction, Durango, Gunnison, and Pueblo.

**Evidence of recruiting success (students matriculating)**

The evidence of these efforts were seen by the increase of available sites for practicum and internship students. These efforts also allowed the department to share with sites, alumni and others about the changes in the department and development of new programs (PhD and Play Therapy program).

**Criterion 6: Faculty and program strengths and accomplishments**

**Faculty credentials, skills, flexibility, breadth/depth, etc.**

**Faculty academic and/or professional credentials beyond the minimum required by HLC**

Core program faculty have earned doctorates in counselor education or related doctoral degrees. Those who have degrees from non-CACREP-accredited programs, or have doctoral degrees in related fields, have been employed as full-time faculty members in the Department of Counselor Education for at least one academic year prior to July 1, 2013. In 2016, the Department of Counselor Education hired a master’s level instructor, Ms. Christina Harrell, who is considered a core program faculty member but is not calculated as a core program faculty member for FTE and such - this instructor is currently pursuing a doctoral degree in Counselor Education and Supervision.

## Faculty education

The following table provides a summary of the educational background of each core faculty member, including clinical faculty.

<b>Core Faculty</b>	<b>Degree and Institution</b>	<b>CACREP Accredited</b>	<b>Year First Employed as FT Faculty</b>
Faculty 1	Ph.D. in Counselor Education, University of Central Florida	Yes	2015
Clinical Faculty 1	Ed.D. in Counselor Education, University of Arkansas	No	1985
Faculty 2	Ph.D. in Counselor Education and Supervision, Kent State University	Yes	2007
Faculty 3	Ph.D. in Counselor Education and Supervision, University of Northern Colorado	Yes	2014
Faculty 4	M.A. in Counseling, Adams State University	Yes	2016
Faculty 5	Ph.D. in Counselor Education and Supervision, University of Northern Colorado	Yes	2015
Clinical Faculty 2	Ph.D. in Counselor Education and Supervision, Regent University	Yes	2017
Faculty 6	Ph.D. in Education and Human Resource Studies, Colorado State University	No	2003
Faculty 7	Ph.D. in Counselor Education and Supervision, Regent University	Yes	2010
Clinical Faculty 3	Ph.D. in Counselor Education and Supervision, University of Northern Colorado	Yes	2015
Faculty 8	Ph.D. in Counselor Education and Counseling, Idaho State University	Yes	2016
Faculty 9	Ph.D. in Counselor Education, University of New Mexico	Yes	2015
Faculty 10	Ph.D. in Counselor Education and Counseling, Idaho State University	Yes	2013

## Professional affiliations and credentials

The Department of Counselor Education strongly encourage its faculty to be exemplary professional role models. Thus, faculty members hold memberships in state, regional, and national organizations, serve as leaders in state organizations, and attend and present at state, regional, and national conferences. A number of faculty members have held, and still hold, offices in various professional organizations. The travel and professional development budget

allows all faculty members to attend conferences, trainings, and workshops to enhance their teaching effectiveness.

Core program faculty in the Department of Counselor Education identify with the counseling profession, as indicated by the following memberships and certifications/ licenses:

<b>Core Faculty</b>	<b>Counseling Membership</b>	<b>Certifications/ Licenses</b>
Faculty 1	ACA, IAC, ACES, ASCA, ACAC, ACC, AHC, AMCD, RMACES	LPC Candidate, Colorado (# - #0014687)  IMH, Florida (#12466)  NCC (#310685)
Clinical Faculty 2	ACA, ACES, RMACES, AMHCA, CCA	LPC, Colorado (#19)
Faculty 2	ACA, ACES, ACC, RMACES, CCA, CSI	LPC, Colorado (#5147-lapsed) PCC-S, Ohio (# 7701-lapsed) Pet Partners Team (#88546)
Faculty 3	ACA, ACES, AHC, CCA, RMACES	LPC, Colorado (#4224)
Faculty 4	ACA, ACES, RMACES, CCA, APT, CSI	LPC Candidate, Colorado (#0013717) NCC (#320798)
Faculty 5	ACA, ACES, RMACES, APT, CSI	LPC, Colorado (#0013396) RPT
Clinical Faculty 2	ACA, ACES, ICA, ICES, IMHC	LCPC, Illinois (#180005002) CCE Approved Clinical Supervisor Level II EMDR Therapist Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) Certified Clinician and Master Trainer Psychological First Aid Master Trainer National Child Traumatic Stress Network Problem Based Learning Advanced Facilitator AdvancEd Review Team Lead Evaluator
Faculty 6	ACA, ACES, RMACES	Love and Logic Certified Trainer Quality Matters Online Best Practices BlackBoard Certified
Faculty 7	ACA, ASCA, ACES, RMACES, AACE, CSCA, CCA	LPSC, Colorado (#0474378) LPC, Colorado (#12423) NCSC (#308378) NCC (#308378)
Clinical Faculty 3	ACA, ACES, RMACES, NCACES, AMHCA, NCA, CCA, EMDRIA	LIMHP, Nebraska (#679) LPC, Colorado (#1388) LAC, Colorado (#193) NAADAC (#507274) Certified EMDR Therapist

Faculty 8	ACA, ACES, RMACES, ACC, APT, ICA, IACES, CSI	LCPC, Idaho (#4470)
Faculty 9	ACA, ACES, RMACES, CCA	LPCC, New Mexico (#0149501)
Faculty 10	ACA, ACES, IAFMC, RMACES, CCA, CSI	LPC, Colorado (#0011805) LPC, Idaho (#4359)

**professional development and renewal activities:**

Core Faculty	Conference Attendance	Workshop Attendance
Faculty 1	10	1
Clinical Faculty 2	3	-
Faculty 2	9	2
Faculty 3	8	1
Faculty 4	2	-
Faculty 5	4	-
Clinical Faculty 2	26	36+ days
Faculty 6	8	2
Faculty 7	18	1
Clinical Faculty 3	4	16
Faculty 8	2	-
Faculty 9	3	-
Faculty 10	11	3

**Professional Service and Advocacy:**

The Department of Counselor Education and faculty are in a unique position as members of a small rural community. As counseling professionals, faculty can provide a variety of services that would not otherwise be available to the community. The table below provides a summary of the professional service and advocacy efforts from 2010-2016 that supports underserved and diverse populations, echoing the University's mission.

<b>Core Faculty</b>	<b>Boards</b>	<b>Committees</b>	<b>Consultations</b>	<b>Community Workshops</b>
Faculty 1	1	1	-	-
Clinical 1	-	-	12	-
Faculty 2	3	3	-	1
Faculty 3	2	3	1	1
Faculty 4	-	1	-	-
Faculty 5	-	-	2	-
Clinical Faculty 2	2	5	980 @ 1-1.5 hours	34
Faculty 6	-	1	-	2
Faculty 7	1	2	3	4
Clinical Faculty 3	-	1	-	-
Faculty 8	1	-	-	1
Faculty 9	1	-	-	-
Faculty 10	-	2	-	-

### **Research and Scholarly Activity**

The core faculty have evidence of research and scholarly activity in counseling commensurate with their faculty role (2010-2016, or since first year hired at ASU as core faculty if hired after 2010):

#### **Publications**

<b>Core Faculty</b>	<b>Peer-Review Publication</b>	<b>Non Peer-Review Publication</b>	<b>Book Chapter/Entry</b>	<b>Book</b>	<b>Book Review</b>
Faculty 1	1	-	-	-	-
Clinical Faculty 1	-	-	-	1	-
Faculty 2	6	2	6	-	2
Faculty 3	4	-	-	-	-
Faculty 4	-	-	-	-	-
Faculty 5	1	-	-	-	-

Clinical Faculty 2	3	1	1 (Fall 2017)	-	-
Faculty 6	-	-	-	-	-
Faculty 7	1	-	1	-	-
Clinical Faculty 3	-	-	-	-	-
Faculty 8	2	-	-	-	-
Faculty 9	1	-	1	-	-
Faculty 10	-	1	-	-	-

### **Presentations**

<b>Core Faculty</b>	<b>State Presentation</b>	<b>Regional Presentation</b>	<b>National Presentation</b>
Faculty 1	2	4	4
Clinical Faculty 1	-	-	4
Faculty 2	6	7	12
Faculty 3	2	1	6
Faculty 4	-	-	-
Faculty 5	2	2	2
Clinical Faculty 2	14	34 (local/regional) conference or invited presentations 37 state/regional learning collaboratives using implementation science @ 28 hours (4 days) each	22 *8 International
Faculty 6	-	-	5
Faculty 7	8	2	7 *1 International
Clinical Faculty 3	2	1	2
Faculty 8	-	2	-
Faculty 9	1	1	-
Faculty 10	2	5	4

## **Quality of the curriculum**

### **Degree of alignment to recommendations of national organizations Accredited by external organization**

The Department of Counselor Education aims to educate and train counselors to become licensed professional counselors prepared to work in a variety of clinical settings and/or licensed professional school counselors prepared to work in the K-12 school system. The clinical mental health specialty and the school counseling specialty of the ASU Counselor Education department is currently aligned with the recommendations from the American Counselor Association (ACA). The ACA was founded in 1952 and houses many divisions representing the various practice settings for professional counselors. To ensure students are fully prepared to work with the developmental, social, emotional, and behavioral needs of their future clients, faculty have designed a dynamic curriculum that meets the current ethical and professional standards published by the ACA. For example, required coursework addresses the ever-adapting ethical standards published by ACA (i.e. COUN 550 Ethics and Professional Issues).

In addition to the ACA Code of Ethics, faculty also infuse many of the published competencies from ACA into the curriculum. An example, would be in the Multicultural Issues in counseling course, faculty utilize the many different published competencies on working with a multiracial population, social justice, and counseling LGBTQIA individuals. A task force of counselors in the ACA community who are considered experts in the field produced these competencies to ensure consistency in working with our more vulnerable populations. Students in the program are asked to review and discuss these competencies, as well as demonstrate their ability to understand their application to working with different populations.

In addition to following the guidelines for counselor training set forth by the ACA, the school counseling specialty curriculum aligns with the national school counseling model endorsed by the American School Counselor Association (ASCA). The mission of ASCA is to promote professionalism and ethical practices in school counseling. This ASCA national model emphasizes the role of school counselors as advocates, leaders, collaborators, and agents of systemic change. This model is emphasized and implemented throughout the school counseling specialty courses (Foundations of School Counseling, Comprehensive School Counseling, Counseling Modalities in a School Setting, Professional School Counseling Issues, and School Counseling Internship I and II). In addition to following the ASCA national model for school counselors, the school counseling curriculum at ASU adheres to the 2016 Code of Ethics for School Counselors set forth by ASCA and the Colorado Department of Education standards for school counselors.

Finally, to ensure the Counselor Education curriculum is the most up to date with current professional practices, faculty and students regularly attend the annual ACA conference. This conference offers many educational sessions that discuss the most up to date and progressive counseling approaches. Also, faculty often present at this conference, which demonstrates their commitment to professional organizations and contributors to the field of counseling. In addition to attending and presenting at the ACA annual conference, faculty members commonly attend and present at the ASCA conference and the Colorado School Counselor Association (CSCA)

conference each year. Departmental faculty members consistently hold leadership positions in CSCA as the Post-Secondary Vice President of the association. This position is currently being held by Faculty 7 and will be held by Faculty 1 during the next 2-year term.

Faculty are also very involved in the Association for Counselor Education and Supervision. This is a division of the ACA which speaks specifically to the training and supervision of counselors-in-training. Faculty have traditionally been part of the leadership of this association, and currently Faculty 10 is president-elect for our regional district of ACES. Faculty 2 has also served as secretary to the national ACES committee.

### **Quality of physical, online, or other resources (equipment, software, facilities, etc.) required to deliver the program**

The Department of Counselor Education has both an online and face-to-face program. With the online program, the technology and support are of high quality. Students in the Online program use four instructional technologies supported by the technology coordinator and AITC. The technologies are the LMS BlackBoard, the live classroom technology Zoom, the lecture Kaltura capture space, and Mediaspace video warehouse. These technologies are externally hosted with a downtime rate of less than 1%.

The face-to-face program uses the same technologies as the online program, with the addition of a newly renovated counseling lab with three counseling rooms, a family room, and a group room. This renovation was completed to accommodate the new Play Therapy program and growing number of students in the campus program.

### **Criterion 7: Future potential the program**

The Department of Counselor Education faculty and staff just completed the process of becoming a certified registered play therapy provider. The first cohort will begin in the Fall of 2018, with some of the first classes starting this past fall. Faculty 5 is currently the only Registered Play Therapist in the San Luis Valley and will coordinate this new program. The prospects for growth are promising, and the department will pursue the ability to provide these classes online in the next three to five years.

Currently, enrollment in the master's program has been capped due to needing to meet the faculty to student ratio requirements for CACREP, the external accreditation organization. As such, we have a waitlist each semester for the Online master's program. However, given the recent accreditation of the doctoral program, we had more applicants to in 2017 than in any years prior. Furthermore, the department is routinely looking for new and innovative programs to meet the needs of the counseling community.

The Department of Counselor Education continues to grow and expand program offerings. Due to CACREP requirements for faculty-to-student ratios, the Department is somewhat limited in terms of continuing to expand enrollment. It is crucial in the years to come that the institution recognizes the limits placed on the Department as it relates to enrollment growth and provides support to help this growth occur.