

*"I think I see a light
drawing closer."*

-Dr. Leticia Nieto

Ph.D. in Counselor Education & Supervision: Student Handbook

ANTIOCH UNIVERSITY

SEATTLE

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WELCOME

Dear Graduate Student:

Welcome to the Antioch University Seattle Ph.D. in Counselor Education and Supervision (CES) program familia! We hope you'll soon feel at home here and to help get you started, please use this student handbook for program and university information and resources.

By now you have met some of the faculty and students who are a part of this lively community of scholar-practitioners, and you will no doubt become acquainted with many others in the weeks ahead. We hope you will feel free to ask any professor for information or assistance; in the meantime, this Student Handbook has been prepared for the purpose of addressing some important topics and information about your program.

Graduate Counseling students are responsible for abiding by the most current edition of the Student Handbook as well as the [American Counseling Association Code of Ethics](#) during their enrollment in the program. The handbook provides an overview of the Ph.D. in CES program including its policies, history, mission, enrollment, administration, degree requirements, internships, and other related matters. Please read the entire handbook and companion documents referenced herein during your first few weeks of enrollment even though some of the information applies to procedures that will not occur until your second or third year. You will also find that your faculty advisor and professors are available to discuss anything you're curious about that has not been covered in this handbook.

If the university mission statement professes goals of life-long learning, experiential education, and an education that prepares students for a life of meaning and purpose, then the Ph.D. in CES at Antioch University Seattle exceeds this ideal. Our students are trained into a profession with a rich history and a strong focus in social justice, advocacy, and effective and ethical professional practice. Counseling can be viewed as a form of mental liberation, therefore we work to be accomplices to one's liberation per their consent. It is a training experience in which students study the field of counselor education and supervision from the inside out: from the personal to the professional. This is consistent with the field of mental health counseling in which life-long learning is not only a requirement for continued mental health licensure but is representative of advanced counseling professionals.

We congratulate you upon being admitted to our program. We are committed to helping you make this a positive educational and personal growth experience and wish you well as you prepare for what we hope will be a successful and satisfying career as a multiculturally responsive and social justice oriented counselor educator and supervisor.

*Warmly,
The CES Faculty and Staff*

PH.D. IN COUNSELING

COUNSELOR EDUCATION AND SUPERVISION

FIRST QUARTER STUDENT CHECKLIST & AGREEMENT FORM

You will receive this document via email and should be signed and submitted at the New Student Orientation or first week of classes. If you did not complete this form at that time, please contact your core faculty advisor.

Name _____
(Please print)

As a new student in the School of Counseling, Psychology and Therapy at Antioch University Seattle, you are expected to have reviewed and/or to have completed certain documents by the end of your first quarter of enrollment. Please check (✓) the appropriate boxes after you have reviewed and/or completed the following documents:

- ☐ CMHC Student Handbook
- ☐ Plan of Study
- ☐ Abide by ACA Code of Ethics

Although these documents will be explained to you in your new student orientation sessions, you are expected to obtain, review, and/or complete them yourself before you consult your advisor about questions pertaining to them. Only when you have completed this checklist should you contact your advisor about questions related to basic program policies, requirements, and your degree planning. The reason for this expectation is that many, if not most, of the answers to the questions you will have about these issues will be contained in these documents or will be accomplished by first reading them.

Electronic Communication Agreement:

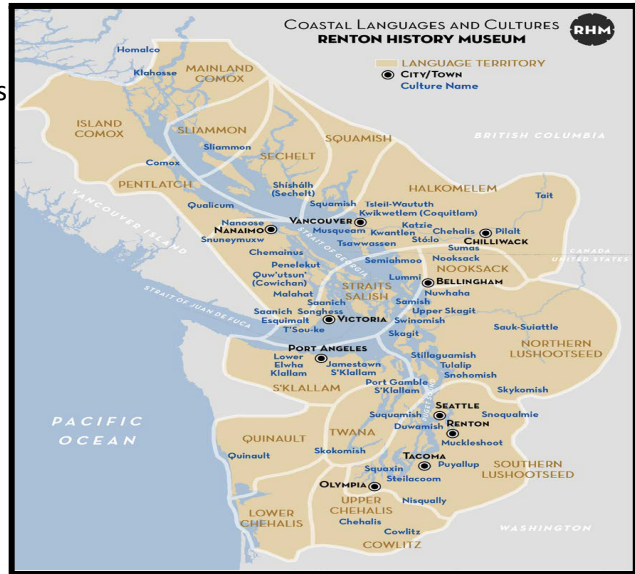
In addition to attesting that I will complete the above tasks, I understand and acknowledge that I will only use the AUS Gmail system when corresponding with AUS faculty, students, and staff for any and all communications, and will not use my own personal email. I further understand and acknowledge that AUS faculty and staff will only respond to emails sent through the AUS Gmail system.

Signature _____ Date _____

AUS COUNSELING PROGRAM LAND ACKNOWLEDGEMENT

The AUS Counseling Department would like to acknowledge that our campus is located on the traditional land of the first people of Seattle, the Duwamish People, past and present and honor with gratitude the land itself and the Duwamish Tribe. As a mental health clinical training program, we acknowledge the unique mental health needs resulting from historical trauma, as well as the unique knowledge systems and healing traditions of the Duwamish and all Indigenous Peoples.

The history of white settlement here has been brutal to those who were here first and forever. Acknowledging the need for atonement and a long-overdue reconciliation, as Counselors, we pay respect and commit to following the lead of indigenous elders past and present and extend our respect to their descendants and to all Indigenous people. To acknowledge this land is to recognize its long history and our place in that history; it is to recognize these lands and waters and their significance for the peoples who lived and continue to live in this region, whose practices and spiritualities were, are, and shall always be tied to the land and the water, and whose lives continue to enrich and develop in relationship to the land, the waters and other inhabitants.



Modified from <https://www.duwamishtribe.org/land-acknowledgement>

PROGRAM DEGREES, CONCENTRATIONS, AND SPECIALIZATIONS

Welcome to the School of Counseling, Psychology and Therapy at Antioch University Seattle (AUS). We offer a Master of Arts in Counseling and a Ph.D. in Counselor Education across multiple modalities and specializations.

Modalities

- [Clinical Mental Health Counseling \(CMHC\) MA: Residential](#)
- [Clinical Mental Health Counseling \(CMHC\) MA: Low- Residential \(LR\)](#)
- [Counselor Education and Supervision \(CES\) Ph.D.: Low-Residential \(LR\)](#)

Specializations

- [Art Therapy \(AT\)](#)
- [Drama Therapy \(DT\)](#)
- [Dance Movement \(DM\)](#)

Certificates (available to both CMHC and CES students)

- [Addictions Studies Certificate](#)
- [Latinx Mental Health Counseling Certificate](#)
- [Multicultural Counseling Certificate](#)
- [Play Therapy Certificate](#)
- [Sex Therapy Certificate](#)
- [Sexuality Education Certificate](#)
- [Trauma Counseling Certificate](#)

ANTIOCH UNIVERSITY HISTORY AND MISSION

Antioch College was founded 1852 in Yellow Springs, Ohio, and the first president was educational reformer and politician, Horace Mann, who was central to the movement promoting the idea that education should be universal, free, and democratic. Since its founding, Antioch has been at the cutting edge of social justice. For example, Antioch admitted students of color in the mid-1850s while slavery was still in practice in the U.S. Also, in 1852, Rebecca Pennell was the first female college professor in the United States to have the same rank and pay as her male colleagues. During World War II, Antioch arranged for interned Japanese Americans to be freed and enrolled at Antioch. Additionally, in 1946, Antioch was the first historically white college to appoint an African American person to be chair of an academic department.

In 1943, to increase diversity, Antioch offered scholarships to students of color, and the first scholarship recipient was Edythe Scott. Her sister, Coretta Scott King, wife of Martin Luther King, Jr., later attended Antioch as well. In 1965, Martin Luther King, Jr. gave the commencement speech at Antioch. That was the same year as the Selma to Montgomery marches that contributed to the passage of the Voting Rights Act of 1965, a landmark federal achievement of the American Civil Rights Movement. During that commencement speech, King said, "I cannot stand on the campus of Antioch College without a deep sense of appreciation for all that this great institution of learning has given to the cultural, the social and political life of our nation and the world."

Today Antioch University is a national, multi-campus university with locations in Keene, NH; Santa Barbara, CA; Los Angeles, CA; Yellow Springs, OH; and Seattle, WA. The combined enrollment for these campuses is approximately 5,000 undergraduate and graduate students. Antioch University Seattle (AUS) was established in 1975 and currently has an enrollment of about 825 students with approximately 410 of these students in SAPCFT.

Mission, Vision, Values and Core Attributes Our Mission Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, racial, economic, and environmental justice. Our Vision Antioch aspires to be a leading university offering learners and communities transformative education in a global context that fosters innovation and inspires social action. To learn more about the university's history, click [here](#).

CES PROGRAM MISSION & VALUES

Mission Statement

Designed for professional counselors, our Counselor Education & Supervision Ph.D. program gives you the knowledge, skills, and training to fulfill your career goals while fostering and elevating your innate passion to help others. Antioch's courses allow you to expand upon your current knowledge in research, evaluation, supervision, teaching, and counseling. Upon completion, you'll be equipped to clear immediate career hurdles that were present before. Whether your goal is to assume a leadership position in counseling or become more involved in teaching and training other counselors, this doctorate degree will give you the most thorough knowledge and tools needed to excel personally and professionally. This is consistent with the university mission statement of life-long learning, experiential education, and a strong focus in social justice, advocacy, and clinical practice.

Social Justice

As counselors, we understand the pursuit of social justice as a determination to recognize the inherent worth of all humans and to set conditions for all to have equitable access to the benefits that society offers and the burdens that it imposes. The Ph.D. program demonstrates its commitment to the advancement of social justice by preparing counselor educators and supervisors to think critically about power, privilege, and multicultural issues to best serve clients, trainees, institutions, and communities.

Aspiring to multicultural competence is a lifelong process of examining one's own cultural and social biases, as well as understanding of the critical role that privilege, marginalization, and oppression play in perpetuating mental illness and social injustice. As such, ethical counselor education involves the development of skills that (a) effectively train and supervise from a variety of cultural contexts, and (b) assist students and supervisees to address the impact of privilege and oppression personally and in their clinical and professional relationships. A clear vision of social justice and multicultural competence are embedded aspects within the CES course offerings.

Racial Justice

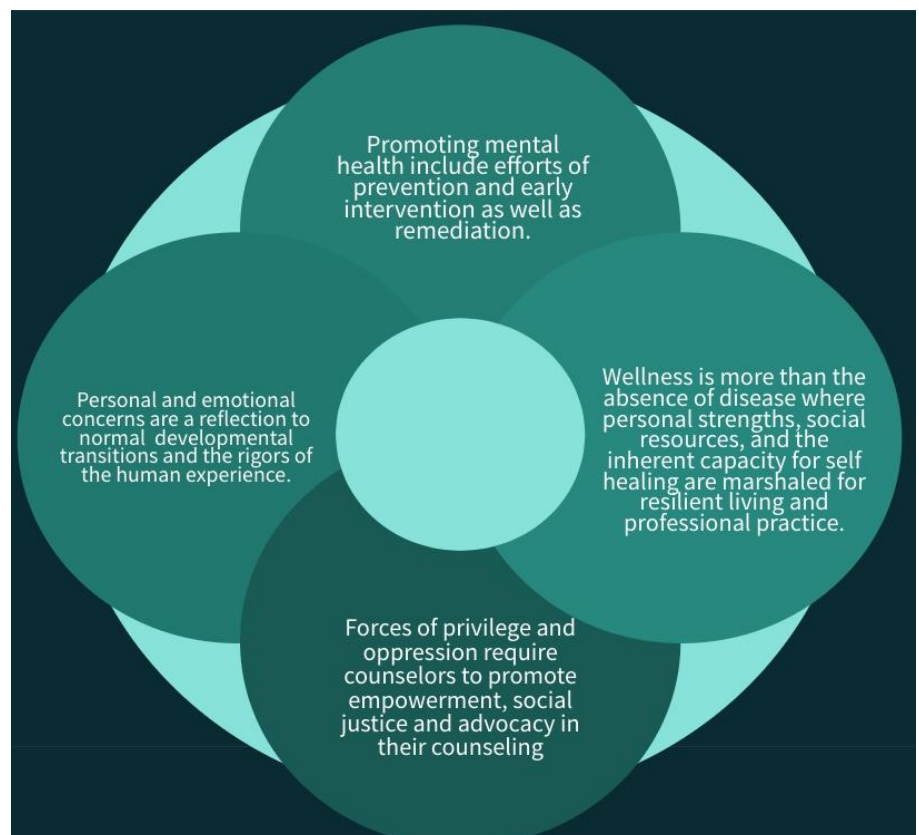
The AUS Counseling program stands with mental health professionals who believe that systemic racism is a public health issue. We call on our faculty and staff members, who are devoted to fighting oppression to be active dismantling discrimination and institutional racism in their classrooms and communities. As mental health professionals committed to global health and mental liberation, we must broaden our involvement with impacted communities. If we are to succeed in making the world a safer place, we need to recognize the communities that are already unsafe due to racism and disenfranchisement, and damaged by white supremacist policies. AUS Counseling Program is invested in, and firmly committed to working towards equity and social justice both internally as a program, and externally through our students, counseling associations, counseling committees, lobbying efforts, and community partnerships.

Emotional Labor Acknowledgement and Group Statement

Emotional labor is the need for one group to regulate their emotions to satisfy another group, usually the group holding the most power. We want to acknowledge the diversity present, and not present, in this space, as this group is currently composed of predominantly white bodied people, and white folks inherently hold more power in our current social system. We also want to recognize that black and brown bodied folks in this cohort are inherently carrying the abundance of emotional labor both in this space and on a daily basis in the world, many of them navigating multiple systems of oppression. We thank and honor those that do the emotional labor and agree not to exploit it. We acknowledge the need to hold this emotional labor as a group. As a result of these acknowledgements, it is a goal of this group for the folks that do not tend to hold the weight of emotional labor, to accept the complexity and pervasiveness of emotional labor.

Professional Counseling Identity

The CES program and faculty align with a professional identity that defines counseling as a "professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals" (Kaplan, Tarvydas & Gladding, 2014, p. 368), distinguished from other helping professions by the beliefs listed in the venn diagram to the right.



CES PROGRAM OVERVIEW

The low residency PhD program in Counselor Education and Supervision (CES) is a 72-credit doctoral degree program designed for counselors who wish to enhance their professional competencies in research and evaluation, supervision, teaching, leadership/advocacy, and counseling. As a low residency program, this PhD is primarily composed of online coursework with two five-day residencies. Now accredited by the Council for Accreditation of Counseling Related Education Programs (CACREP), this degree is designed to prepare doctoral students for advanced competency in, a) graduate-level teaching and counselor training, b) research and contributing new knowledge to the field, c) counseling supervision, d) leadership and advocacy, and e) multicultural sensitive counseling practice.

The goal of the program is to expand student abilities in adult learning pedagogy specific to counselor training and supervision while developing critical thinking skills toward a focused research agenda. With a greater emphasis on multicultural counseling competence, the program will also equip students with the leadership and consultation skills needed to address community and institutional inequities and racism consistent with a social justice counseling orientation. These goals are accomplished through a combination of required coursework, practical experience, and a supervised internship

Developed with the working professional in mind, the PhD in CES is a unique low residency, three-year, program. It is year round and utilizes the cohort model. In addition to the online course work, students will attend two five-day residencies (winter and summer quarters) per academic year, in Seattle (Summer) and Santa Barbara (Winter). The residential experiences will provide opportunities for intensified face-to-face training and supervision, community enrichment, and a seminar format for rich discourse and meaning making. This collective experience is consistent with an infused emphasis on multicultural discourse, resilience, civil enrichment, and social justice. As such, there is an emphasis on active learning through service delivery and research as an integration of the following curricular themes:

- **A counselor education curriculum** that exceeds national and state standards by requiring core coursework in advanced clinical practices, supervision, trauma and crisis response, ethical and legal issues, advocacy and social justice, and counselor education specific to counselor training, program development, assessment, and outcome evaluation.
- **A multicultural emphasis** on leadership and supervision encouraging a multicultural counselor identity that seeks an appreciation of diversity and human growth in context to social dynamics while also advocating for community justice, equity, and civil discourse. This is concurrent with an emphasis on
- systemic leadership, and supervisory skills needed to assist with organizational change and transformation.
- **A research model** that emphasizes not only the rigor of quantitative and qualitative methodologies consistent with doctoral-level inquiry, but also program evaluation procedures and outcome-driven decision making related to “best practices”.
- **A competency-based program** where adult learners are invited into collaborative learning experiences placed into their roles as professional counselors, counselor educators, supervisors, and systemic leaders early and frequently focused on reflective practice, experiential learning, and shared inquiry.
- **A cognate area of Multicultural Discourse, Resilience, and Civil Enrichment** focused on the skills and knowledge competencies needed for bringing diverse individuals and groups together in ways of knowing, understanding, and enriching the communities in which they live.
- **A low residency and cohort model** tailored to the working professional seeking to expand their scope of practice while maintaining residence in their home state. In addition to the online course work, students will attend two five-day residencies, either in Seattle or in additional locations that

may be named later. The CES faculty will also assist students in completing their required fieldwork in their home state.

- **Professional Mentoring** to assist students toward the role induction of counselor educators and supervisors by partnering with experienced faculty throughout their tenure in the program.

ACCREDITATION

The Counseling Department strives to provide the highest-level counselor education in the classroom, embedded within which lies the ability to maintain CACREP Accreditation. In 2012, the CMHC Program at Antioch University Seattle completed a self-study and achieved CACREP accreditation for the first time. The Counseling Department is currently working on CACREP re-accreditation for the CMHC program and the acquisition of CACREP accreditation for the CES Program.

The vision of The Council for [Accreditation of Counseling & Related Educational Programs](#) (CACREP) is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. CACREP Accreditation is imperative to both the maintenance of and continued enrollment in our Counseling Department:

- It is the recognized training standard for counselors by the Institute of Medicine and the Veteran's Administration.
- It promotes a unified identity as professional counselors and counselor educators.
- Its curricula content areas are the required educational training for counseling licensure in most states, making CACREP-accreditation a pathway to portability.
- There are over 750 currently accredited programs nationwide and four in Seattle alone (2019).
- It enhances the program's reputation.
- It stimulates self-review and self-directed improvement.
- It motivates highly qualified students to seek enrollment in CACREP programs.
- It increases faculty productivity in areas such as research, publication and service.
- It demonstrates a commitment to meeting the highest academic standards.

Antioch University is also accredited by the Higher Learning Commission (HLC) and is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. Antioch University is also a private, 501(c)3 non-profit organization.

PH.D. IN CES DEGREE PROCESS

Credit Requirements: In order to earn a Ph.D. degree in Counselor Education & Supervision, you will be required to complete a total of 144 graduate credits, up to 72 of which can be transferred in from a master's degree in counseling or related field. Ph.D. students complete a minimum of 72 doctoral course credits, including required courses, practicum, internship, dissertation and electives. Please review the CES Plan of Study for details.

Course Load Expectations: In addition to the online course work (Mondays 11am-2pm, and 3pm-6pm), students will attend two five-day residencies (winter and summer quarters) per academic year. The residential experiences will provide opportunities for intensified face-to-face training and supervision, community enrichment, and a seminar format for rich discourse and meaning making. This collective experience is consistent with an infused emphasis on multicultural discourse, resilience, civil enrichment, and social justice. Finally, much of the coursework is partnered with the low residency MA Clinical Mental Health Counseling curriculum. This unique learning experience provides doctoral students early experiential learning with a continuous integration of theory and practice as well as frequent opportunities for students to know and experience the curricular delivery of a counselor education program

Low Residency and Online Learning: All classes will have an online component to teaching and learning and that will be a blend of both synchronous and asynchronous. Students should be comfortable with classes with mixed delivery formats and should be prepared to do group work and other activities through Zoom, Google Hangouts or Skype, Slack, or whatever format is comfortable for them. This will require more time-management, personal motivation, and general organization to use your time efficiently and effectively. Remember that Zoom is a synchronous program requiring students to be engaged, demonstrating the professional skills and dispositions consistent with the field of counselor education and supervision (see disposition below). The instructors need to see how you interact with others to assess how you would interact with future clients, students, and supervisees.

Residential Weeks: Attendance at Residential Weeks is **REQUIRED OF ALL LOW-RES STUDENTS**. The residential weeks are an essential element to the educational experience in this program, provide critical time to connect with faculty, advisors and peers, consist of large portions of curricular hours, and may also hold specific advising requirement benchmark meetings. Failure to attend in person will result in failure of coursework in related courses during that quarter. Exceptions to this requirement must be discussed well in advance with the Program Chair, as few hardship circumstances may apply. Students should consider the budgeting and planning necessary to attend the residency weeks in the quarters ahead of time.

Multicultural Competency: The Ph.D. in CES program views multicultural competency as a process that entails, in part, the identification and understanding of one's own culture and social contexts, as well as an awareness and understanding of the critical role that privilege, marginalization, and oppression play in perpetuating mental illness and social injustice. In addition, multiculturally sensitive counseling involves the development of clinical, educational and supervisory skills that facilitate the effective treatment of clients from a variety of cultural contexts. Multicultural responsiveness is infused throughout the Ph.D. curriculum emphasizing multicultural discourse, resilience, civil enrichment, and social justice.

Internship: The purpose of the internship is to provide students the opportunity to apply academic learning and skills in a practical setting. Internship can begin at any time in the program with a primary focus on teaching and supervision. In consultation with their advisor, students can also accrue the 600 required hours in counseling, research, and/or leadership & advocacy. Internship is designed to prepare students for their future roles as counselor educators and supervisors, address gaps in their master's level training, and align with their professional aspirations. Internship work is supervised by one of the Ph.D. faculty, both individually and in a seminar format. For more information, you will be able to find the forthcoming internship handbook linked here.

Comprehensive Examination: The Comprehensive Examination is a tool to assess students once required coursework from the curriculum, instruction, and research strands have been completed. In the spring quarter of students' second year in the program, they will provide a written response to a set of questions crafted by the faculty. They will have a two-week period to prepare their response and provided an opportunity to defend their assertions to the CES faculty. Upon successful completion of the comprehensive examination, student will become doctoral candidates having demonstrated:

- An ability to synthesize knowledge from the coursework into relevant themes linking the history of the profession with current practices and future trends
- A recognition and connection of major ideas and issues as a basis for a scholarly agenda
- The ability to evaluate, generalize, and apply theories as they relate to critical issues in counseling, counselor education, and counseling supervision
- The Inquiry skills and background knowledge required to proceed with the dissertation
- Effectiveness in analyzing counselor education issues, developing recommendations for policy and/or action, presenting those recommendations, and persuading others of their worth

Dissertation: The dissertation is the capstone project for the doctoral degree in Counselor Education & Supervision. Beyond the Comprehensive Examination, the dissertation is the product that demonstrates a proficiency of a particular chosen subject via a substantial paper that is typically based on original research and that gives evidence of the candidate's mastery both of their subject and of scholarly method. The candidate will be expected to read and research with greater intensity and on a more sophisticated level than for a standard graduate essay.

The dissertation process commences in the final year of the PhD CES program. The structure is outlined over four quarters, with each quarter focusing on a chapter of the final dissertation product (see the CES plan of study and dissertation guidelines on Sakai). Each quarter, students are enrolled in the Advanced Professional Seminar, a seminar that supports the student in progressing successfully through the dissertation process. You can review the 10 step dissertation process with [this video](#). Please refer to the Dissertation Handbook for details.

PH.D. IN CES COURSEWORK

The PhD in Counselor Education and Supervision at Antioch University Seattle is the most comprehensive degree of its kind in the state of Washington. This program provides professional counselors with the degree, knowledge, and credentials to become counseling educators and leaders in the field of mental health. It is designed to prepare counselors for advanced competency in:

- Graduate level teaching and counselor training
- Research and contributing new knowledge to the field of counseling and mental health
- Counseling supervision
- Counseling Leadership
- Professional Counseling

ADVISING NOTES

Be sure to check out the advising section of handbook to learn more about how to set up your plan of study.

The rigorous academic PhD curriculum is designed based on the national standards for counseling education as recommended by the Council of Accreditation for Counseling and Related Educational Programs (CACREP), as well as those standards consistent in the clinical practice and supervision of creative arts counseling (e.g., art therapy, drama therapy, play therapy, etc.). Students are responsible for completing courses in order outlined in their Plan of Study (see below).

First Year	Quarter	29
COUN 7200: Advanced Clinical Theory	SUMMER	3
COUN 7610: Professional Identity, Leadership, Liberation & Multicultural Discourse	SUMMER	3
COUN 7340: Global Mental Health Issues & Professional Sustainability	FALL	3
COUN 7100: Research in Counselor Education	FALL	3
COUN 7120: Research Methodology: Quantitative	WINTER	3
COUN 7400: Multicultural Supervision	WINTER	3
COUN 7140: Research Methodology: Qualitative	SPRING	3
COUN 7300: Instructional Design & Adult Learning	SPRING	3
COUN 7980/7981: Practicum/Case Consult	SPRING	2
COUN 8000/8010: Internship/CES Supervision	TBD	3+/-
Second Year		29
COUN 7980/7981: Practicum/Case Consult	SUMMER	2
COUN 7440: Advanced Legal & Ethical Issues	SUMMER	3
COUN 7620: Civil Enrichment, Public Policy, and Resilient Narratives	SUMMER	3
COUN 7420: Advanced Counseling Supervision	FALL	3
COUN 7520: Consultation & Organizational Change	FALL	3
COUN 7210: Advanced Group Counseling	WINTER	3

COUN 7220: Advanced Trauma Counseling & Crisis Response	WINTER	3
COUN 7320: Counselor Education & Clinical Training	SPRING	3
COUN 7180: Program Development and Evaluation	SPRING	3
COUN 8000/8010: Internship	TBD	3+/-
Third Year		14
COUN 7500: Advocacy, Social Justice	SUMMER	3
COUN 8000/8001: Internship	TBA	3+/-
COUN 8950: Advanced Professional Seminar & Inquiry	SUMMER	1
COUN 8100: Dissertation*	SUMMER	1
COUN 8950: Advanced Professional Seminar & Inquiry	FALL	1
COUN 8100: Dissertation*	FALL	1
COUN 8950: Advanced Professional Seminar & Inquiry	WINTER	1
COUN 8100: Dissertation*	WINTER	1
COUN 8950: Advanced Professional Seminar & Inquiry	SPRING	1
COUN 8100: Dissertation*	SPRING	1
Total Credits		72

PH.D. IN CES OBJECTIVES AND OUTCOMES

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas: Teaching, Supervision, Research, Counseling, and Leadership & Advocacy. As such, the AUS CES program is designed with curricula that specifically addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study. Additionally, the AUS CES program specifically addresses expectations for student learning and competency via the following program objectives:

- **Objective 1 - Diversity and Change:** Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in mainstream society.
- **Objective 2 - Counselor Education:** Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters-level instruction as well as student assessment and program evaluation.

- **Objective 3 - Supervision:** Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.
- **Objective 4 - Advanced Practice:** Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.
- **Objective 5 - Research:** Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.
- **Objective 6 - Engagement and Advocacy:** Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

The Ph.D./CES program provides students with the knowledge and skills consistent with CACREP standards and reflective of counselor education & supervision best practices. The table below highlights how the program learning domains are represented in your curricular coursework (and the standards therein) with a brief description to the primary learning objective.

NOTE: The doctoral level degree is built upon the standards and requirements of the Masters in Counseling degree, with up to 72 quarter credits of the master's degree counting towards the 144 quarter credit Ph.D. degree.

Student Learning Domain	Related Courses	Primary Learning Objective
Counseling	COUN 7200: Adv. Clinical Theory, COUN 7210: Adv. Group Counseling, COUN 7220: Adv. Trauma & Crisis, COUN 7980: Counseling Practicum, COUN 8000: Internship (Clinical)	Scholarly examination of counseling theories, application of diverse theories; evidence-based practices.
Supervision	COUN 7400: Multicultural Supervision COUN 7420: Adv. Supervision COUN 7440: Adv. Ethical & Legal COUN 8000: Internship (Supervision)	Theories/models, skills of supervision; administrative responsibilities; gatekeeping.

Teaching	COUN 7300: Instruct. Design & Learning COUN 7320: Counselor Ed. & Training COUN 7340: Global Mental Health COUN 8000: Internship (Teaching)	Roles/responsibilities as counselor educators; andragogical/pedagogical theories and practices of education & training; curriculum design and application
Research & Scholarship	COUN 7100: Research in Counselor Ed. COUN 7120: Quantitative Methodology COUN 7140: Qualitative Methodology COUN 7180: Program Dev. & Eval. COUN 8000: Internship (Research) COUN 8100: Dissertation	Quantitative, Qualitative and Program Evaluation methods; professional writing, publishing, and grant writing skills
Leadership & Advocacy	COUN 7610: Professional Identity, Leadership, Liberation & Discourse COUN 7620: Civil Enrichment, Public Policy, and Resilient Narratives COUN 7500: Advocacy, Social Justice, & Prof. Leadership COUN 7520: Consultation & Organizational Change COUN 8000: Internship (Leadership/Advocacy)	Theories, skills, and strategies for leadership and advocacy within all aspects of the counseling profession.

Tevera Outcomes Program

Starting fall 2022, all students will be required to purchase the Tevera software for outcomes and assignments. This will be part of your tuition and is required for the program to meet accreditation standards. More information on how to use Tevera can be found [here](#).

STUDENT ASSESSMENT CRITERIA FOR PH.D. STUDENTS

Ph.D. students are assessed in 5 areas of professional competency across 4 levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall “*Required Competency*” at the minimum. In order to successfully move into the internship year, students must demonstrate an overall “*Intermediate Competency*” in at least 50% of courses/learning assessments to

date, and in order to successfully graduate the student must demonstrate an overall “*Intermediate Competency*” in at least 75% of course/learning assessments for their program.

A comprehensive student review by the faculty occurs at early and midpoints in a student’s progress through the curriculum. If the student falls below competency standards, a Student Development Plan (SDP), will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement. A blank SDP can be found [here](#).

Depending on the reasons for failing a course, or not meeting the 50% and/or 75% “*Intermediate Competency*” level mark, a student might be required to retake a class, to do additional learning in an area assessed at a lower competency level, or in some cases to take a leave of absence to deal with personal issues, which under certain circumstances might include involving themselves in their own personal counseling.

Levels of Competency

“*Below Minimum Competency*” reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria.

“*Required Competency*” indicates that the student has met the “required competencies” of the assignment(s) as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria.

“*Intermediate Competency*” denotes the student has met the “required competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria.

“*Advanced Competency*” denotes the student has met the “*Intermediate Competency*” criteria as well as demonstrated a strong professional identity, understanding of the professional field, and level of skills expected by a more advanced professional in terms of the defined criteria.

Professional Competencies

Responsible and effective counseling students also possess a sense of professionalism and behave accordingly. These professional dispositions are defined as the values, commitments, and professional ethics that influence conduct toward peers, clients, colleagues, faculty and staff, and other internal and external communities related to the counseling profession. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, respect for the diversity of others, self-reflection, personal responsibility, compassion, advocacy, and social justice. If sincerely held, dispositions should lead to actions and patterns of professional conduct. These verbal and non-verbal behaviors affect student learning, motivation, and the development of others as well as the student’s own

professional growth. Professional dispositions are assessed based on observable behaviors in educational and clinical settings.

In addition to the competencies specific to each course, PhD/CES students are also evaluated on 5 areas of *Professional Core Competencies (PCC)*, with subsidiary *Skill or Knowledge Domains (SKD)*, to be demonstrated in each course and throughout their graduate counseling or therapy experience with peers, faculty, clients, and colleagues. These Professional Core Competencies are:

PCC – Professionalism and SKD – Professional:	Adheres to the ethical guidelines of ACA. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.
PCC - Reflective Practice and SKD – Perceptual:	Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.
PCC - Applied Critical Thinking and SKD - Conceptual/Evaluative:	Able to recognize multiple sides of an issue, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.
PCC – Diversity and Social Justice and SKD – Executive:	Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination and oppression.
PCC - Written Communication and SKD - Conceptual, Evaluative:	Writes clearly, professionally, and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master's level technical writing skills and APA style.

Endorsement Policy for Counseling Students and Graduates

The AUS Counseling faculty only endorses a graduate for a position, license, or credential for which the

graduate has been prepared. An endorsement granted after successful completion of the Ph.D. program means the individual has completed all didactic and experiential course work, including practicum, internship, comprehensive synthesis, and dissertation, all under Antioch University Seattle faculty supervision. This endorses that the student's performance has been sufficient to ensure that the candidate possesses the skills and competencies necessary for ethical provision of services in the setting for which endorsement is made. Completion of all requirements means that the candidate has completed the appropriate hours in the Ph.D./CES Degree Program along with the dissertation.

Before endorsement is granted to any student, faculty thoroughly check a student's records to ensure the individual has graduated, maintained satisfactory evaluations in coursework, completed all requirements, and/or is seeking endorsement only for a position or credential for which he/she has been prepared.

Communication and Classroom Participation

All students, faculty, and staff are expected to engage in verbal and written communication, which is respectful, professional, and demonstrates willingness to listen to the perspectives of others. All persons in the CES community are expected to respond to communications when requested, to refrain from biased or discriminatory language, and engage in problem-solving and mediation when necessary. Students who do not respond to communications from instructors/advisors or engage in unprofessional communication toward faculty/staff or peers (e.g., swearing; language which targets an individual for their race, gender, sexual orientation, immigration status, etc.; is threatening; is demeaning; etc.) may be subject to being placed on a Professional Development Plan to address this behavior.

Active participation in the classroom environment, including classroom discussions and activities, is expected. During classroom discussions, differing perspectives and ideas are welcome; all communications are expected to be respectful.

Social Media

Counselors represent themselves and the profession when they engage in social media and other activities which create a virtual presence. Behaviors online influence how the public views our profession. As such, students training to be counselors are also expected to be mindful of their virtual presence when they could be seen as representing the field of counseling or Antioch University. Be aware that digital content leaves your control immediately when it is posted and could reach a wider audience than was intended; nothing posted online should be assumed to remain private, no matter where it is posted.

Online communications, including messages posted to Facebook, Slack, Twitter, or other mediums, no matter the degree of privacy intended, should appear only as respectful communication, free from degrading or discriminatory language.

Bullying and Harassment

Antioch University and the Ph.D. in CES community will not accept any form of bullying or harassment by or of any members of the University community. Bullying behaviors include, but are not limited to maliciously spreading rumors, lies, or gossip; intimidation or aggressive behavior; offensive or threatening comments; posting comments/photos intended to deliberately shame, mock, or humiliate; engaging in discriminatory behavior or making derogatory comments about another.

Feedback

Feedback is an important component of the learning environment. In counselor education, feedback is also a mechanism for faculty to help students meet the requirements of the counseling field and to ensure that students are well prepared for working with clients. Feedback is given in the form of written responses to students' work, verbal feedback throughout classroom activities and discussions, final evaluations, and on-going discussions with students throughout the course of their program. Feedback may pertain to coursework, student behavior and professionalism, student progress toward professional identity development, communication, progress on writing, and other topics pertinent to success in the program. Students are expected to listen to feedback non-defensively, ask questions to clarify that which they do not understand, and to engage in a collaborative process of integrating feedback into their professional development. Students are expected to use feedback to improve performance and if necessary, may be placed on a Professional Development Plan to support this skill.

NARRATIVE AND STUDENT EVALUATION

The tradition of narrative student evaluations corresponds with an AUS student centered commitment of academic synthesis, personal reflection, diversity, and informed social and political action. It is essential that AUS integrate a student evaluation process reflecting the deep intentions of the mission, values and traditions of the university. Furthermore, narrative assessment, both formative and summative, provides a rich description of student learning and faculty response to the quality of their work. The narrative student assessments document the level to which students both acquire competency and meet key performance indicators regarding the eight learning domains.

For each course that students take, instructors are required to complete an assessment of student learning that matches the criteria set forth for students in all course syllabi. A rubric is utilized for narrative feedback specific to the student learning process that also reflects the final competency level attained by the student for the class or other learning activities. Traced directly to course competencies, narrative assessments submitted by instructors, will provide a summative evaluation of the students' performance in the class specific to the student learning domain, course outcomes, and areas of professional competency.

At the end of each term, Student Learning Evaluations will be submitted summarizing your course assignments, competencies, key performance indicators, and areas of growth and strengths. Click [here](#) for a general template of a Narrative Summative Assessment.

Key Performance Indicators

Key Performance Indicators (KPIs) are defined by CACREP (2016) as “Student learning outcomes that are connected to the

required curriculum and that program faculty have chosen to represent student knowledge and skills related to program

Course	CES Content Area (KPI)	Assignment
COUN7100: Research in Counselor Ed	Research	Research methodology reflection paper
COUN7180: Program Dev & Evaluation	Research	Counselor education project
COUN7320: Counselor Ed & Clinical Training	Teaching	Course syllabus & presentation
COUN7300: Instructional Design & Adult Learning	Teaching	Teaching demonstration
COUN7400: Multicultural Supervision	Supervision	Final supervision paper
COUN7420: Adv Clinical Supervision	Supervision	Integration paper
COUN7980: CES Practicum	Counseling	Clinical case presentations
COUN7200: Adv Counseling Theory	Counseling	Integrated theory paper
COUN7500: Advocacy, Social Justice, Prof Leadership	Leadership & Advocacy	Leadership for advocacy paper
COUN7340: Global Mental Health	Leadership & Advocacy	Final teaching demonstration

objectives.” Select courses throughout the program have assignments that are aligned with certain KPIs. These Key Performance Indicators allow for the tracking of student progress on CACREP standards at two points in time during their program. The courses with those KPIs are listed in the table above. KPIs appear in the syllabus for each course that has them to outline the learning outcomes that each student is expected to achieve in order to successfully complete the course. As an example, a KPI might appear as “Thorough discussion of the theory’s use and application in a weekly journal, demonstrating master’s level analysis and critique of theories.” Such a statement indicates that in order for a student to successfully complete the course and meet CACREP standards, the student should demonstrate their analytical abilities and understanding of the material by successfully integrating their knowledge into their weekly journal assignment. In this manner, faculty are able to assess student progress towards professional standards.

Primary Document (Assignment) Demonstrating Competency

All narrative evaluations require the documentation of student performance on a key assignment, also known as the Primary Document Demonstrating Competency. Most often, these assignments are the final synthesis or research paper for a course. Although a key component and measure of a students’ performance in a given course, faculty consider the overall attendance, participation, classroom conduct, and student performance on a number of other potential assignments within the overall student evaluation and narrative assessment.

Doctoral Writing Rubric

The Evaluation Rubric has three sections that seeks to evaluate a demonstration of Thinking, Communication of Ideas, and categories of content and focus; analysis and critical thinking; logic and flow; structure and organization; writing style; APA conventions; and grammar/usage/mechanics. Each area provides a description to the four levels of professional competency applied to the evaluation of submitted doctoral level writing and research.

Incompletes (INC)

If a student does not satisfactorily complete the assigned work in a course by the end of the term, the student will be granted “No Credit” (NC). If a student is unable to complete the work due to extraordinary extending circumstances, the student should discuss the matter with the instructor and, if approved, the instructor can assign an “Incomplete” (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments from the last day in which the course ends. Some instructors do not grant “Incompletes” (INC); therefore, students will receive a “No Credit” (NC) if the student does not complete the requirements by the end of the quarter. If the student is granted an “Incomplete” (INC), the instructor will designate how long the student will have to complete the work (maximum deadline is 30 days from the last day of the course in which the student is asking for the extension). Also, if the student is granted an “Incomplete” (INC), it will count against Satisfactory Academic Progress (SAP). Upon satisfactory completion of the INC, it will no longer count against SAP.

Steps to asking for an INC:

1. Email the instructor in advance of week 9 *asking* for an incomplete. It is per the instructor discretion on whether they will permit an INC and include your advisor on this correspondence.
2. If the instructor grants the student permission, the next step is to meet with the instructor to set clear goals and due dates for the assignment(s).
3. Be sure to work on meeting this due date(s) and keep the instructor updated on your progress via email.
4. If students do not submit assignments within the allotted time frame, students will receive No Credit for the course.

Satisfactory Academic Progress

CES students are required to maintain a satisfactory level of academic performance to avoid a Statement of Academic Concern (SAC). Situations that result in SAC may include receiving an Incomplete (INC) or No Credit (NC) for a class. In the event CAS students do receive a Statement of Academic Concern, they may be administratively withdrawn from the Ph.D./CES Program (see the AUS Catalog for more information). To maintain satisfactory status in SAPCFT, students will be expected to:

- Adhere to the ethical standards of the chosen profession. Please log in to the appropriate web site on the internet for the current codes of ethics for each professional organization.
- Maintain a satisfactory level of academic performance, including work in courses, internships, and other structured learning activities.
- Maintain Satisfactory Progression through the degree process.
- Meet the guidelines for University Satisfactory Academic Progress as stated in the University-wide Academic Requirements; and
- Maintain a satisfactory level of personal/interpersonal and professional functioning, as determined by faculty.

- Note that graduate students in the SAPCFT may often be encouraged to disclose information about themselves during their studies at Antioch. Further information on this subject is located later in this handbook.

Courses for the Ph.D./CES offer a specific number of graduate-level credits only and are non-negotiable. Students are granted full credit for a course after satisfactorily completing all course requirements, including the completion of assignments and course attendance. Due to the nature of experiential learning that is an integral part of all course work, students are expected to attend all classes and satisfactorily complete all assigned work. Failure to attend 90% of the class meeting time will result in no credit for the course unless appropriate makeup work is completed. Failure to attend 80% of classes automatically forfeits the possibility of gaining credit for the class. This applies to all courses. If a student falls below the minimum standard of attendance, it is the student's responsibility to arrange for appropriate makeup work with the instructor. The Evaluator's Assessment, issued at the end of each quarter, confirms, or denies credit for the course. The Office of the Registrar then officially enters the credit status into the student's academic records (i.e., transcript).

Academic Grievance Procedure

Clear, effective communication is an element critical to the many relationships that support student success in SAPCFT and Antioch University in general. For faculty, supervisors and students, the best first recourse is always to address a concern directly. If, however, support is required to efficiently resolve an academic (or non-academic) issue, Antioch University has a formal grievance procedure in place. You can access the Student Grievance Policy (Policy 6.109) from among AU Student Policies on the AUS website's Student & Campus Resources.

ACADEMIC PROGRESS POLICIES

Admissions

Candidates who meet all application requirements and receive an offer of admission are considered by the Counselor Education and Supervision Department to be *Fully Admitted*. Some students may have outstanding requirements, such as standards not met in their MA level education if they did not attend a CACREP accredited CMHC program. Courses such as Psychodiagnostics, Assessment, Career Counselor, Professional Identity and Statistics may need to be completed during their doctoral program. If any standards are unmet, the student must plan how and when they will complete these standards with their advisor. Documentation of this plan should be written and placed into the student's file within the first quarter of the program.

Transfer Credits

The CES program recognizes previous academic work through, a) waiver of specified required courses, or b) transfer of graduate credits from an accredited institution. Please note that all requests for course waivers should be made prior to any request for transfer of credits. To submit a transfer and/or a waiver

request, a student must complete the Transfer Credit and/or Course Waiver form located on the departmental Sakai site. Students submit this form and all supporting documents to their Faculty Advisor, who will then submit the application and supporting documents to the Core Faculty Teaching Liaison designated for the course in question. Faculty may request a meeting with the student to discuss her or his request in more detail before rendering a decision.

Students should be advised that there are degrees of approval, which include "approved, approved with conditions, or denied." If a student's request is approved with conditions, the student will need to engage in the specified learning activity (such as an independent study covering the particular areas of the required course not included in her or his previous work) as an alternative to the course. If a student's request is denied, she or he will need to take the course. The Faculty Liaison notifies the student's Faculty Advisor of the outcome of the request.

Waiver of Required Courses

If students believe they have completed comparable graduate level work before entering the Ph.D./CES program, and do not wish to engage in the learning activity offered by Antioch, they may request waiver of certain required courses in their Plan of Study. *This may be done at any point in your application process but must be done no later than the end of your first quarter of enrollment in the program.* Courses may be waived with documentation of recent (within the past 10 years), graduate-level course work from a regionally accredited institution for which you received a grade of "B" or better. To be eligible for a waiver, the previous course work must cover at least 75% of the material covered in the course offered at Antioch. To apply for a waiver, students should complete a Request for Waiver or a Credit Requirement form (see program Sakai site). Students should attach a copy of their transcript, the syllabus of the course, and any other requested documentation to this form. Students should submit the entire package to their advisor. There may be some doctoral level coursework which is not eligible for waiver. Note: a waiver of a required course does not result in a reduction of the number of credits required for the doctoral degree. If students are given permission to waive a required course, they will have room to take additional elective courses, an independent study (special topics) as part of their required credits.

Degree Completion Limit

CES students have six years from their date of entry to complete their degree. A student may appeal to the department chair to request faculty approval for extensions. Retaking of earlier coursework may be recommended.

Failure to Successfully Complete a Required Course

In alignment with the AUS Academic Policies, students who do not receive credit for a required course in their program's curriculum may retake the required course once, and must do so within two quarters, or the next time the specific course is offered, whichever comes first. If the student does not receive credit

in their second attempt of the required course, they will be administratively withdrawn from the Ph.D. CES program in SAPCFT. Future reentry to the program or a different graduate program within AUS requires a full admission process; admission is not assured.

PRACTICUM EXPERIENCE

The Ph.D. Counselor Education & Supervision (CES) combines both individual/triadic and group supervision over two consecutive quarters in support of students' counseling experience. The practicum takes place in the fourth and fifth quarters of the program. Below is a brief overview of the CES practicum experience.

Course Requirements

The Practicum is a two-quarter, six-month long, supervised doctoral-level counseling practicum to span a minimum of 100 hours in counseling, of which 40 hours must be in direct service to clients. The practicum affords students the opportunity to deepen their counseling work with clients in a setting in which the student is already working, or in a new setting. In either case, the work is completed under CES faculty supervision in order to further develop clinical skills, apply theory to practice, and to begin integration of supervision theories/models. In the fourth and fifth quarters, students will register for both:

COUN 7980 CES Practicum (1 credit): This course includes weekly individual/triadic supervisory meetings with CES faculty. Individual supervision will not exceed 1:2 faculty to students (i.e., any one faculty will not provide individual/triadic supervision to a total of more than 2 students).

COUN 7981 CES Practicum Case Consultation (1 credit): This course includes bi-weekly group supervisory meetings with a CES faculty. The group supervision component will not exceed 1:12 faculty to student ratio (i.e., any one faculty will not provide group supervision to a total of more than 12 students).

In order to confirm the placement and parameters of the counseling work, students will need to meet with their Faculty Advisor prior to registering for Practicum and no later than the fifth week of the quarter before they plan to start Practicum. If not already on file, students must submit evidence of their professional liability insurance to their advisor prior to beginning the Practicum.

Site Experiences and Hour Requirements

Students are required to complete and document a minimum of 100 hours of work over two consecutive quarters, with 40 of these hours being direct client contact. While in the Practicum, students will account for hours accrued at the practicum site using the [Ph.D. CES Practicum Weekly/Summary Log Forms](#). The Antioch Faculty Supervisor is responsible for signing off on these forms. Please note that by clicking this link you will have "view" access to the form and will need to make a copy in order to edit it to include your own hours. All forms are submitted online at the end of each quarter where the totals

are included in the student assessment on Self Service. Students should keep copies of all forms for their own personal records as Antioch does not keep copies of these materials after a student graduates.

Though the order of these steps and forms will largely remain the same, beginning in the fall quarter of 2022, all forms, hour logs and other practicum documentation will be completed and submitted through Tevera. Detailed information will be provided prior to the start of practicum. More information on the platform and how to utilize it for fieldwork can be found [here](#).

INTERNSHIP EXPERIENCE

The purpose of the internship is to provide students the opportunity to apply academic learning and skills in a practical setting. While all students will complete some amount of teaching and supervision as part of their internship year, internship hours can be negotiated to include more time devoted to counseling, research, or leadership & advocacy.

During internship, you are to receive one hour of weekly individual supervision by an internal or external Content Supervisor, and regular group supervision by one of the Ph.D. faculty.

The Ph.D./CES internship must conform to the following minimum criteria:

1. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.
2. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills.
3. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.

The above internship hours are typically completed on the AUS campus by co-teaching with a core, teaching or adjunct faculty member, teaching one's own class (after co-teaching evaluation), supervising masters' students in practicum or internship under the supervision of a doctoral faculty, participating in a leadership and/or advocacy position within the institution or within the counseling profession, acting as a research assistant or co-researcher under the supervision of a doctoral level faculty member, or providing advanced counseling to clients under supervision. Any opportunities to act in such a position outside of the institution requires prior approval from the student's core faculty advisor.

Securing a Teaching or Supervision Internship Experience

All CES student internship experiences need to be initially discussed and conceptualized with their faculty advisor. This is especially true for teaching experiences within the MA counseling programs at AUS and/or AUNE. Given the curricular complexity associated with accreditation standards and faculty workloads, the following steps are required for all CES interns seeking graduate teaching experiences:

Step One: Arrange a meeting with your academic advisor to review your areas of teaching interest. This may also include those gaps in your MA degree needing to be addressed in your plan of study as noted in your program acceptance letter (e.g., Professional Identity, Career Counseling). In this case, a teaching experience would provide both valuable teaching experience and mentorship as well as fulfilling this educational requirement as noted within the CACREP standards. If a CES student is responding to an MA faculty request for a doctoral level intern, exploring this first with their advisor is required as well.

Step Two: Upon selection of a course(s) of interest to the intern within a desired quarter, the advisor will reach out to the program chair with the request. Upon approval, the advisor will email the course instructor with a request for overseeing and collaborating with a doctoral intern. This will include a description of the roles and responsibilities of both the course instructor/supervisor as well as the doctoral intern.

Step Three: If agreed upon, the advisor will inform the CES intern to contact the course instructor prior to the beginning of the course to begin collaborating on the initial goals of the internship contract with regard to the upcoming teaching experience.

Step Four: The CES intern will review the initial internship contract with both their advisor and CES Fieldwork Coordinator. Signatures from the course instructor/evaluator, advisor, and CES Fieldwork Coordinator are required before the commencement of the teaching internship experience. Please see the *CES Internship Contract* for details.

Student Expectations

The student will engage in weekly (one hour per week) supervision and consultation with their Content Supervisor as noted above. Supervisors will assess students' work through direct observation and indirect consultation dependent on the content area being assessed as noted in their COUN 8000 internship learning contract. They will also engage in group consultation (COUN 8010 CES Internship Supervision) to present CES related professional experiences for peer reflection and feedback. This will be scheduled during the initial CES Internship class session.

Students will complete [weekly logs of their internship hours](#) to be signed off by their Content Supervisor on a monthly basis. Please note that by clicking this link you will have "view" access to the form and will need to make a copy in order to edit it to include your own hours. Ph.D. Internship Log Forms will be turned in to the Core Faculty Advisor who is responsible for

granting credit by the end of each quarter. To access the required forms, visit either Sakai or the CES website. Students will upload all internship documentation into their Internship folder.

Though the order of these steps and forms will largely remain the same, beginning in the fall quarter of 2022, all forms, hour logs and other internship documentation will be completed and submitted through Tevera. Detailed information will be provided prior to the start of that quarter's internship. More information on the platform and how to utilize it for internships can be found [here](#).

Assessment of Performance

Content Supervisors will complete an assessment of a student's work at the end of each quarter via [this Google Form](#). The Content Supervisor is encouraged to write supplemental comments in the spaces provided after each category of student performance specified on the form to augment the ratings in each area. A Required Competency rating indicates satisfactory performance at the intern's appropriate training level. This form is used throughout the quarter to periodically gauge the progress of student work in the various internship areas. A combination of both structured ratings and narrative commentary provides the Core Faculty Supervisor of group supervision and the Core Faculty Advisor with the necessary evaluative data to assess a student's training experience, progress, and professional development.

If a supervisor is unable to complete the assessment in time for the student to submit paperwork to the Core Faculty Supervisor of group supervision by the thirteenth week of the quarter, the student may receive an Incomplete for the course, and may lose internship credit for the quarter.

Students are granted or denied credit based upon an amalgamation of the Learning Supervisor's and the Core Faculty supervisor's evaluation of performance.

Problems or Concerns

Core Faculty Advisors have access to intern quarterly assessments and may become involved in problem solving if issues arise with fit or performance. A student's first level of contact for problem resolution is always the Learning Supervisor, and issues should be addressed sooner rather than later. The Core Faculty Supervisor of the group supervision is a valuable resource to the student and will be the first level of contact for the Learning Supervisor (beyond the student) to address concerns regarding performance. The student's Core Faculty Advisor may also be involved in problem-solving. If academic concerns arise, the advisor will notify the student; however, it is suggested that if the student is concerned about academic progress, they seek out the assistance and guidance of the advisor.

In the event of a withdrawal from internship, whether initiated by the student, the Content Area Supervisor, or the Ph.D./CES program, the student may be administratively withdrawn from Internship until they secure another internship placement. If a student is dismissed from an internship, they may receive No Credit (NC) for that quarter. Furthermore, if the student is

withdrawn due to the concerns of either the program or the Learning Supervisor, the student may be required to re-enroll in the first quarter of internship. In such cases, accumulated hours to the point of withdrawal may be forfeited. Various disciplinary actions appropriate to the situation may be taken, including but not limited to academic probation, loss of credit, loss of client-contact hours, required leave of absence, and termination.

If you have concerns about any aspect of your internship, it is appropriate for you to discuss your concerns immediately with your Core Faculty Advisor and/or Core Faculty Supervisor.

Adjunct Teaching (AU)

At some point in their doctoral study, and if they meet the minimum requirements, CES students in “good standing” can apply for adjunct status within the CMHC programs at AU. Openings for appointments are provided by CMHC departments and administered by Human Resources (click [this link](#) for information on how to submit your application and vita). All decisions on hiring and supervising quarterly teaching appointments are the responsibility of the CMHC departmental leadership.

Student Status and Private Practice

1. The CES program and faculty do not encourage the private practice of counseling by those who have not completed the appropriate advanced training and supervision.
2. New students accepted into the Ph.D./CES program who are engaged in private practice are required to provide the following information before their admission will be confirmed:
 - a. The nature and extent of their private counseling work (populations or issues addressed, modalities used, approximate number of client hours per week).
 - b. The length of time they have been in private practice.
 - c. The name, title, and business address of the professional(s) supervising their work in private practice and the number of hours of supervision received per month *if working under any license or credential other than a fully independent practitioner license*.
 - d. If counseling services are offered for a fee, in Washington State, a copy of the student's State license must also be provided.
3. New or continuing students engaged in private practice, who do not notify the program of their private practice activities, will be considered in violation of this requirement. Their status in the program will become the subject of review by the Program Chair.
4. Students practicing privately while enrolled in the Ph.D./CES program are required to obtain appropriate professional supervision or consultation on a regular on-going basis. The program accepts no liability for oversight or responsibility for supervision of the conduct of a student's private practice.

Self-Disclosure

Students may often be encouraged to disclose information about themselves during their studies in psychology at Antioch. Such encouragement may be communicated by an instructor verbally or in writing or may simply be communicated verbally by other students. Generally speaking, members of the Core Faculty consider such encouragement to be reasonable, given the clinical nature and professional goals of the curriculum. However, students are also advised that disclosing personal information is always optional for any particular activity or assignment in any particular course. Therefore, students are equally encouraged to exercise discretion in their personal disclosures and to assume full responsibility for the consequences of any particular disclosure. If a student is in doubt about their options for making personal disclosures in any particular course, they are advised to speak with the instructor accordingly. Doing so as soon as possible would be prudent. If necessary, students may, of course, also seek the counsel of the Course Liaison and/or their Faculty Advisor.

PROGRAM PLANNING CONSIDERATIONS

NOTES FOR YOUR ADVISOR:

GO OVER PLAN OF STUDY

COURSES/SCHEDULES

*POSSIBLE CERTIFICATES TO ADD TO PLAN
OF STUDY*

SCHOOL-LIFE BALANCE

SELF-CARE PLAN

Plan of Study Preparation

It is recommended that students utilize their Plan of Study as a check sheet in order to plan and track their progression through the courses. It is important and useful to write out a rough sketch of classes, quarter to quarter, and revise it as the student progresses through the program. Please keep an updated copy at home and bring it with you to every advising meeting.

Advisor Meetings

During initial orientation, students will be assigned a Faculty Advisor from within the Ph.D. program. It is recommended that new students make a 30-minute appointment with their advisor to go over the student's Plan of Study. Students may consider making appointments to check in with their advisor as needed, particularly in preparation for internship. Most advisor meetings are conducted over Zoom. Advisors are expected to respond to student emails within 48 business hours unless on their scheduled professional leaves.

Students are required to meet with advisors at least 4 times during their program:

- 1) During their first term in the program
- 2) Two terms before starting practicum
- 3) Two terms before Internship
- 4) Two terms before graduation.

Besides meeting with their advisor at the required times, students may also request additional contact/meetings to talk about special questions, interests, or problems they are having. Students sign up for an advising time by using the advisor's preferred approach to scheduling. Best time to meet with advisors is during the first three weeks of each term before registration opens starts. These meetings may be quite brief for some students and longer for others. All Counseling programs require checkpoints, or "gates" through which students must pass before going on to the next step toward their degree. These special meetings are intended for students and their advisors to maintain contact at critical moments in their passage through the degree process.

Students are responsible for ensuring that they complete requirements as described in this handbook and that they meet all relevant deadlines for turning in their work. By doing their part to keep up with the necessary procedures and activities, students contribute to creating a positive learning environment for themselves and will be free to engage with their advisor in substantive discussions of their learning needs. Students who refuse to meet with advisors can have a "hold" placed on their registration record prohibiting them from registering until they meet with their advisor. Advising is mandated throughout the program per CACREP and ACA Code of Ethics.

If, at some point, students have concerns regarding their advisor or are interested in changing advisors, the first step is to have a meeting with their current advisor to discuss those concerns and/or desire to change. If necessary, the Ph.D. CES program chair may act as a mediator in discussions. Since there is a limited number of core faculty in the Ph.D. CES program, changing advisors requires an agreement between the current advisor, the new advisor, and approval by the departmental chair. Faculty must maintain approximately the same number of advisees, thus, even if approved to switch, sometimes the student will need to wait until the advisor has a spot available (i.e., the graduation of one of their current students).

Academic Calendar

For a list of all deadlines and due dates regarding registration and financial aid, students should review the AUS Catalog and the AUS Student Handbook (which is for all Antioch Seattle students, not just CMHC Students).

Maintaining Active Student Status

Students must take the following steps to maintain active student status. Students must register (1) for a course, or (2) for a Leave of Absence (LOA), or (3) for Enrollment Maintenance (EMF). If a student currently has an Incomplete (INC) in any class, the student must maintain active student status until completed. See the AUS Catalog for more information.

Leave of Absence Limit

To be on leave, a student must register for the Leave of Absence by the end of the twelfth week prior to the quarter of absence. Leave of Absence registration must be submitted for each quarter the student

intends to be on leave. Leaves of Absence can be requested only one quarter at a time. Taking a Leave of Absence may cause financial aid loans to go into repayment.

If a student does not register for courses, a Leave of Absence, or Enrollment Maintenance status by the end of the twelfth week of the prior quarter, the student will be automatically withdrawn. Withdrawn students who wish to resume their degree programs must apply for readmission through the Admissions Office.

Students who are required to complete an SDP must finalize the plan with their advisor prior to taking an LOA. An LOA cannot be taken to avoid or delay processes designed to correct behavior or address failure to make adequate academic progress.

If an international student wishes to take a Leave of Absence or register less than full-time, the student must consult with the registrar's office prior to registration or the student's status in the program might be at risk.

Students in the military who believe they will need longer than four quarters LOA or may struggle to register for a LOA on a quarterly basis should speak to their advisor.

Antioch University policy limits the consecutive number of Leaves of Absence to four quarters. Academic programs may limit their total allowable LOAs to fewer than the maximum allowed by the University. Students may take LOAS as they are needed, as long as they do not take more than 4 in a row, and as long as they graduate within the maximum program length of 6 years.

Letters of Accommodation

According to the Antioch University Seattle Disability Support Services office, students with a letter of accommodation need to talk with their instructors at the beginning of the quarter if the student wants to arrange for extended time on assignments. If a student does not have an agreement in writing at the beginning of the quarter, that student will not be allowed extra time on assignments, and therefore, if the student turns in an assignment late, the student risks not receiving credit for the course.

Application for Graduation

The term *before* you plan on graduating, be sure to meet with your advisor to go over information. In addition to this advising meeting, the following steps should be followed:

1. Student sets their Anticipated Graduation Date (AGD) via their AUIView account (SU22, FA22, WI23, SP23, SU23)
2. [Student Applies for Graduation](#)
3. [Student Applies for Tickets for Commencement](#) (link may be old, please check your email for an updated application closer to time).

4. Student purchases AUS CES Doctoral Regalia at [Jostens](#)
5. Student contact for General Questions about Commencement: [Ann Bradley](#)
6. Student Official transcripts can be ordered through the [National Student Clearinghouse](#)
7. AU Registrar completes Degree Audit based on AGD and if the student is still taking courses, confirms AGD based on completion of their "outstanding" courses
8. Advisor confirms with the Registrar (cc's Advisee) that they have reviewed their Advisee's DAR (in MyAntioch) as a part of their Graduation Application and acknowledges that the Advisee will graduate based on the AGD of SU22-SU23.

ACADEMIC SUPPORT SERVICE DESCRIPTION

Financial Aid

[Antioch Seattle's financial aid](#) staff guides students through the options for funding their studies. The staff then develops a financial aid package to support individual circumstances, whether students are matriculating or close to graduation. Packages may include scholarships, loans, work-studies, and other types of financial aid. Antioch also offers a tuition payment plan, where tuition is paid in monthly installments.

According to the Financial Aid Office, enrollment of three credits is considered half time for graduate students and therefore eligible for financial aid.

Library Services

[The Antioch University Seattle Library](#) offers both print and non-print materials. These support the University's curriculum and its commitment to teaching to diverse learning styles. The collection is accessible through the online catalog on the library's web page at www.antiochseattle.edu/lib. The library offers efficient document delivery and interlibrary loan services as well as course reserves. Antioch Seattle has licenses to numerous academic databases with full-text journal articles and e-books. Through the library, members of the Antioch community have access to a vast collection of electronic resources. All library staff are trained to help access these. Computers, scanners, a printer and a copy machine are available during the library's liberal open hours. (Please see the library web page for the current schedule.) All computers also provide direct access to the internet and major database collections.

Career Services

We are excited to offer students myCareer Planner, an innovative, online career-planning site. This powerful tool is accessible to students through their [AUDirect login](#). myCareer Planner features career planning, networking, and job search tools that can help students leverage educational and professional accomplishments whether they are seeking to enhance an existing career or change careers entirely.

More information on this service can be found at this link:

<https://www.antioch.edu/seattle/resources/students/my-career-planner/>

Writing Courses

The Center for Teaching and Learning provides integrative writing courses to all students across academic programs (<https://www.antioch.edu/seattle/resources/students/teaching-learning-center/>). These courses offer a broad scope of writing experience, from understanding the writing process to academic writing, from formal research and inquiry to professional writing. The writing program is responsive to student needs and includes special topic courses each quarter. Courses include: WRTG5000 Writing Strategies Seminar (1 credit), WRTG4050/6050 Writing in Academic Contexts (3 credits), WRTG4060/6060 Inquiry and Research (3 credits), and WRTG 6110 Writing for Psychology (3 credits). Such a course may count toward CMHC elective credits.

Academic Support Lab

The Academic Support Lab (ASL) is dedicated to offering students assistance with their academic work and development. One-on-one and group sessions are available in half-hour and one-hour segments. We offer both scheduled appointments and drop-in hours in a peer writing support model. Students may call 206-268-4416, or email the lab at asl.aus@antioch.edu to schedule an appointment. Antioch tutors are graduate assistant students in various programs at AUS and thus have a deep understanding of the types of writing done by AUS students. The ASL also offers other workshops on a variety of academic writing and other concerns (such as writing particular assignments, resume writing and oral presentations). These workshops are designed to complement and enrich the academic experience. For more information, visit their [website](#).

The Center for Teaching and Learning

[The Center for Teaching and Learning](#) provides integrative writing courses to all students across academic programs. These “Writing across the Curriculum” courses offer a broad scope of writing experience, from understanding the writing process to features of academic writing, from genres requiring formal research and inquiry to professional writing. Some writing classes are “Writing in the Discipline” courses designed to prepare students for the various styles, conventions and expectations of writing for a distinct audience, such as WRTG6110, “Writing for Psychology.” The writing program is responsive to student needs and includes special topic courses each quarter that focus on creative writing or professional writing. The Center for Teaching and Learning also offers any AUS student further writing instruction directed on supporting the writing from other academic classes through bi-weekly seminars (WRTG 5000: Writing Strategies Seminar (1 credit).

The Virtual Writing Center

The Virtual Writing Center (VWC) is an Antioch University “center” for writing support and is located [online](#). The VWC allows busy, late-night workers to get quality feedback on their writing no matter when they need it. Similar to the campus writing center, the VWC allows all Antioch University students to submit papers for peer review as well as to schedule live conversations with peer e-tutors or a faculty consultant. All e-tutors are students at Antioch University and have deep understanding of the type of

writing done across the campuses. Any student may also request a live conversation or contact the VWC by emailing vwc@antioch.edu

Creative Arts

[The Art Studio](#) is a creative environment where students, alumni, faculty and staff can focus on enjoyment, creative expression, and learning from others. The Art Studio offers space to draw, paint, work with clay, or pursue other creative avenues. Supplies available include clay, a pottery wheel, a kiln, model boxes for still-life work, as well as supplies for two-dimensional art such as painting, drawing, chalk, and collage.

AUS Community Counseling and Psychology Clinic

Utilization of the AUS Community Counseling and Psychology Clinic is free to Antioch University Seattle students. MA SAPCFT students will never be seen by peers in the clinic but are served by students in the PsyD Program. Hours accrued as a client in the clinic may be applied toward the mandatory counseling hours required by the CMHC Program. SAPCFT students are also provided the opportunity to enhance their clinical training through work in AUS' Community Counseling and Psychology Clinic. As stated on the [AUS website](#), "The Clinic offers you opportunities to gain supervised experience with the diagnosis and treatment of a range of mental health disorders. Those served are widely diverse in age, ethnicity and socio-economic status. Because Antioch is a learning institution actively engaged in community outreach, clients are referred by a variety of local agencies, as well as self-referred."

Veteran Services

AUS is an approved university for the education and training of Veterans and Veterans family members. [AUS' Veteran Services](#) helps those who are eligible through the process of applying for GI benefits, financial aid, and enrollment. In addition, they offer referrals to (a) admissions counseling, (b) employment resources, (c) housing resources, (d) mental health and family counseling, (e) disability services, and (f) peer support. Veteran Services also has a Vet Corps Navigator to assist student veterans. It is a chapter of Student Veterans of America.

The Office of Diversity Services

[The Office of Diversity Services](#) (a) promotes educational and cultural enrichment programming and activities for all of its students, while at the same time, increasing cross-cultural understanding for the total University community; (b) researches best practices in diversity initiatives and uses those findings to inform university decisions; (c) develops innovative programs and communications strategies to promote inclusion, diversity, and equity and assesses the outcomes of those initiatives with a particular focus on their impact as related to recruitment and retention; (d) coordinates cultural awareness programs and assists in the implementation of diversity and inclusion initiatives for the campus community; (e) provides outreach to local and regional leaders, individuals and groups within diverse cultures; (f) Administers activities, programs and workshops to promote institutional awareness of and

commitment to faculty diversity goals. The Office of Diversity Support offers (a) leadership in diversity training; (b) student advising/mentorship; (c) community outreach technical support; (d) speakers bureau; (e) affinity group support.

RETENTION AND DISMISSAL POLICIES

The intent of the student support and retention procedures is to provide a conceptual process to the expectations, appraisal methods, and feedback that graduate counselor trainees will receive regarding their didactic and clinical competencies following admission into the CES program at Antioch University Seattle. Overall, it is the duty and aim of faculty to identify supports to assist students in their success, while at the same time, fulfilling their duty to ensure that students are prepared to deliver counseling, education, and supervision services ethically and competently to clients, students, and the profession. The policies and procedures below are based on the following three principles:

- Fairness: *departmental standards for students are clear, applied consistently absent of capriciousness, and shared with students (both orally and in written form) throughout the program, and flexible to emergent needs and situations.*
- Due Process: *students are provided the support, direction, and supervision to address gaps in their academic performance as well interpersonal and intrapersonal clinical skills impacting their ability to be effective counselors. This includes the use of collaborative planning outlining remedial student assistance activities, evaluation procedures, reasonable completion timelines, and consequences when these are not successful.*
- Resilience: *faculty provide early detection of professional student dispositions (see below) that warrant both intervention and support. This may include academic assistance (e.g., writing center) as well as guidance with professional self-care, emotional regulation, openness to feedback, and adherence to ethical codes. Remediation goals are stated in the positive, within the control of the student and consistent with professional competency standards, and follow-up to assure mastery.*

Students are expected to adhere to all AUS and academic program-related policies and procedures, abide by the ACA Code of Ethics, to demonstrate academic and professional competency in their CES coursework and fieldwork, and to maintain satisfactory progress toward completing their CES degree requirements. Consistent and/or egregious failure to meet these performance standards can result in dismissal from the University. These standards are not intended to be punitive; rather, they are intended to represent the high level of integrity and capability the CES program expects of its graduates.

Student Competency Review (SCR)

In compliance with the accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Counseling Association (ACA) Code of Ethics,

program faculty conduct a systematic developmental assessment of each student's progress throughout the program. The focus of the comprehensive assessment is on the student's academic status, including performance in coursework, clinical skill performance, professional conduct, and inter- and intrapersonal development. These qualities and behaviors are also evaluated continuously throughout the program to determine appropriate student fit with the profession of mental health counseling. Every counselor education training program has an ethical obligation to fulfill gatekeeping responsibilities to both honor their commitment to the students they admit and to protect future clients from impaired practitioners. For this reason, evaluation of each student is an ongoing process in the CES program.

The SCR involves doctoral faculty formally reviewing each student's performance after two quarters of admission or having completed 12 credits of graduate-level coursework during the CES program meetings. The SCR serves as the early review point and includes review of percentages of courses completed at "Required" and "Intermediate" assessments, as well as other themes related to professional competencies. An annual review is also conducted, serving as the mid-point review. The SCR and annual reviews include review of professional behaviors within and outside of the classroom, to include communication, interpersonal interactions with faculty/staff and peers, and overall progress toward developing professional counselor dispositions.

In preparation for the early and mid-point evaluations, CES faculty formally reviews the course evaluations for students as well as their strengths and continued areas of growth. If concerns arise, faculty can decide on the following levels of remediation:

Supportive Level of Concern (Low): *Faculty instructor, in coordination of with student advisor, identifies an academic and/or professional disposition area in need of growth in relationship to meeting course expectations and requirements. An informal support plan is developed to assist the student in meeting competency as outline in the syllabus.*

Reparatory Level of Concern (Mid): *When academic and professional concerns emerge across a student's coursework, a student development plan (SDP) is required (see below for details). The process of creating an SDP is meant to be a collaboration between student, advisor, and support faculty and designed to address ongoing academic (e.g., failed coursework) and professional disposition (e.g., professional ethics) concerns.*

Conduct Level of Concern (High): *If reparatory efforts prove unsuccessful or a student action has found to violate criminal law, professional and ethical standards, and/or Antioch University policies to physical violence, property damage, and behaviors that interfere with AU's mission and community function, then more strenuous disciplinary actions are required. These disciplinary policies are outline in the university's standards for Satisfactory Academic Progress (6.199), Student Conduct (6.103), and Academic Integrity (6.105). Due process for students involved in disciplinary actions are defined and protected under the Student Rights (6.102), Grievance (6.109), and Appeal (6.111) AU policies.*

Student Protocol for Addressing Concerns/Issues

If a student has an issue within a class or with a specific instructor there is a clear and appropriate order of protocol that the student must follow:

- First: Talk directly with the instructor (or person of complaint) first. We are all clinically trained individuals. This is an imperative and respectful first step.
- Second: If still unresolved, gather support from your advisor to map out next steps. This may include looping in the course instructor and/or the “Course Owner/Liaison” as noted on the syllabus.
- Third: Speak to the departmental chair regarding steps toward conflict or issue resolution with the course instructor
- Fourth: If still unresolved within the department, a student may reach out to the Associate Provost/Student Affairs Officer to consider more formal complaint procedures as outline in the AU Policies (link needed here)

Failure to Successfully Complete a Required Course

In alignment with the AUS Academic Policies, students who do not receive credit for a required course in their program’s curriculum may retake the required course once, and must do so within two quarters, or the next time the specific course is offered, whichever comes first. If the student does not receive credit in their second attempt of the required course, they will be administratively withdrawn from the MA degree program in CMHC. Future reentry to the program or a different graduate program within AUS requires a full admission process; admission is not assured.

Student Development Plan (SDP)

When student competency and professional disposition concerns arise, faculty members are obligated to assist students in every way possible to be successful in the program. The process of creating an SDP is a collaboration between student, advisor, and support faculty. A sample SDP can be found [here](#). Faculty members are ethically required to bring attention to any concerns deemed inappropriate (e.g., disturbing behaviors observed/reported inside or outside of class; unprofessional or disrespectful communication; verbal, email, or post of intolerance of diverse views; or any other behaviors which compromise the safety [emotional and physical] of staff, classmates, clients, and future clients).

Students who require an SDP are given the opportunity to rectify academic deficiencies and/or unprofessional behavior that are interfering with their capacity to satisfactorily complete the requirements of the CES Program. Action items are identified to increase competency and track progress as delineated in the SDP.

Most of these issues are typically concerned with problems related to classroom performance, including: no credit granted for courses, academic progress warning, academic progress probation, chronically late assignments, failure to utilize corrective feedback, difficulties with class participation, chronic absenteeism and tardiness, insufficient English proficiency, or substandard scholarship and academic writing. Additionally, the SDP covers professional dispositions related to the counseling profession including ethics, interpersonal effectiveness, respectful communication, reflective practices, self-awareness, applied critical thinking, and awareness of diversity and social justice.

When an SDP is created, the advisor will meet with the student, and a support instructor to identify the areas of concern either academically, or concerning professional dispositions connected to the counseling profession. Next, action steps and activities will be identified as ways to support the student in their development and progress in the CES program. A timeframe will be set to complete the action steps. Additional meetings between the advisor, student, and support faculty will be established to track progress. The outcome of completing the SDP successfully, or not, will be communicated throughout the process. Failure to successfully complete the SDP may result in dismissal from the program. Students on SDP for a behavioral concern will not be allowed to start practicum or internship until they have demonstrated successful progress and are officially removed from the SDP.

Unsatisfactory Progress & Student Discipline

The CES Program's corrective action and dismissal process are specific to its own policies and procedures for ensuring that its students consistently adhere to ethical and competency standards of behavior. However, these standards are consistent with and are implemented within the AUS policies and procedures pertaining to the ethical and academic standards expected of its students. Three sets of AUS policies and procedures relevant to corrective action and dismissal are the University's standards for Satisfactory Academic Progress (6.199), Student Conduct (6.103), and Academic Integrity (6.105). In these cases, the CES Program always integrates the implementation of its policies and procedures with those of the larger University system.

Student Conduct and Teaching Assistant (TA)

Students, who are TAs for undergraduate or graduate classes, should familiarize themselves with the ACA code of ethics and policies involving harassment, discrimination, and retaliation and inappropriate relationships with students. The program does not condone amorous relationships between students and employees, TAs and students, and doctoral mentors and MA students. Teaching assistants, in their official capacity in the university, should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. If a student feels like a relationship is beginning or feels that there has been any indication of such by another student, they should immediately talk to their immediate supervisor (i.e., faculty instructor, research mentor) and advisor. TAs should be careful of the use of social media and distribution of personal information with other students. Students on

SDP's are not eligible for TA positions.

MA Student Conduct and CES Doctoral Students

Students, who are being mentored by a doctoral student, should familiarize themselves with ACA code of ethics and the policies involving harassment, discrimination, and retaliation and inappropriate relationships with other students. The program does not condone amorous relationships between MA students and doctoral students/mentors. Students should report any inappropriate behavior to their advisor and chair of their respective programs.

Doctoral students are not to provide advising with MA students. They are only to provide "mentoring" such as supporting a MA student with an assignment or sharing information related to becoming a professional counselor. Only faculty are to provide advising with MA students. If a MA student feels a doctoral student has stepped outside their role as a mentor, please report your concerns to your advisor and Chair of the MA program.

APPEALS AND GRIEVANCES

Students at Antioch University have certain rights and responsibilities. Clear, effective communication is a critical element to the many relationships that support student success at Antioch University. For faculty, supervisors, and students, the best first recourse is always to address a concern directly. If, however, support is required to efficiently resolve an academic (or non-academic) issue, Antioch University has a formal grievance procedure in place.

Formal student complaints are primarily addressed through the appeal and grievance policies delineated in Appeal Policy 6.111 and Grievance Policy 6.109 available on the AUS website. To access AUS Policies:

- Navigate to the home page of the AUS website
- At the top right-hand corner, under *Student & Campus Resources*, choose *Policies* from the pull-down menu.

The purpose of the appeal process is to provide students with a mechanism to address academic actions taken by the faculty or administration for which students believe they have legitimate grounds to appeal. Complaints related to academic warning, academic probation, and academic dismissals; assessment of satisfactory academic progress; or unfair, inconsistent, or inequitable treatment in a program may also be appealed under this policy. In contrast, the purpose of the grievance process is to provide students with a mechanism to address non-academic actions taken by others within the University community about which students believe they have legitimate grounds to grieve.

Scope of Appeal & Grievance Policies

The appeal and grievance policies provide the main means by which students can formally complain about unfair treatment; however, not all remedial actions are covered under these policies. The following areas of concern have their own specific policies and procedures for seeking redress:

- Failure to be provided reasonable accommodation for a disability; see complaint rights under the Disability Support Services Policy 6.101.
- Complaints of sexual harassment or violations of Title IX of the Education Amendments Act of 1973; see complaint rights under Title IX and Sexual Harassment Policy 4.607.
- Discipline or sanctions imposed under the Student Conduct Policy; see complaint rights under Student Conduct Policy 6.103.

When a student wishes to institute a formal appeal about an evaluation made by a faculty member, the student must access and follow the Complaint & Investigation Process provided within the *Student Grievance Policy* (6.109), located within the *Student Rights & Responsibilities* (6.100), a *Student Policy* within the *Academic Policies*, which are housed in the *Student & Campus Resources* section of the AUS website.

Complaints related to academic warning, probation, and dismissals; assessment of satisfactory academic progress; or unfair, inconsistent, or inequitable treatment in a program may be appealed. Resolution must be pursued through the policy most relevant to the problem at hand. An overview of Policies and links to access details for each can be consulted at the *Policy* link within the *Student & Campus Resources* section of the AUS website.

Plagiarism

Plagiarism is defined as the presentation of an idea or a product as one's own when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances, or ideas expressed orally or via any electronic or other medium. Refer to the current AUS Catalog for full description and procedures. In cases of suspected plagiarism, an investigation may be conducted, and sanctions may be imposed, included but not limited to, academic restitution, academic probation, or dismissal from the program. Plagiarism policies are detailed in the Antioch University policy 6.105 Student Academic Integrity.

For a list and description of AU policies and procedures, see the AUS Student Handbook.

ANTIOCH UNIVERSITY STUDENT RESOURCES AND SUPPORT

AUS Commitment to Diversity

As stated in the AUS Student Handbook, AUS is committed to inclusion and diversity: "In recognition of our mission, vision, and core values, Antioch University governors, trustees, faculty, staff, students, and alumni pledge to engage in ongoing development as an inclusive learning community. Our goal is justice and empowerment for all. To this end, we attempt to respond to the spectrum of human diversity so that no one is marginalized. Firmly rooted in our longstanding tradition of challenging inequities and promoting social change, we are committed to continued growth as an international university that addresses the complexities of the diverse regions we serve. To move beyond tolerance toward inclusion, affirmation and the celebration of our differences, we embrace challenges and recognize that the responsibility for this rests with each member of the community and with the university as an

educational institution. We commit to creating and maintaining a learning environment free from discrimination, and we encourage and support those who identify and speak out against discrimination in pursuit of social justice. We demonstrate our commitment to the celebration of difference through self-examination, respectful interactions, and through formal and informal policies and practices that give life to these ideals within Antioch University and the world around us.”

Reasonable Accommodation of Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term. Students are responsible for forwarding their faculty members the electronic Letter of Accommodation from the DSS office the first week of the quarter. In cases when the disability accommodation is extended time on assignments, students and faculty are required to meet and plan a schedule. Each assignment must be discussed and specific due dates agreed upon in advance between student and faculty. For more information, please contact: Jane Harmon Jacobs, DSS Coordinator; Antioch University Seattle, Room 219C; 2326 Sixth Avenue, Seattle, WA 98121; Email:

jharmonjacobs@antioch.edu

Antioch University maintains a [Disability Support Services \(DSS\)](#) Office on each campus. All students requesting reasonable accommodations must register with the DSS Office and may be required to submit documentation of disability from a health care professional. All accommodations are determined on a case-by-case basis since functional limitations can vary uniquely. Disability support accommodations are provided on an individual basis and may include but are not limited to: extended time on assignments, interpreters, note-taking, course materials in audio or other formats, large print, adaptive equipment, recorded class sessions, and priority registration.

Please click the link to read [Antioch University policy 6.101 Disability Support Services](#) for more detail.

AUS Safe Zone

The CMHC program participates in the AUS Safe Zone. The AUS LGBTQIA Safe Zone is committed to public identification of allies for gay, lesbian, bisexual, transgender, questioning, and other sexual minority individuals. Adapted from SAFE programs throughout the United States, SAFE is defined as: Staff, Students, Administration, and Faculty committed to Equality on campus (S.A.F.E.).

The mission of the AUS LGBTQIA Safe Zone is to create a campus environment of tolerance, understanding and awareness of the special needs of LGBTQIA and other sexual minority persons. In

doing so, the LGBTQIA Safe Zone promotes awareness and provides resources and training in order to create a network of available allies for sexual minorities. Goals include providing ongoing support for LGBTQIA individuals by raising awareness and providing resources/education to faculty, staff, administration, and students. Further, the AUS Safe Zone hopes to foster open communication between faculty and students in regard to LGBTQIA issues by creating an open-minded, collegial environment free of oppression, coercion, prejudice, discrimination, and bigotry. By providing environments where persons can discuss LGBTQIA issues in a safe manner (through identified Safe Zones), it is hoped the project will promote a more general and active atmosphere of tolerance, acceptance, respect, and safety on campus.

Pronoun Usage and Names

The counseling program at AUS recognizes that name and gender identity are central to most individuals' sense of self and well-being, and that it is important for the program to establish mechanisms of acknowledgement and support for individuals' self-identification. One way we can support self-identification is by honoring the name and pronouns that each of us go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g., "he" or "she" or "they" or "ze" or something else). In all of our classes, you are invited (if you want to) to share what pronouns you go by, and we will seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity. A way to correct others who accidentally use the wrong pronouns will be discussed and agreed upon as a group on the first day of class. Thank you for making the counseling program at AUS an inclusive space.

You do not need to anglicize your given or chosen name. Whichever name honors you, and which you prefer, will be used.

STUDENT GROUPS AND COMMUNITY

CHI SIGMA IOTA: OMEGA MU GAMMA CHAPTER (OMG)-Counseling Honor Society

Chi Sigma Iota (CSI) is a national academic honors society for the field of Counseling (www.csi-net.org), and CSI: Omega Mu Gamma (CSI:OMG) is Antioch Seattle's local chapter. The chartering application was started six years ago by Dr. Sandy Meggert, who gave us the local chapter name, OMG. CSI is a separate organization from Antioch, related only to counseling, similar to the American Counseling Association (ACA), or National Board for Certified Counselors (NBCC). There are local chapters connected to other universities with counseling programs all over the country.

Eligibility for membership is extended only to those students in the Antioch University Seattle Clinical Mental Health Counseling and Counselor Education Supervision Doctoral department who have earned an Intermediate Competency in at least 85% of courses completed in the CMHC/CES program, are

currently not on a Student Development Plan, and have been deemed promising for endorsement as a professional counselor whose ethical judgment and behavior will be exemplary (CSI Bylaws Article 4.).

CSI membership extends to alumni, PhD Counseling students, and professionals, as long as the counselor pays annual dues, similar to membership with ACA or NBCC. This is an optional, elective organization that CMHC students can join (a) if they qualify (per the criteria described above) and (b) they feel the membership dues (\$20 local dues, \$55 national dues annually) are worth the benefits they receive for membership (access to networking events, leadership opportunities, continuing education, scholarship and research opportunities, etc.).

To express interest in applying, please contact your advisor, or the current student representatives.

Asian Students Group

This group is a space for foreign-born Asian students to connect with each other, and support each other in the aspects of career, culture adaptation and language, etc. It also provides a space for Asian perspective conversations around racism because most of the conversations taking place in school or in society are dominated by white or black voices. Open to all students who came to the U.S. from Asian countries. Faculty Liaison: Drs. Keiko Sano, Patty Peihuan Liu

Black Mentorship Group

This mentorship group meets once a month with self-identified Black students in the following programs: Counseling, Couples and Family Therapy, and PsyD. The goal of the program is to provide Black students and alums with support, offer resources for career development, networking, and encourage personal growth as students/alums continue their journey to becoming or being a mental health professional. Faculty Liaison: Dr. Devona Stalnaker-Shofner

Black Student Union

The mission of the union is to address the academic needs and cultural realities on campus by encouraging inclusion and cultural diversity at AUS, with special regard to students of African descent. We are dedicated to enhancing and supporting the educational experience and institutional equity by partnering with students by partnering with the student body, faculty, staff, administration, alumni, and the community. Faculty Liaison: Sue Byers

Christian Perspectives in Practice

The goals of the student group are to connect students to discuss the ethical integration of faith in professional practice and to promote positive relationships among all people. Although the focus is on Christian beliefs, we welcome people of other faiths to share and discuss the roles religion and spirituality play in life and in therapy. We do this through respectful discussion, whether in formal or informal meetings. Faculty Liaison: Anthony Pennant

Counselors of Color Support Group

The mission of the group is to offer support for students of color currently enrolled in the counseling programs at AUS, to share and discuss the unique challenges counselors of color face, and to exchange resources. For Master's and doctoral level Antioch University students in all counseling programs who identify themselves as a person of color. Note: While no counseling is offered, referrals are available.

Faculty Liaison: Dr. Keiko Sano

Counselors for Social Justice

Our mission is to work in tandem to promote social justice in our society through confronting oppressive systems of power and privilege that affect, not only professional counselors and their clients but our society as a whole. The groups will work to assist in instituting positive change in our society through the professional development of counselors and students. Great for first year students wanting to get involved in action and professional development. Faculty Liaison: Dr. Rasha Mohamed

Email: rmohamed@antioch.edu

For more information about student life please check out:

<https://www.antioch.edu/resources/students/student-life-office/>

PROFESSIONAL COUNSELING ORGANIZATIONS

Counseling Students are required to maintain student membership in the American Counseling Association throughout their enrollment in the program. Membership information and application for ACA can be found at www.counseling.org.

ACA also has 19 divisions that provide leadership, resources, and information unique to specialized areas and/or principles of counseling. Student membership in divisions is discounted, providing the opportunity to receive newsletters, journals and contact with individuals who may share your interest in a specialized aspect of counseling practice. You are encouraged to consider joining a division or two to learn more about an area of concentration.

Other specialty professional organizations are available for students to join including the American Association for Marriage and Family Therapy, International Association of Eating Disorder Professionals, Association for Women in Psychology, and/or the Association for Play Therapy, as examples. Specialty professional associations can provide students with more in-depth information and professional affiliation within a personal area of interest or a desired field of expertise. Students are encouraged to join organizations that pertinent to their professional interests.

Most national and state-level professional organizations have membership subsections, known as "divisions," for members who have common, more specific professional interests within the general organization. For example, the American Counseling Association has the following membership divisions:

- Association for Adult Development and Aging (AADA)
- Association for Assessment and Research in Counseling (AARC)

- Association for Child and Adolescent Counseling (ACAC)
- Association for Creativity in Counseling (ACC)
- American College Counseling Association (ACCA)
- *Association for Counselor Education and Supervision (ACES)*
- Association for Humanistic Counseling (AHC)
- Association for Gay, Lesbian and Bisexual and Transgender Issues in Counseling (AGLB TIC)
- Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA)
- American School Counselor Association (ASCA)
- Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- Counselors for Social Justice (CSJ)
- International Association of Addiction and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- Military and Government Counseling Association (MGCA)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)

PERSONNEL

AUS Executive Administration

- Benjamin Pryor, Ph.D., Provost and Chief Operating Officer
- Sue Byers, The (interim) Associate Provost for Student Support and Administrative Services
- Shawn Fitzgerald, Ph.D., Dean of Graduate School of Counseling, Psychology and Therapy
- Jane Harmon Jacobs, Ph.D., Disability Support and Interim Associate Provost for Student Support and Administrative Services

CES Program Chairs

- Colin Ward, Ph.D. CES Program Chair
- Katherine Fort, Ph.D. Associate Chair and Director of Outcomes

MA in Counseling, CMHC Program Chairs

- Maria Gonzalez, Ph.D., CMHC and CMHC/LR Program Chair
- Dani Baker, MA, CMHC Associate Chair
- Anjabeen Ashraf, Ph.D. CMHC/LR Low Res Associate Chair

Clinical Training

- Shawn Patrick, Ph.D., CES Director of Fieldwork
- Michelle Byrd, MA, Director of Clinical Training
- Erin Berzins, Ph.D, Practicum Director
- Rasha Mohammad, Ph.D., Low-Res Practicum

Counseling Department Core Faculty

Doctoral Level (CES) Core Faculty:

- Colin Ward, Ph.D. (CES Chair)
- Katherine Fort, Ph.D. (CES Associate Chair & Director of Assessment and Outcomes)
- Maria Gonzalez, Ph.D. (CMHC Chair & Low Residential Co-Director)
- Najla Hrustanović, Ph.D. (Curriculum Coordinator)
- Shawn Patrick, Ph.D. (Director of CES Fieldwork)
- Stephanie Thorson-Olesen, Ph.D. (Director of CES Research)

MA in Counseling Core Faculty:

- Anjabeen Ashraf, Ph.D.
- Erin Berzins, Ph.D
- Dax Bevely, Ph.D.
- Keiko Sano, Ph.D.
- Patty Pei-Hsuan Liu, Ph.D.

Department Associates

- Ann Bradley, Program Associate (CES and LR CMHC)
- Michelle Honey, MA Administrative Programs Coordinator
- Travis Adams, MA Program Associate
- Margaret Conley, MA Program Associate

CES Faculty Bios and Contact Information

Dr. Katherine Fort

kfort@antioch.edu

Counseling Department Co-Director
Assessment Director & Ph.D. CES Associate Chair
CACREP Liaison
Core Faculty since 2013

Education:

- **PhD Counselor Education & Supervision**, Oregon State University
- **MAEd Counseling, Post-Secondary Counseling**, Seattle University
- **BA International Relations & Political Science, Asian Studies**, Scripps College

Dr. Najla Hrustanovic

nhrustanovic@antioch.edu

CES Social Justice & Curriculum Director
Core Faculty

Education:

- **PhD Counselor Education**, University of Buffalo
- **MS Mental Health Counseling**, State University of New York at Oswego
- **BA Psychology**, State University of New York Polytechnic Institute

Dr. Stephanie Thorson-Olesen

sthorsonolesen@antioch.edu

Director of CES Research & Dissertation
Core Faculty

Education:

- **PhD Psychology**, Capella University
- **MS Counselor Education**, Winona State University
- **BA Psychology**, Winona State University

Dr. Mariamee Gonzalez

mgonzalez3@antioch.edu

Counseling Department Co-Director
M.A. CMHC Program Chair
Core Faculty since 2014

Education:

- **PhD Education Counseling**, University of Missouri-St.Louis
- **MEd Counseling**, University of Missouri-St.Louis
- **BA Psychology**, University of Missouri-St.Louis

Dr. Shawn Patrick

spatrick@antioch.edu

Director of CES Fieldwork
Core Faculty

Education:

- **EdD Counselor Education**, Northern Illinois University
- **MAEd Counselor Education**, University of South Dakota
- **BA Psychology**, Saint Louis University

Dr. Colin Ward

cward@antioch.edu

Counseling Department Co-Director
Ph.D. CES Program Chair
Core Faculty since 2010

Education:

- **PhD**, Oregon State University
- **MS**, Winona State University
- **BA**, University of Northern Colorado